

St Alban's CE Primary School

Developing Excellence Plan



2020-2021

"Educating for life in all its fullness"

Contents

Developing Excellence Plan 2020/21.....	page 3
Key priorities: recovery strategies.....	page 6
Subject specific action plans and analysis of the year group curriculum objectives in need of recovery following the Covid pandemic lockdown.....	page 14
Early Years analysis of objectives in need of recovery following pandemic and 2020/21 action plan.....	page 72

Appendices

Staff tasks towards DEP implementation.....	page 77
Summary SEF 2020/21.....	page 86
Pupil premium action plan 2020/21.....	page 80
Sport's funding review and action plan document 2020/21.....	page 92

Developing Excellence Plan 2020/21

EMERGING ISSUES *(the overview- starting with the 'why?'):*

Quality of education

Implement a robust recovery plan to include recovery of the lost curriculum during lockdown summer 2020 and also includes bespoke recovery tutoring for those pupils who are struggling to catch up.

Why? The pandemic and lockdown in summer 2020 led to a term of missed learning in need of recovery. Learning covered by online teaching during this period was vital, as it enable children to keep key concepts alive in their working memory, but as educators we need to revisit the objectives covered to ensure all children have had equality of access.

Embed recently revised curriculum programmes of study including embedding with new staff and staff new to year groups, to ensure the curriculum offer is broad, full and balanced, studied by all and is both knowledge-led whilst promoting mastery of skills. Ensure all planning includes coverage of knowledge, skills and vocabulary across all areas of learning.

Why? Following Ofsted 2020, the school needs to continue to develop the wider curriculum in order to build on what children need to know and remember in every subject.

Behaviours and Attitudes/ Personal development

Support pupils' anxieties and wellbeing followed by the Covid-19 pandemic and lockdown to that all children feel safe, happy and listened to. Develop resilience – equip staff to enable pupils to recover some of the resilience lost since lockdown.

Continue to a deploy sport's coach who will focus on preparing pupils for competitive sport and encouraging them to engage in physical activity.

Establish a strong culture of character development – teach children to be respectful, not afraid to take risks in their learning and to be resilient. Use reflection areas and RE as a catalyst for exploring personal development, particularly when we are unable to have whole school assemblies in the hall because of Covid-19 restrictions.

Why? The Covid-19 lockdown led to an increase in anxiety, isolation and trauma for pupils. In 2020/21, the school needs to play its' part in restoring the balance for our children and providing a safe, happy atmosphere where everyone can thrive and learn.

Leadership and Management

Leadership at all levels to have a clear understanding of which learning has been lost and which needs to be recovered and by what method.

Empower all subject leaders to monitor standards in their subject, including to monitor the impact of the recovery plan for the curriculum.

Why? Once we understand what learning has been missed and how it can best be recovered, we can devise a curriculum plan which enables all learning to be caught up in the smartest way and, very importantly, leaders can check we have been successful throughout the year.

Progress and Attainment: Year 6 2019/20

End of key stage teacher assessment (based on mock SATS and teacher assessment in the weeks prior to lockdown).

5 SEN pupils; 5 PP Pupils	Historical data: Exit to FS2 2014				End of KS1 2016				Attainment 2019		Attainment 2020 (based on teacher assessment/ recent mock SATS due to Covid-19 lockdown.	
	% below	% expected	% above		% Below	% expected	% (Greater Depth)		% Exp (cohort)	% GDS (cohort)	% expected	% Greater depth
Maths	20	80	0		10	90	39		86	27	97%	37%
Reading	0	100	0		13	87	52		90	31	97%	53%
Writing	36	64	0		10	90	29		80	33	100%	43%
Spag					26	74	26		83	24	100%	43%
SEN maths					50	50	0		40	0	97%	22%
SEN reading					50	50	0		40	0	97%	22%
SEN writing					0	100	100		20	0	100%	11%
SEN spag					10 0	0	0		20	0	100%	22%
Maths Boys					0	100	42		80	40	100%	50%
Maths Girls					16	84	37		89	21	97%	42%
Reading Boys					8	92	58		90	40	100%	58%
Reading Girls					16	84	47		89	26	97%	50%
Writing Girls					11	89	32		84	36	100%	33%
Writing Boys					8	92	25		73	27	100%	50%
Spag Girls					16	84	26		84	21	100%	39%
Spag Boys					42	58	25		80	30	100%	
Pupil Premium Maths					0	100	50		83	33	100%	40%
Pupil premium reading					0	100	50		83	50	100%	40%
Pupil premium writing					0	100	50		67	33	100%	40%
Pupil Premium Spag					0	100	50		83	33	100%	40%

Attainment in maths improved from each starting point (FS2, Y2), most notably improved for girls, where the gaps with boys were narrowed. In English, excellent progress was made from KS2 to KS2 for both boys and girls. SEN pupil performed very well and made outstanding progress over time. Good progress was made at GDS in all subjects, with most progress measures converting from KS1 to KS2 other than in maths.

RECOVERY ACTION PLAN 2020/21: Recovery of the Curriculum

Improvement Priority 1 RECOVERY OF THE CURRICULUM	TO IMPLEMENT A COVID RECOVERY PLAN TO ENABLE CHILDREN TO CATCH UP ON MISSED CURRICULUM LEARNING
Success Criteria:	<p><i>We will know we are successful when ...</i></p> <ul style="list-style-type: none"> • All cohorts and groups catch up on lost learning following the lockdown during the summer term of the 2020 year • Teaching is responsive to need, takes account of the needs of all groups of learners and is focused and simple. • Any gaps in performance of groups of pupils that have emerged following the lockdown are reduced • We are acutely aware of the areas of learning that have been lost during the pandemic lockdown and have a plan in place to recover this learning over time.

Objectives	Lead Person	Milestones	Time scale	Monitoring and Evaluation			
				What	By who m	When	Outcome
1. To evaluate the curriculum content that has been missed or taught remotely in order to have an accurate picture of what will need to be re-taught and what to let go.	SLT/ subject leaders	<ul style="list-style-type: none"> • Leadership identifies objectives that would have been covered over summer term 2020 using long term and medium-term plans. Include objectives that were taught remotely. • Divide curriculum objectives into: <ul style="list-style-type: none"> 1/ Non-negotiable key concepts, knowledge and skills all pupils need to understand and 2/Deeper concepts and knowledge we would like pupils to learn if there is time (ie if we master key concepts quicker than expected) <p>Remove any objectives that are not necessary for a good level of understanding. <u>Key questions:</u> <i>"What are the essential concepts in our curriculum that pupils need to understand before moving on?"</i> <i>"What parts of our curriculum are less essential, that we can miss or touch on quickly?"</i></p>	Beginning of new academic year 2020/21	Scrutiny of identified curriculum recovery plans	SLT	Sept 2020	The school has a clear understanding of which objectives have been lost and what aspects of learning needs to be recovered and how in all areas of learning across the curriculum.
2. To produce a plan for curriculum recovery which identifies key concepts that will need to be	SLT/ subject leaders	<p>Once the essential lost concepts have been identified, curriculum leaders will categorise objectives into those that can be recovered through the following ways:</p> <ol style="list-style-type: none"> 1. Through a spiral curriculum during the year, where objectives are repeated and built upon 2. Through an extended teaching sequence/ pre-teach 	Beginning of new academic year 2020/21	Scrutiny of identified curriculum recovery plans	SLT	Sept 2020	The school has a clear understanding of which objectives have been lost and what aspects of learning needs to be recovered

re-taught as well as how and when we will do this.		<div>3. By providing an additional research project or home learning task</div> <div>4. By returning in a later year group (deferring). For example, electricity covered in summer term year 4 is repeated in year 6 and can be covered more thoroughly then.</div> <div>5. Discrete curriculum recovery lessons in Autumn term (discrete curriculum recovery lessons to last no longer than one month).</div> <div>Example of curriculum recovery analysis:</div> <table><tr><th colspan="3">Area of curriculum in need of recovery: Science</th></tr><tr><th></th><th>What learning/ key concepts have been missed in lockdown 2020?</th><th>When and how will we recover these? (reference to points 1-5 identified above).</th></tr><tr><td>FS2 cohort 2019/20</td><td></td><td></td></tr><tr><td>Y1 cohort 2019/20</td><td></td><td></td></tr><tr><td>Y2 cohort 2019/20</td><td></td><td></td></tr><tr><td>Y3 cohort 2019/20</td><td></td><td></td></tr><tr><td>Y4 cohort 2019/20</td><td></td><td></td></tr><tr><td>Y5 cohort 2019/20</td><td></td><td></td></tr></table> <div>(Curriculum and Year Group Recovery Analysis referred to in Developing Excellence Plan).</div>	Area of curriculum in need of recovery: Science				What learning/ key concepts have been missed in lockdown 2020?	When and how will we recover these? (reference to points 1-5 identified above).	FS2 cohort 2019/20			Y1 cohort 2019/20			Y2 cohort 2019/20			Y3 cohort 2019/20			Y4 cohort 2019/20			Y5 cohort 2019/20			October 2020	Planning and work scrutiny to ensure recovery curriculum has been sufficiently addressed.	SLT	Oct 2020	and how in all areas of learning across the curriculum. This is documented and built into teacher's planning documents in order to recover the lost curriculum.
Area of curriculum in need of recovery: Science																															
	What learning/ key concepts have been missed in lockdown 2020?	When and how will we recover these? (reference to points 1-5 identified above).																													
FS2 cohort 2019/20																															
Y1 cohort 2019/20																															
Y2 cohort 2019/20																															
Y3 cohort 2019/20																															
Y4 cohort 2019/20																															
Y5 cohort 2019/20																															

RECOVERY ACTION PLAN 2020/21: Recovery of the Vulnerable

Improvement Priority 2 RECOVERY OF THE VULNERABLE	TO IDENTIFY PUPILS IN NEED OF BESPOKE RECOVERY TUTORING FOLLOWING THE COVID PANDEMIC LOCKDOWN AND TO ENSURE THAT ACCELERATED PROGRESS IS MADE IN ORDER THAT THEY ARE NOT LEFT BEHIND.
Success Criteria:	<p><i>We will know we are successful when ...</i></p> <ul style="list-style-type: none"> • All cohorts and groups achieve at least good progress per annum and the % outstanding progress is accelerated in all areas of the curriculum • Provision raises standards and is responsive to children's needs. • We have identified those pupils who need additional support to catch up following lockdown and plans are in place to recover their lost learning. • Teaching is responsive to need, takes account of the needs of all groups of learners and is focused and simple.

Objectives	Lead	Milestones	Time scale	Monitoring and Evaluation			
				What	By whom	When	Outcome
To identify pupils for bespoke recovery tutoring following Summer 2020 lockdown.	SLT	<p><u>Important note: The majority of children will recover lost learning through action plan 1/ above (recovery of the curriculum). This action plan seeks to identify those for whom action plan 1/ above is not enough, and for whom a more bespoke tutoring catch-up plan is necessary to ensure that they catch up with their peers and recover gaps in learning.</u></p> <p><u>Identify pupils eligible for recovery tutoring:</u></p> <p>a) Staff to identify pupils who have not been engaging with remote learning, who do not have access to technology needed to carry out remote learning, are vulnerable due to SEN need or who have experienced difficult family circumstances that have impacted upon their access to remote learning (for example family bereavement).</p> <p>b) At the start of Autumn term (the first ten days), staff to use low-stakes assessment to check out the school's assumptions from a) above. This information is to be used to find out where pupils have specific gaps in knowledge that cannot be</p>	Sep 2020	Monitoring of teacher records/ assessments and pupil progress meetings early in Autumn term.	SLT	Sept	Pupils in need of a bespoke tutoring recovery plan are identified.

		<p>addressed by the action identified in priority 1/ (recovery of the curriculum action plan).</p> <p>Staff to avoid written tests at the start of Autumn 1 2020. Examples of low-stakes assessments to be deployed include:</p> <p>low stakes quizzes</p> <p>low-threat knowledge checks</p> <p>multiple choice questions</p> <p>discursive paired work (read a text for 10 minutes then tell your partner about it)</p> <p>checking knowledge through discussions</p>					
<p>To implement bespoke recovery tutoring for individual pupils and groups in order to accelerate progress and narrow gaps in attainment.</p>	SLT/ inclusion leads	<ul style="list-style-type: none"> Deploy staff to carry out the recovery tutoring lessons for those who have gaps that cannot be addressed by action plan 1 above (Recovery of the Curriculum). Plan for bespoke tutoring recovery lessons daily for pupils over a short range of weeks (for example 4/5 weeks), for individual pupils and small groups. Identify specific objectives required for recovery and draw up personalized OLP's (optimum learning plans) for each pupil. Share these with all staff involved with the pupil and with parents. To ensure tuition is effective, we will ensure that it is: <p>1-1 or in small groups</p> <p>Intensive: focused around key concepts</p> <p>Takes place over a short period of time (4/5 weeks)</p> <p>Targeted at pupils with specific needs and gaps and their targets must to be SMART</p>	Sep – Dec 2020	<p>Monitoring of interventions in Autumn term.</p> <p>Monitoring of assessments end of Autumn 1</p>	SLT/ inclusion lead/ SENCO	Autumn term 2020	<p>Bespoke tutoring is high quality, fit for purpose and addresses specifically the needs of those pupils who have fallen behind.</p> <p>Outcomes improve, in particular for pupils at risk and the gap in attainment with their peers is reduced.</p>

		<p>Aligned with learning that is already taking place in the classroom.</p> <p>Carried out by well trained staff</p> <p>Designed to enable children to experience success early on in order to motivate them</p> <ul style="list-style-type: none"> • <i>Once recovery tutoring is complete, we will ensure that all pupils identified for the programme receive pre-teach and post-teach interventions for the remainder of the Autumn term.</i> 					
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RECOVERY ACTION PLAN 2020/21: Recovery of the community

Improvement Priority 3: Recovery of the community	TO IMPLEMENT A RECOVERY OF THE COMMUNITY PLAN THAT WILL ENABLE THE SCHOOL COMMUNITY TO ACHIEVE ITS' FULL POTENTIAL
Success Criteria:	<i>We will know we are successful when ...</i> <ul style="list-style-type: none"> • Pupils engage in learning and feel safe in school • Communication with parents is highly effective and results in a clearer understanding of children's needs and experiences • Aspects of children's mental health and wellbeing affected by the pandemic and lockdown are recovered.

Objectives	Lead	Milestones	Time scale	Monitoring and Evaluation			
				What	By whom	When	Outcome
To begin to recover pupil and adults' sense of wellbeing following the Covid pandemic lockdown		<p>1. <u>Provide for a smooth transition back to school:</u></p> <p>Staff to deploy non-contact ways of showing they care (air high five)</p> <p>Implement non-verbal ways of communicating emotion (BSL/ 5 point scale)</p> <p>Staff to reinforce through body language the importance of social distancing (spread arms for social distancing, mimic washing hands, mimic catching coughs and sneezes in sleeve)</p> <p>Staff to encourage positivity and not negativity (instead of a box of worries use boxes of hope or gratitude)</p> <p>Provide pupils with space to process feelings and share experiences during lockdown. Include on displays, for example, work from online learning during lockdown so that pupils who remained at home understand they were still part of school.</p>	Sep 2020- July 2021	<p>Pupil interviews</p> <p>Drop -in observation within the classroom and lesson observation focusing on pupil behaviours and interactions with staff</p>	SLT	Half termly	<p>Pupils return to school and feel settled in their classrooms</p> <p>Spirituality and mindfulness are well developed in all pupils and this presents as happy, settled learners.</p> <p>Children who are suffering from particular anxieties or trauma are helped to improve their mental well -being and they feel safe.</p>

		<p>2. <u>Identify likely issues and possible solutions to enable a full recovery of the community:</u></p> <p>Likely issue: Exhausted pupils Possible solution: Provide brain gym breaks/ outdoor learning/ physical breaks/ mindfulness boosts</p> <p>Likely issue: Isolation of pupils during lockdown Possible solution: Staff to encourage activities which involve social interaction and conversation, and need to support some pupils to 'play' with others</p> <p>Likely issue: Loss of confidence Possible solution: Staff to implement a 'can do' attitude and growth mindset in children. Ensure classrooms are shame resilient and children feel safe to make mistakes.</p> <p>Likely issue: Anxious pupils Possible solution: Staff to provide children time to talk. Implement 'reflection/ mindfulness areas' in each classroom which include: Prayer spaces with a focus on praying for concerns Reflection areas which include space for unanswered questions (chance for children to understand it is alright to ask why God allowed the virus to happen or why a family member died, for example). A gratitude area (what are we thankful for) A worry box or a hope box for children to post their hopes or anxieties in</p> <p>Likely issue: Anxious parents Possible solution: Deliver class workshops by zoom for parents within the first few weeks of term so that they understand classroom routines and how we plan to support their child back into school. Keep lines of communication open, despite school being closed to adults (use of class dojo). Share</p>	Autumn term 2020	Pupil progress meetings include discussion and identification of any areas of concern for individual pupils	SLT	Half termly	The school community recovers from the trauma of the lockdown and pandemic and is fully functioning.
			Sept 2020	SLT monitor a sample of parent workshops/	SLT	OCT 2020	Parents feel more informed and the lines of communication are open despite

		<p>the school's curriculum recovery plan so they understand that we have a plan to recover lost learning – remove the guilt many feel as they struggled to juggle work and home learning.</p> <p>Likely issue: Trauma</p> <p>Possible solution: Staff to have a reminder of previous training on:</p> <p>Emotional coaching</p> <p>Vulnerability and courageous classroom training (reminder to identify 'armouring up'/shield techniques used by children after trauma (run from, run against, run towards)).</p> <p>Staff to identify specific issues with some children presenting as traumatised using Maslow's triangle.</p>	Autumn 2020	parent questionnaires			<p>restrictions of access to the school building.</p> <p>Staff feel more prepared to spot signs of trauma and manage well pupils who display behaviours causing concern.</p>
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Subject: English

Curriculum Recovery Plan - KS1 English

	What learning/key concepts have been missed in Summer 2020?	What strategies will we use and how will we recover these ?	Examples of recovery.
FS12 cohort 2019/20	Links sounds to letters- naming and sounding the letters of the alphabet (lowercase to uppercase correspondence) D.M.pg 31	-Whole class revision of RWI – naming , sounding, lower/upper case correspondence. -Re-assess for RWI groups (after appropriate settling in period) -Ensure parents are aware of gaps so can be revised at home and school.	- Through spiral curriculum repeats the concepts. - Teach extended sequence of teaching/pre-teach.
FS2 cohort 2019/20	Use key features of narrative in their own writing. Be able to re –read and check through own writing and correct some simple mistakes.		-Research home learning task. - Repeated in a different year group so defer until then (e.g. electricity in year 4 and 6).
Year 1 cohort 2019/20	I would say for Y1 the big things to catch up on are: RWI – phonics Comprehension – inference Grammar of exclamation marks full stop and capital letters. Handwriting spelling Y 1 words and adding ed, ing and est, er	- RWI phonics – whole class revision, establish routines and settle children. - Assess RWI and group as quickly as appropriate. -Share gaps with parents and to ensure revision in school/home. - RWI spelling will pick up suffixes. Those not ready to access RWI spelling focus on phonics and Y1 exception words - Writing and SPaG -Encourage re-reading work aloud from the start and use of purple pen. Revise sentences and punctuation. -Make handwriting practice a morning job and make it fun with “handwriter “of the day stickers! - Reading -Whole class comprehension to revise Y1 Headstart, while those below green read 1-1.	- Discrete recovery lessons in Autumn 1.
Year 2 cohort 2019/20	All genres taught in writing except for Non-chronological writing Features of genre not embedded, not taught expanded noun phrases or using paragraphs to organise related information (except in home learning). RWI units as far as book 2B unit 10 covered. All Headstart completed. Cracking/past papers covered in discrete groups. Majority joining handwriting, but will need revision.	Revise the following before starting Y3 Curriculum. SPaG - <ul style="list-style-type: none"> Expanded noun phrases, Paragraphs – grouping info RWI spelling revise units 12- 15. Revision of Y2 exception words. Writing – Teach features of non-chronological writing Reading - 8 children not reading at EXS in March. Need discrete catch up sessions for this group. Handwriting – 10 not consistently joining. May need regular intervention first term, more than once a week. Share with parents so can practise at home too.(Some evidence in lockdown joining, but not consistent across group).	

Literacy Mission Statement:

“To raise the fluency of English”

National Curriculum *“A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them.”*

Excellence and enjoyment *“Teachers recognise where links are effective to enable pupils to apply the knowledge and skills learned in one subject to others, as well as bringing coherence to learning when complementary aspects of subjects are brought together.”*

What fluency means at St Albans:

“Fluency is the ability to draw on all areas of English together when teaching, and when learning.”

KS1 English Action Plan 2020/21

Objectives	Action to be taken	Start date	Target date	Person leading action	Resources (time, personnel, event)	Monitoring (how, when and by whom)	Success criteria
Reading Raise attainment in reading.							
1.Improve quality of RWI delivery	To train new staff members in RWI phonics in Sept INSET	Sept 20	June 21	JT	RWI Training course	Drop ins during autumn term.	GDS Phonic test outcomes
2.Embed use of reading diary and bookmarks	Outline use in Autumn parent welcome talk -Check use by staff /parents	Oct 20	June 2021	JT	Non- contact time	End of Autumn 1 JT Parent feedback Pupil interview	Parents engaging with diary, and using bookmarks
3a.Improve quality of books selected to model reading into writing	-Monitor long term planning -Reciprocal lesson observations.	Sept 20 JT Sept 20 CW Oct 20	Summer 2	JT	Purchase relevant CLPE texts Non -contact time	Autumn 2	Raised fluency levels and impact of reading showing in quality of writing in end of year assessments.

3b. Raise levels of fluency when reading aloud. 4. Improve children's access to shared texts.	Purchase visualisers to allow children to read text clearly.	Sept 20	Summer 20	JT	Visualisers	Monitor use in lesson observation Nov 20.	
Writing To raise attainment in writing and SPaG 1.Evidence of raised attainment in writing and SPaG.	See 3. above Children to develop automatic re-reading aloud of sentences to check accuracy for self/peers, and correct work in purple pen.	Sept 20	Summer 2	JT	(Evidence from lesson observation above)		Evidence of improved sentence construction and punctuation in December writing assessments.
2. Improve quality of vocab in writing	Re-visit and continue robust vocabulary instruction within writing. Ensure the classroom environment promotes vocabulary instruction	Sept 20 Sept 20	Summer 2 Sept 20	JT /AG JT	Drop ins		A greater use of effective vocabulary in writing across different genres and cross curricular work.
	Scrutiny of writing assessment folders	Nov 20, Feb 21. June 21		JT	Non- contact time	Scrutiny of writing assessment folders show increased accuracy in sentence construction, punctuation and self- correcting.	Outcomes of summative writing and spelling assessments in summer term show a greater range of ambitious vocabulary, and awareness of audience.
3. To increase independence in writing and spelling		INSET September KS1 KS2 TA's	Summer 2	JT	INSET		Evidence in assessed writing

<p>for lower prior attainers in KS1</p> <p>4.To continue to raise attainment in spelling of high frequency and common exception words.by developing consistency across Y1 and Y2 in terminology used, resources, strategies and classroom environment.</p> <p>5. To raise attainment in spelling by helping parents to support their children to practice and overlearn words.</p>	<p>INSET training on promoting independence in writing for lower achievers.</p>	Nov 20	Summer 2	JT	Non - contact	(Evidence from lesson observation in Nov 20) JT	<p>folders show progression in independence throughout the year.</p> <p>Greater accuracy in Spelling, grammar and punctuation in writing assessment folders and cross curricular work.</p>
	<p>To observe during planned writing observations how the teacher models good spelling practice within the writing.</p> <p>Share spelling interventions, eg spell it out and spelling zappers with parents.</p>	Sept 20	Summer 2	JT	Non- contact parent meeting	Evidence from assessed writing folders.	<p>Greater accuracy in spelling in SAT spelling test and evidence in teacher assessments of writing.</p>
<p>Handwriting</p> <p>To improve the formation and consistency of handwriting.</p>	<p>To use lined writing paper in years 1 and 2 with a faint grey line to ensure correct sizing orientation and clear ascenders and descenders.</p>	Sept 20	Summer 2	JT	Non-contact time	Evidence from assessed writing folders.	<p>Evidence of improved handwriting across KS1 in writing assessment folders.</p>
	<p>To continue to award handwriting certificates in Year 1 for formation and clear ascenders and descenders.</p>	Sept 20	Summer 2		Non-contact		<p>100% have correct formation of all letters in summer writing assessments. 100%. Y2 reach EXS in handwriting in summer teacher assessments.</p>

Curriculum Recovery Plan English KS2

	<u>What learning/key concepts have been missed in Summer 2020?</u>	<u>What strategies will we use and how will we recover this?</u>
<u>Year 2 cohort 2019/20</u>	<p>RWI Units Not Covered:</p> <ul style="list-style-type: none"> - 2B units 12-15 <p>Skill Builders Covered</p> <ul style="list-style-type: none"> - N/A – KS2 only <p>Cracking Comprehension</p> <ul style="list-style-type: none"> - Taught whole class comprehension skills in three lessons a week in term 1, plus did bespoke teaching in groups using a range of comprehension materials, cracking with some groups, past SAT papers and group texts at assembly times most days in term 1 and 2. <p>Nelson Handwriting Units:</p> <ul style="list-style-type: none"> - Discrete lesson each week and used white boards each morning as children came into class to practise skills taught that week. - All joins revised in lockdown <p>SPaG to recover:</p> <ul style="list-style-type: none"> - Formation of adjectives using the suffixes –less - Expanded noun phrases for description and specification <p>Genre / Text Type to recover:</p> <ul style="list-style-type: none"> - NC Report 	<p>RWI Units</p> <p>RWI units missed from previous year to be taught first. As there are not enough units in RWI to fill an entire year, there should be enough capacity within the year to teach all the extra units.</p> <p>Cracking Comprehension</p> <p>Work on the basis that no Cracking units were taught in Y2. Pick 1 fiction, 1 non-fiction and 1 poetry (If there is poetry in Y3 otherwise you choose another). Work through these within the first half term. Then move onto the Y3 Cracking Units. Assume you are introducing the scheme to the children and explain each step in extra detail and don't rush through the texts.</p> <p>Nelson Handwriting Units:</p> <p>It is unclear which units were and weren't taught last year. Deliver daily handwriting lessons for first fortnight to refocus the skill for children. The spiral curriculum of the handwriting should ensure that the steps are repeated within Y3.</p> <p>SPaG & Skillwise:</p> <p>Missed SPaG elements from NC to be focus within 1st half term and incorporated into writing where possible.</p> <p>Genre Text / Types:</p> <p>Shorter pieces of writing to be undertaken during Autumn term using short stimuli like Literacy Shed or short picture books. This will allow Missed genre / text types from previous years written.</p>
<u>Year 3 cohort 2019/20</u>	<p>RWI Units:</p> <ul style="list-style-type: none"> - All Covered <p>Skill Builders Not Covered:</p> <ul style="list-style-type: none"> - Units 7 -11, units 15-30 <p>Cracking Units Not Covered:</p> <ul style="list-style-type: none"> - 6. Non-Fiction (From Spawn to Frog) - 7. Non- Fiction (The World) <p>Nelson Handwriting Units Not Covered:</p> <ul style="list-style-type: none"> - Unsure (VW did these until March) <p>SPaG to recover:</p> <ul style="list-style-type: none"> - Present Perfect Verb Forms - Indefinite article / Noun beginning with vowel, e.g. an apple <p>Genre / Text Type to recover:</p> <ul style="list-style-type: none"> - Discussion - Fables - Limerick & Performance Poetry 	<p>RWI Units</p> <p>RWI units missed from previous year to be taught first. As there are not enough units in RWI to fill an entire year, there should be enough capacity within the year to teach all the extra units.</p> <p>Cracking Units</p> <p>Cracking Comprehension units missed from previous year to be taught first. As there are only 9 units per year (18 weeks of work). There should be capacity to include the missed units.</p> <p>Nelson Handwriting Units:</p> <p>Daily handwriting lessons for first fortnight to refocus the skill for children. Teacher to make a judgement as to whether anything crucial was missed from previous year. Spiral curriculum should ensure skills are recovered</p> <p>SPaG & Skillwise:</p> <p>Missed SPaG elements from NC to be focus within 1st half term and incorporated into writing where possible. Missed Skill Builders units can also be used within lessons to aid teaching.</p> <p>Genre Text / Types:</p> <p>Shorter pieces of writing to be undertaken during Autumn term using short stimuli like Literacy Shed or short picture books. This will allow Missed genre / text types from previous years written.</p>

Year 4 cohort 2019/20	<p>RWI Units Not Covered:</p> <ul style="list-style-type: none"> - Units 12-14 <p>Skill Builders Not Covered:</p> <ul style="list-style-type: none"> - Units 15 – 31 (Except 20, 24 & 26) <p>Cracking Units Not Covered:</p> <ul style="list-style-type: none"> - Units 7 & 8 <p>Nelson Handwriting Units Not Covered:</p> <ul style="list-style-type: none"> - Unit 17-21 <p>SPaG to recover:</p> <ul style="list-style-type: none"> - Possessive Pronoun - Apostrophes for Plural Possession <p>Genre / Text Type to recover:</p> <ul style="list-style-type: none"> - Figurative Poem - Performance Poem - Myths & Legends - Instructions - Persuasion 	<p>RWI Units RWI units missed from previous year to be taught first. As there are not enough units in RWI to fill an entire year, there should be enough capacity within the year to teach all the extra units.</p> <p>Cracking Units Cracking Comprehension units missed from previous year to be taught first. As there are only 9 units per year (18 weeks of work). There should be capacity to include the missed units.</p> <p>Nelson Handwriting Units: Daily handwriting lessons for first fortnight to refocus the skill for children. Teacher to make a judgement as to whether anything crucial was missed from previous year. Spiral curriculum should ensure skills are recovered</p> <p>SPaG & Skillwise: Missed SPaG elements from NC to be focus within 1st half term and incorporated into writing where possible. Missed Skill Builders units can also be used within lessons to aid teaching.</p> <p>Genre Text / Types: Shorter pieces of writing to be undertaken during Autumn term using short stimuli like Literacy Shed or short picture books. This will allow Missed genre / text types from previous years written.</p>
Year 5 cohort 2019/20	<p>RWI Units Covered in Lockdown:</p> <ul style="list-style-type: none"> - Units 9-12 <p>Skill Builders Covered in Lockdown:</p> <ul style="list-style-type: none"> - Units 13, 14, 15, 16, 18 & 19 <p>Cracking Units Covered in Lockdown:</p> <ul style="list-style-type: none"> - The Cat Who Walked by Himself - You Can't Be That - Tell Me Tell Me Sarah Jane <p>Nelson Handwriting Units:</p> <ul style="list-style-type: none"> - 15 – 20 Covered in Lockdown - 24 – 28 Covered in Lockdown - 17, 21, 22 & 23 not covered <p>SPaG to recover:</p> <ul style="list-style-type: none"> - Ambiguity of Punctuation - Omitted Relative Noun at the beginning of Relative Clause <p>Genre / Text Type to recover:</p> <ul style="list-style-type: none"> - Instructions - Mystery - Narrative Poem 	<p>RWI Units RWI units missed from previous year to be taught first. As there are not enough units in RWI to fill an entire year, there should be enough capacity within the year to teach all the extra units.</p> <p>Cracking Units Cracking Comprehension units missed from previous year to be taught first. As there are only 9 units per year (18 weeks of work). There should be capacity to include the missed units.</p> <p>Nelson Handwriting Units: Daily handwriting lessons for first fortnight to refocus the skill for children. Teacher to make a judgement as to whether anything crucial was missed from previous year. Spiral curriculum should ensure skills are recovered</p> <p>SPaG & Skillwise: Missed SPaG elements from NC to be focus within 1st half term and incorporated into writing where possible. Missed Skill Builders units can also be used within lessons to aid teaching.</p> <p>Genre Text / Types: Shorter pieces of writing to be undertaken during Autumn term using short stimuli like Literacy Shed or short picture books. This will allow Missed genre / text types from previous years written.</p>

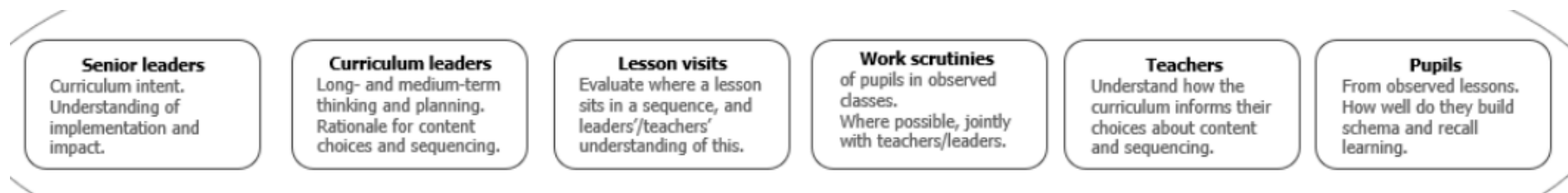
English Action plan 2020/21 KS2

Objectives	Actions to be taken	When	Deep Dive	Success Criteria
1) Ensure missed curriculum is recovered and assessment is accurate.	Shorter pieces of writing to be undertaken during Autumn term using short stimuli like Literacy Shed or short picture books.	Autumn 1	Work Scrutiny	Missed genre / text types from previous years written.
	Cracking Comprehension units missed from previous year to be taught first. As there are only 9 units per year (18 weeks of work). There should be capacity to include the missed units.	Throughout the year	Work Scrutiny	Children are taught all current years units in Cracking as well as those missed from previous year.
	Missed SPaG elements from NC to be focus within 1 st half term and incorporated into writing where possible. Missed Skill Builders units can also be used within lessons to aid teaching.	Autumn 1	Work Scrutiny	Children have been taught missed elements from NC in SPaG even though they might not fully understand those elements.
	Summer NTS test in Reading to be undertaken in the last week of Autumn term.	Wk Co. 19 th October	Work Scrutiny	Children are assessed under exam conditions. Teachers undergo a breakdown analysis of strengths and weaknesses of children. Comparisons can be made from previous assessments to give clearer idea of progress or gaps.
	Daily handwriting lessons for first fortnight to refocus the skill for children. Teacher to make a judgement as to whether anything crucial was missed from previous year. Spiral curriculum should ensure skills are recovered.	03.09.20 To 18.09.20	Work Scrutiny	Children have an intense blast of handwriting lessons. And their handwriting improves throughout a two week period.
	All children to be benchmarked within the first half term.	Autumn 1	Teachers	Children to have a book matched to their reading level.
	Missed RWI units should be taught at the beginning of Autumn 1. Due to the number of units across two years, there should be capacity to cover missed and current units.	Autumn 1	Work Scrutiny	Children given opportunity to recover or practice spelling patterns from previous year.

Objectives	Actions to be taken	When	Deep Dive	Success Criteria
1) <i>Improvements to Home Reading Scheme</i>	Reading Diaries to be given to children.	Ongoing	Work Scrutiny	Children, parents or carers are filling in reading diaries and keeping track of the frequency of a child's reading. Comments made linking to Content Domains.
	Book bands updated to fall in line with nationally agreed colour bands.	Ongoing	Teachers	Book bands colours to start in EYFS and run through the entire school.
	Parental Guidance Document to be shared with parents.	Autumn 1	Teachers	Parents are better informed as to how reading is structured within St Albans. Parents are better informed on how they can help their children at home.
	Reading Track to be introduced through Reading Diaries.	Ongoing	Teachers	Children's home reading is monitored and children feel like their efforts are valued, celebrated and rewarded.
	Removal of written work from home reading scheme.	Ongoing	Pupils	Children are free to enjoy reading their chosen book without the constraint of written activities.
	Dyslexia Book – Barrington Stokes – kept in a central storage area.			

Objectives	Actions to be taken	When	Deep Dive	Success Criteria
3) <i>Clarify and embed the process of teaching and modelling writing</i>	Staff Meeting in Autumn to revisit elements of teaching sequence we discussed in 2019/2020: <ul style="list-style-type: none"> Purpose & Audience work from 2019/2019 Book Selection Read & Analyse Plan (simple planning format) 	Autumn	Book Scrutiny	Staff have a clear understanding of the initial elements of the teaching sequence. These elements are evidence within the children's books for every piece of writing
	Staff Meeting in Spring to cover the "Write" section of the teaching sequence. Main emphasis on the difference between Guided, Modelled and Shared. When is each	Spring 1	Lesson Observations	Staff will have a clear understanding on the difference between Guided, Modelled & Shared Writing.

	appropriate, what are the differences, what does an outstanding lesson like etc.			Staff will be delivering high quality Guided, Modelled & Shared Writing at different stages throughout the rest of the academic year.
	Staff Meeting in Summer Term to cover the "Review" section of the teaching sequence. Large emphasis on reading self and peer work aloud to hear the mistakes within the writing.	Summer 1	Work Scrutiny	Staff understand how they can empower children to participate in editing and improving work. Children are growing every more confident in assessing their own and their peers writing and offer a growing number of improvements that can be made.
	Review of how staff choose class books. Is the writing at the forefront of those decisions or is it to match an over-arching topic, match a foundation subject or teacher preference?	Ongoing	Senior Leaders Teachers	From September 2021, children will receive a broad diet of literature that <ul style="list-style-type: none"> - Engages the children - Offers stimulus and inspiration for writing - Offers rich themes and concepts - Challenges the children's view of the world



Subject: Maths

Recovery of the curriculum plan 2020:

Maths Curriculum Recovery Plan

Strategies to be used by all year groups

- Fluency Fitness Objectives to be adapted to include previous year's learning. This will be the focus of the first half term fluency sessions in every class and shared with all parents in the parents' meetings so all children have the opportunity to become fluent in the previous year's learning as soon as possible.
- Homework on MyMaths, Abacus, Reflex Math and TT Rockstars to be set for appropriate children and will focus on fluency objectives.
- Staff to use Mathematics guidance: key stages 1 and 2 published in June 2020 for the previous year group, to plan appropriate activities to ensure children with missed learning do not build their learning on previous gaps and misconceptions.
- Retrieval practice activities (often referred to as The Testing Effect) such as brain downloads, multi choice questions and quizzes will be used to assess children through low stakes testing rather than formal tests.
- Staff to use the Maths Recovery Plan for their year group to focus on the key concepts and ready to progress criteria for their year group.
- Staff to use the RAG rated document they created which uses the spiral curriculum to show which concepts will be repeated and which will need to be taught through discrete lessons eg negative numbers in Year 5
- Staff to use the Rising Stars Mathematical Vocabulary ebook to ensure they are supporting children by teaching any missed vocabulary
- Teachers to use the TfM Spine Documents to support small steps in learning and to support children with gaps or misconceptions

	What learning/key concepts have been missed in Summer 2020?	What strategies will we use and how will we recover this?	Examples of recovery.
FS1 cohort 2019/20	Focused teaching about numbers, their order and cardinality.	<p>In FS2, develop a sense of the number system by focusing on numbers to five. Develop understanding of cardinality through careful choice of the models and images shared with children. Provide focused maths sessions to develop children's ability to subitise, Saturate the environment with mathematics.</p> <p>Resources needed- Numicon sets and boards for children to play with the composition of number.</p>	<p>- Through spiral curriculum repeats the concepts. - Teach extended sequence of teaching/pre-teach. -Research home learning task. - Repeated in a different year group so defer until then (e.g. electricity in year 4 and 6). - Discrete recovery lessons in Autumn 1.</p>

FS2 cohort 2019/20	<p>Solve problems involving doubling and halving Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. Children use everyday language to talk about money to compare quantities and objects and to solve problems.</p> <p>Daily counting both forwards and backwards has not been taking place for all children during time away from school.</p>	<p>In Y1, focus on using a variety of concrete apparatus to learn how to count accurately in different arrangements. Identify 1 more/less and understand what it means using concrete apparatus. Use Numicon to model the stepped nature of the number system. Discrete sessions on doubling Complete practical activities with the children using resources available to them on their table eg next to, between, behind etc (See Rising Stars Mathematical Vocabulary ebook) Pre-teaching focus on coin recognition.</p> <p>Resources needed- individual sets of resources such as counters to be provided for each child. More Numicon purchased so all children can work practically during maths sessions.</p>	
Year 1 cohort 2019/20	<p>Daily counting both forwards and backwards has not been taking place for all children during time away from school. Compare weights and capacities using direct comparison place value in 2-digit numbers. understanding of 2-digit numbers exploring patterns in multiples of 2, 5 and 10. subtractions involving 1- and 2-digit numbers and finding change. measuring lengths, recording information in pictograms and block graphs; and on repeating patterns using 2D shapes. telling the time to the quarter hour</p>	<p>In Y2, begin with a language focus on the teens numbers to ensure all children can count accurately forwards and backwards. Number names in English do not reflect the structure so practice dual counting for example, '...nine, ten, eleven,...' which is then repeated in nine, ten, one-ten-one, one-ten-two, one ten-three...two tens, two ten one ...' Use partially marked number lines to help children identify which number they should say when counting backwards. Daily practice in counting - Count forwards and backwards in multiples of 2,5 and 10 Ensure children can count in odd numbers. The spiral nature of the curriculum will cover subtraction and 2D shape and measuring. Discrete lessons on bar graphs and telling the time to the nearest quarter of an hour.</p> <p>Resources needed- individual sets of resources such as counters, number lines and hundred squares to be provided for each child. More Numicon purchased so all children can work practically during maths sessions.</p>	
Year 2 cohort 2019/20	<p>Fractions, time, data, measures (excluding money). Missing numbers in sentences. · Revision of addition and subtraction facts to 20, and tables, doubles/halves. near doubles, counting forwards and backwards in 3's and 5's, odd/even numbers. block graphs</p>	<p>In Y3 begin with recognising the place value of 2-digit numbers. Daily counting forwards and backwards in order to locate two digit numbers on a number line. Counting in multiples of 2,5 and 3s including starting from different numbers. Ensure an understanding of odd and even numbers is embedded. Careful focus on the addition and subtraction calculation policy to ensure small steps in learning. Adding and</p>	

		<p>subtracting across ten. Use of the 'subtracting from ten' strategy.</p> <p>Use of concrete apparatus to ensure children understand the structure of difference.</p> <p>Discrete sessions on doubling and halving and use of near doubles. Use of Numicon to model concept.</p> <p>Discrete lessons on drawing and interpreting block graphs and measuring weight.</p> <p>Use of number link board to expose the structure of multiplication as repeated addition so children can begin to derive facts from known facts.</p> <p>The spiral nature of the curriculum will cover fractions, time, money and measures.</p> <p>Resources needed- individual sets of resources such as counters to be provided for each child. More Numicon purchased so all children can work practically during maths sessions. Numberlink board, hundred square and place value chart for each child</p>	
Year 3 cohort 2019/20	<p>Adding and subtracting fractions Tables facts to solve scaling problems Multiplications using the grid method Bar Charts Pictograms Column Addition/Subtraction with carrying 2D Shapes – symmetry perimeter Finding tenths telling the time to the nearest minute. weight, grams in a kilograms</p>	<p>In Y4, begin with recognising the place value in three digit numbers and work on partitioning numbers in different ways using part whole models.</p> <p>Daily fluency sessions on counting in multiples of 10 and 100 so that all children can identify the next and previous multiple of 10 and 100.</p> <p>Move to counting in different multiples – 2's, 3's 4's and 8s.</p> <p>Use of numberlink board to expose the structure of multiplication as repeated addition so children can begin to derive facts from known facts.</p> <p>Careful focus on the addition and subtraction calculation policy to ensure small steps in learning.</p> <p>Discrete lessons on the vocabulary of 2D shape including perimeter.</p> <p>Discrete lessons on drawing and interpreting pictograms.</p> <p>The spiral nature of the curriculum will cover time, weight and fractions.</p> <p>Resources needed- individual sets of resources such as counters to be provided for each child. More Numicon purchased so all children can work practically during maths</p>	

		sessions. Numberlink board, times table chart and place value chart for each child.	
Year 4 cohort 2019/20	<p>place value in decimal numbers.</p> <p>time-telling and the 24-hour clock, including calculating time intervals</p> <p>read, use and compare negative numbers in the context of temperature</p> <p>multiplying and dividing by 10 and 100, written multiplication algorithms</p> <p>use rounding to estimate answers</p> <p>Recognise and read Roman numerals to 100; begin to know the history of our number system including 0; calculate area</p> <p>recognise, name and classify 2D shapes</p> <p>identifying regular and irregular polygons</p> <p>perimeter</p> <p>solve correspondence problems, using a systematic approach and calculate using mental multiplication strategies</p> <p>Use coordinates to draw polygons; find the coordinates of shapes after translation; draw and interpret bar charts and pictograms; draw line graphs and understand that intermediate points have meaning</p> <p>find non-unit fractions of amounts</p>	<p>In Y5, fluency sessions on place value, focusing on the fact that 10 hundreds are equivalent to 1000 and recognising the place value of each digit in 4 digit numbers, locating them on a number line.</p> <p>Recalling multiplication facts up to 12×12.</p> <p>Use of Numberlink board to derive facts. Use of Reflex Math at least 3 times a week for first term.</p> <p>Use of multiplication fans to multiply and divide by 10 and 100</p> <p>Use of bar models to find unit and then non unit fractions of amounts.</p> <p>Discrete lessons on negative numbers, Roman numerals and the naming and classifying of 2D and 3D shapes including coordinates and bar charts and pictograms. Use temperature checks as a vehicle for drawing line graphs and understanding intermediate points have meaning.</p> <p>The spiral nature of the curriculum will cover time, equivalent fractions and perimeters of shapes.</p> <p>Resources needed- individual sets of resources such as counters to be provided for each child. More Numicon purchased so all children can work practically during maths sessions. Numberlink board, multiplication fans and place value chart for each child.</p>	
Year 5 cohort 2019/20	<p>division linked to finding fractions of large amounts.</p> <p>imperial units</p> <p>adding and subtracting numbers in the context of money and contextual problems.</p> <p>short and long multiplication</p> <p>calculating areas, perimeters and volumes, and understanding the difference between measurement in one, two and three dimensions.</p> <p>line graphs; calculating time intervals</p> <p>plotting, reflecting and translating shapes on coordinate grids; and on extending</p>	<p>In Y6 fluency sessions, focus on place value of each digit up to 2 decimal places. Count forwards and backwards in powers of ten and locate these numbers on a number line. Find unit fractions of amounts using short division.</p> <p>Secure fluency in times tables to 12×12 and learn square and cube numbers up to 12^2 and 6^3.</p> <p>Multiply and divide numbers by 10, 100 and 1000.</p> <p>Secure fluency in written methods of the four operations.</p> <p>Discrete lessons on imperial units and plotting, reflecting and translating shapes on coordinate grids.</p>	

	<p>understanding of properties of 2D and 3D shapes.</p> <p>calculating time intervals; finding cubes of numbers; using factors to multiply</p>	<p>The spiral nature of the curriculum will cover solving problems in the context of money, time intervals and calculating area, perimeter and volume.</p> <p>Resources needed- individual sets of resources such as counters and place value charts to be provided for each child to expose the structure of the mathematics being explored.</p>	
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Maths Action plan 2020/21:

Objectives	Actions to be taken	Start Date	Target Date	Person Leading Action	Resources (time, personnel, event)	Monitoring (how, when and by whom)	Success Criteria
1. <u>Mathematical Thinking</u>	<u>Bar Modelling</u> KS to signpost Year Group appropriate resources for working using bar models.	Oct 20	Dec 20	KS	Staff Meetings	Staff discussions KS	Staff use bar modelling resources appropriate to their year group.
	Teachers to model the use of Bar Models with their class.						Staff model the use of bar models to help children visualize the maths they need to do.
	Children to use bar modelling as a strategy to help them visualize the calculations needed.					KS	Children use bar modelling independently to help them decide which calculations to use to solve a problem.
	<u>TA Meeting</u> Increase TA confidence in supporting children in using bar models.	Nov 20	Jan 21		KS2 TAs released from classes KS released to plan meetings ½ day		TAs support children in using bar models.
	<u>Staff Meeting</u> All staff to bring maths books which show the children's use of bar modelling.	Jan 21	Jan 21			Book Share	Children's books show the use of bar modelling to support their mathematical thinking.
	KS share the research on the value of using Goal Free Problems with Upper KS2 Staff.	Oct 20	Dec 20			KS/AG	Upper KS2 children work with Goal Free Problems
2. <u>Fluency</u> Embed the teaching and learning of fluency linked to the science of memory.	All teachers to share their updated year group Fluency Fitness information at their Parent Meetings.	Sep 20	Sep 20	AG	Staff meeting maths: early Autumn term	Staff discussions after launch.	Parents have been given information about the objectives their children should become fluent in during the year.
	All Staff to continue to use retrieval practice as a learning tool. For example, the use of <u>Can You Still?</u> activities.	Sep 20	Dec 20	All staff		Book share	Staff are positive about the use of retrieval practice and are using it with their class.
	All Year Groups to encourage their class to access MyMaths,	Sep 20	June 20	All staff		KS	

	<p>TT Rockstars and Active Learn where appropriate, by providing homework.</p> <p>Reflex math to be used by Y4 to ensure fluency in multiplication and division facts to 12 x 12.</p> <p>Y5 Children to have access to Reflex Math at least 3 times per week to ensure Times Table Fluency by December 2020</p> <p>Reflex Math to be used as an intervention with Y5 and Y6 as appropriate.</p> <p>Develop the use of Numberlink board in Y2 and KS2 to support children in deriving multiplication facts using what they know.</p>	<p>Sep 20</p> <p>Sep 20</p> <p>Sep 20</p> <p>Sep 20</p>	<p>Sep 20</p> <p>Dec 20</p> <p>June 20</p> <p>Dec 20</p>	<p>PF</p> <p>KS</p> <p>KS/RC</p> <p>KS</p>	<p>Purchase of MyMaths, TT Rock stars Active Learn</p> <p>Purchase of Reflex math.</p> <p>ICT room timetable to include Reflex whole class sessions for Y4 and Y5.</p>	<p>KS</p> <p>KS</p>	<p>Can You Still (or similar) activities being used in all classes.</p> <p>Evidence of maths notebooks being used in all classes</p> <p>Data shows children are becoming increasingly fluent in their year group objectives.</p> <p>All classes accessing TT Rock stars, My Maths or Active Learn with 80% uptake during a two-week period.</p> <p>Battle of the bands competition for house teams.</p> <p>80% of Y4 and Y5 children have at least 3 green lights per week.</p> <p>Use of Rock Stars Sound Check at least 3 x per week.</p>
<p><u>3.Representation</u></p> <p>Embed the use of concrete apparatus and develop the use of visual images.</p>	<p>Staff to embed the use of concrete apparatus in all classes, both to model concepts and for the children to choose to use for themselves. More Numicon to be purchased for all year groups as resources will no longer be able to be shared as easily outside of a 'bubble'.</p> <p>Develop staff subject knowledge of multiplication and division to include the use of Unitising. Multiplicative Reasoning is about counting in units other than 1 and recognising a group as a single entity.</p> <p>KS and CW to continue to develop Calculation Policy which includes models and images.</p>	<p>Oct 20</p> <p>Oct 20</p> <p>Nov 20</p> <p>Oct 20</p>	<p>June 21</p> <p>Nov 21</p> <p>Dec 20</p> <p>Oct 20</p>		<p>Purchase of Numicon</p> <p>KS ½ day to collect resources to share in staff meeting</p> <p>Time for CW and KS to develop policy</p>	<p>AG</p> <p>KS</p> <p>KS</p>	<p>Staff using concrete/pictorial/abstract approach to teaching maths.</p> <p>Staff have chosen images appropriate to their year group and are using them in their teaching.</p> <p>Staff using Unitising with their class to support multiplicative reasoning.</p>

	<p><u>Staff Meeting</u> Share subtraction calculation policy with staff and ensure it matches with what staff will be teaching. <u>Mini Maths Staff Meeting for Staff Fluency</u> Model how to use concrete apparatus shown in the subtraction calculation policy.</p> <p><u>Staff Meeting</u> Share multiplication calculation policy with staff and ensure it matches with what staff will be teaching. <u>Mini Maths Staff Meeting for Staff Fluency</u> Model how to use concrete apparatus shown in the multiplication calculation policy.</p> <p><u>Staff Meeting</u> Share division calculation policy with staff and ensure it matches with what staff will be teaching. <u>Mini Maths Staff Meeting for Staff Fluency</u> Model how to use concrete apparatus shown in the division calculation policy.</p>	Nov 20	Nov 20		<p>Staff meeting 1 x per month</p> <p>Mini Maths Staff Meetings for Staff Fluency weekly</p>	AG/KS	<p>Staff understand how to use the subtraction, multiplication and division calculation policy for their year group.</p> <p>Staff are using the calculation policies for subtraction, multiplication and division.</p>
4. Variation	<p>Embed the central idea of teaching with variation to highlight the essential features of a concept or idea through varying the non-essential features. What it is (as varied as possible); What it is not.</p> <p>Staff Meeting to discuss variation and develop ideas for depth resource for each year group.</p>	Mar 21	April 21	KS	Staff Meeting	<p>KS/AG/JT</p> <p>Questions are on S plans</p>	<p>The Ideas for depth resource is adapted for each year group.</p> <p>Staff are using our Ideas for Depth document in their planning and maths sessions.</p>

<u>5.Coherence</u>	<u>Early Years</u> Early Years Staff to take part in TfM Early Years Embedding Mastery TRGs	Oct 20	May 21		Staff Released for TRG	AG/JT	Staff have developed their understanding of Maths Mastery at St Alban's and continued in their journey.
	Early Years Staff to have CPD with KS using Mathematics in Reception Resources.	Oct 20	Oct 20		KS released to work with Early Years Staff		Maths sessions show depth in mathematical thinking developing in all year groups.
	All staff to take part in Primary TfM Sustaining Work Groups	Oct 20	May 21				
	KS to work as a Maths Specialist with other schools in DSAT.	Nov 20	July 21		KS released for Primary Maths Specialist Work		
	<u>Staff and TA meetings</u> Staff CPD on the small steps within the understanding of fractions and how to look for misconceptions. Use of the Mastery Professional Development Materials on Fractions 1.Guidance on the teaching of fractions in Key Stage 1 2. Fractions in Y4 Segment 3.5 and 3.6 Teacher Guides and accompanying videos 3.Fractions in Y6 Segment 3.9 and 3.10 Teacher Guides and accompanying videos	Sept 21	Dec 20		Staff Meetings on Fractions	AA	Staff resource created to develop staff knowledge of fractions. Models and images and possible misconceptions are included.
	Use of S planning which includes the key facts of fluency with small steps that start simply and develop.(components) The plan will also include the concrete resources and images, which will be used at different stages.	Jan 21	Mar 21		Time for KS to work with staff to develop their own S plans.	KS	Planning of small steps is developed so that staff can create their S plans with support. The components feed into composites.
	Development of the use of Stem sentences to support children's mathematical talk. (See Stem Sentence Documents created by maths hub.)				Staff Meetings		Children use full sentences in their mathematical talk as they explain their thinking.

	<p>Ensure standards in each year group are consistent by continuing to update maths exemplification files.</p> <p>Respond to question level analysis of data.</p>					PF/AA	<p>Maths Exemplification Files show standards in each year group. Data analysed and fed back to staff.</p>
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Subject: Science

Science Curriculum Recovery Plan:

	What learning/key concepts have been missed in Summer 2020?	What strategies will we use and how will we recover this?	Examples of recovery.
FS2 cohort 2019/20	<p>Plants</p> <ul style="list-style-type: none"> To make observations of plants and explain why some things occur and talk about changes. 	<p>Plants –</p> <p>Extended sequence of teaching key concepts will be taught prior to teaching Plants in Year 1 to cover:</p> <ul style="list-style-type: none"> To make observations of plants and explain why some things occur and talk about changes. 	<ul style="list-style-type: none"> - Through spiral curriculum repeats the concepts. - Teach extended sequence of teaching/pre-teach. -Research home learning task. - Repeated in a different year group so defer until then. - Discrete recovery lessons in Autumn 1.
Year 1 cohort 2019/20	<p>Plants</p> <ul style="list-style-type: none"> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. <p>Animals including humans</p> <ul style="list-style-type: none"> Identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals Identify and name a variety of common animals that are carnivores, herbivores and omnivores Describe and compare the structure of a variety of common animals. <p>These areas have been covered through online learning and/or in school with my bubble.</p>	<p>Plants –</p> <p>Extended sequence of teaching key concepts will be taught prior to teaching Plants in Year 2 to cover:</p> <ul style="list-style-type: none"> Identify and describe the basic structure of plants and trees. <p>Home Learning project prior to teaching plants in Y2 to cover:</p> <ul style="list-style-type: none"> Identify and name common wild and garden plants, including deciduous trees. <p>Animals, including humans –</p> <p>Extended sequence of teaching key concepts will be taught prior to teaching Animals, including humans and Living things and habitats in Year 2 to cover:</p> <ul style="list-style-type: none"> Identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals. <p>Through spiral curriculum repeats the concepts of:</p> <ul style="list-style-type: none"> Identify and name a variety of common animals that are carnivores, herbivores and omnivores. <p>Year 2 Home learning/research project to:</p>	

		<ul style="list-style-type: none"> Describe and compare the structure of a variety of common animals. 	
Year 2 cohort 2019/20	<p>Animals including humans</p> <ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). <p>Living things and their habitats</p> <ul style="list-style-type: none"> Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <p>Plants</p> <ul style="list-style-type: none"> Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	<p>Animals, including humans –</p> <p>Extended sequence of teaching key concepts will be taught prior to teaching Animals including humans in Year 3 to cover:</p> <ul style="list-style-type: none"> Notice that animals, including humans, have offspring which grow into adults. <p>Through spiral curriculum repeats the concepts of:</p> <ul style="list-style-type: none"> Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). <p>Living things and their habitats</p> <p>These objectives are built upon in Y4 during the coverage of Living things in their habitats</p> <p>During the school year 2021/22 when this cohort is in Y4, the Y4 teacher will need to pre-teach and extended sequence of learning to cover the main objectives of:</p> <ul style="list-style-type: none"> Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <p>Plants –</p>	

		<p>Extended sequence of teaching key concepts through discrete recovery lessons will be taught prior to teaching Plants in Year 3 to cover:</p> <ul style="list-style-type: none"> • Observe and describe how seeds and bulbs grow into mature plants. • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 	
Year 3 cohort 2019/20	<p>Magnets and Forces</p> <ul style="list-style-type: none"> • Compare how things move on different surfaces • Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance • Observe how magnets attract or repel each other and attract some materials and not others • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • Describe magnets as having 2 poles • Predict whether 2 magnets will attract or repel each other, depending on which poles are facing. <p>Plants</p> <ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. • Investigate the way in which water is transported within plants. • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	<p>Magnets and forces</p> <p>This is taught again in Year 5. This cohort will need to have magnets and forces deferred until 2021/22 academic year when they are in Y5. The teacher will then need to teach the year 3 skills related to magnets prior to teaching the Year 5 skills for Magnetism.</p> <p>Plants</p> <p>Plants is not taught again in KS2. Therefore, the skills/knowledge will need to be taught as discrete recovery lessons in Autumn term Y4.</p>	

<p>Year 4 cohort 2019/20</p>	<ul style="list-style-type: none"> • Sound - Find patterns between the pitch of a sound and features of the object that produced it. • States of matter- Complete topic done as home learning not in school. • Compare and group materials together, according to whether they are solids, liquids or gases. • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p>Sound is not taught again in KS2 so a discrete lesson on finding patterns between pitch of a sound and features of the object that produced it should be taught during Autumn Term 1 Year 5.</p> <p>Key concepts for States of matter will be taught during the Year 5 coverage of properties and changes of materials.</p> <ul style="list-style-type: none"> • Compare and group materials together, according to whether they are solids, liquids or gases. • Observe that some materials change state when they are heated or cooled. <p>The objective below will need to be taught as a discrete recovery lessons on the Water Cycle linked to missed Geography learning.</p> <ul style="list-style-type: none"> • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	
<p>Year 5 cohort 2019/20</p>	<ul style="list-style-type: none"> • Puberty is something we all go through, a process which prepares our bodies for being adults, and reproduction. Hormones control these changes; which can be physical and/or emotional. • What causes puberty? • What changes do we go through during puberty? • Do all animal embryos look the same? 	<p>These objectives must be carried out during Autumn term 2 in Y6 through PSHCE and Science Linked. Discrete recovery lessons will be taught.</p>	

Science Action plan 2020/21:

What action will you take?	Timescale needed	Who will be involved?	How will you do this	How will you know it is successful?
1. To ensure that all year groups engage in a curriculum recovery plan to recover missed learning from summer term 2020 in Science.	Summer term 2021	Teachers CW	<p>Once the essential missed concepts have been identified, the CW will categorise objectives into those that can be recovered through the following ways:</p> <ul style="list-style-type: none"> • Through a spiral curriculum during the year, where objectives are repeated and built upon • Through an extended teaching sequence/ pre-teach • By providing an additional research project or home learning task • By returning in a later year group (deferring). • Discrete curriculum recovery lessons in Autumn term (discrete curriculum recovery lessons to last no longer than one month). <p>Staff to implement a catch up of missed science learning through</p>	<ul style="list-style-type: none"> • Missed science learning is identified • This is analysed and is categorised into learning that can be defined as key concepts (non-negotiable). Staff are aware of these and have planned action. • Children know and understand the objectives missed in lockdown in science.
2. To ensure that all curriculum science planning leads to a deepening of children's knowledge, skills and vocabulary.	Summer term 2021	CW	<ul style="list-style-type: none"> • Knowledge, skills and vocabulary shared with staff (staff area). • CW to monitor that long term and medium- term planning reflects the knowledge, skills and vocabulary for their year group. • Staff to be provided with examples to support planning (knowledge organisers, Cornerstones, science bug, STEM website, TAPS, Ogden Trust website etc). • Science leads to support staff new to school/ RQT's/ new to year group/ support staff who are delivering science. 	<ul style="list-style-type: none"> • Children have a developing understanding of knowledge, skills and vocabulary for their year group in science. • Long term planning matches KSV. • Staff have sufficient subject knowledge and are well resourced.

3. To ensure the quality of science is outstanding in school, begin to apply for the Science Quality Mark.	Summer 2021	CW	<p>Begin to work towards the quality mark, including:</p> <ul style="list-style-type: none"> • Gather evidence to reflect the school's journey of improvement in science • Develop science capital: how do children relate the world of science to them. • Develop the role of subject leader. • Work with the science hub to develop expertise. • Allow children opportunity to work with scientists, thereby inspires all diverse groups of pupils to see themselves as 'scientists'. 	<ul style="list-style-type: none"> • Standards in the subject are raised • Leadership in the subject is developed as a result of the quality mark.
4. Develop staff subject knowledge in relation to working scientifically.	Summer 2021	CW	<ul style="list-style-type: none"> • Staff meeting to explore 'working scientifically'. Improve staff knowledge and expertise in how to develop scientific working. • CW to monitor 'working scientifically' across all year groups to ensure there is progression. Ensure terminology is used in an age appropriate way. • CW train staff to plan for use of sentence stems and the development of key vocabulary. • Begin to explore the assessment of working scientifically. 	<ul style="list-style-type: none"> • Children have a finely developed use of vocabulary in science • This is progressive throughout school. • Leaders understand where strengths and areas to develop are in science across school. • Staff confidence and subject knowledge has improved.

Subject: Computing

Computing Curriculum Recovery Plan:

	What learning/key concepts have been missed in Summer 2020?	What strategies will we use and how will we recover this?	Examples of recovery.
FS2 cohort 2019/20	Computer Science: - Programming a Beebot.	Computer Science: - Programming a BeeBot is covered again in Y1 & Y2.	- Through spiral curriculum repeats the concepts. - Teach extended sequence of teaching/pre-teach. - Research home learning task. - Repeated in a different year group so defer until then (e.g. electricity in year 4 and 6). - Discrete recovery lessons in Autumn 1.
Year 1 cohort 2019/20	e-safety (updated: Online Safety) - The Real / Virtual World - Hector's World Paint – create images (DL & IT)	Online Safety: - Using emails is covered again in Y3 & Y5. - Sharing Personal Information is covered again in Y4 - Spotting Dangers is covered again Y3 & Y6 DL & IT: - Using computers to create art is covered again in Y2.	
Year 2 cohort 2019/20	Key skills: - Powerpoint (Updated: Word Processing) ICT (Updated: DL & IT): - Computer art	Key Skills - Word Processing is taught in Y4 & Y6 DL & IT - Speak to AW (Y3) and see if she can extend her Drawing & Desktop Publishing unit to include some of the art concepts missed in Y2.	
Year 3 cohort 2019/20	Computer Science: - Block coding - Unit 3b Conditional events (selection)	Computer Science: - Conditional events continued throughout Y4-6 (Through Block Coding Y4, Flowol Y5 & Python Y6)	
Year 4 cohort 2019/20	Computer Science: - Espresso- repetition and loops (Completed as home-learning.) E-Safety (Updated: Online Safety)	Computer Science: - Repetition & Loops are covered in the Flowol unit of Y5. Online Safety: - Citation is covered again in Y5. - Speak to KS about covering Search Engine Results in the Y5 Online Safety unit.	
Year 5 cohort 2019/20	Computer Science: - All coding covered by those who accessed espresso at home. This is block coding not HTML. Key Skills: - We haven't done the Presentation skills that would from now on be going into Year 6.	Computer Science: - Y6 learn about Python Coding which can be introduced as a new concept. They can draw on what they have learned in Y1-4 block Coding. Key Skills: - Key Skills is new to Y5 & Y6 so they would not have prior learning in Y6 from Y5 anyway.	

Computing Action plan 2020/21:

What action will you take?	Timescale needed	Who will be involved?	How will you do this	How will you know it is successful?
1. To ensure that all year groups engage in a curriculum recovery plan to recover missed learning from summer term 2020 in Computing	Summer term 2021	Teachers PF	<p>Once the essential missed concepts have been identified, the Computing lead will categorise objectives into those that can be recovered through the following ways:</p> <ul style="list-style-type: none"> Through a spiral curriculum during the year, where objectives are repeated and built upon Through an extended teaching sequence/ pre-teach By providing an additional research project or home learning task By returning in a later year group (deferring). For example, electricity covered in summer term year 4 is repeated in year 6 and can be covered more thoroughly then. Discrete curriculum recovery lessons in Autumn term (discrete curriculum recovery lessons to last no longer than one month). <p>Staff to implement a catch up of missed Computing learning through lockdown.</p>	<ul style="list-style-type: none"> Missed Computing learning is identified This is analysed and is categorised into learning that can be defined as key concepts (non-negotiable). Staff are aware of these and have planned action <p>Children know and understand the objectives missed in lockdown in Computing</p>
2. To ensure that all curriculum Computing planning leads to a deepening of children's knowledge, skills and vocabulary.	Summer term 2021	Computing lead- PF	<ul style="list-style-type: none"> Knowledge, skills and vocabulary shared with staff (staff area) Lead to monitor that long term and medium- term planning reflects the knowledge, skills and vocabulary for their year group Staff to be provided with examples to support planning Computing lead to support staff new to school/ NQTS/ new to year group/ support staff who are delivering computing 	Children have a developing understanding of knowledge, skills and vocabulary for their year group in computing Long term planning matches KSV. Staff have sufficient subject knowledge and are well resourced.
3. To explore ways of evidencing learning in computing across year groups	Summer 2021	Computing lead- PF	<ul style="list-style-type: none"> Explore ways of recording learning in computing Evidence in computing is saved in electronic or paper copies Evidence provides a reference point for children to reflect on their learning in computing 	Children's learning in computer is better recorded as evidence. Evidence shows progression throughout the year groups

4. To prioritise internet safety at the start of Autumn term in relation to recovery following lockdown	Summer 2021	Computing lead - PF/ teachers	<ul style="list-style-type: none"> - Teachers to plan internet safety aspects of the curriculum early on in the school year in response to concerns over lockdown - Provide time for pupils to talk about their recent experiences <p>Focus on:</p> <ul style="list-style-type: none"> - Screen time - Digital wellbeing - Online identity (project evolve) - Digital footprint 	<p>Children have a greater awareness of internet safety aspects, particularly following increased possible usage over lockdown.</p> <p>Children can talk confidently about how to use the internet sensibly and aware of the physical and mental effects of screen time.</p>
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Subject: DT

DT Curriculum Recovery Plan:

	What learning/key concepts have been missed in Summer 2020?	What strategies will we use and how will we recover this?	Examples of recovery.
FS1 cohort 2019/20 FS2 cohort 2019/20	Selects tools and techniques to assemble and join materials they are using. Expressive arts and design: Exploring and using media and materials D.M. pg 44	Starting new key stage and new curriculum. New scheme of work will build vocab, knowledge and skills.	<ul style="list-style-type: none"> - Through spiral curriculum repeats the concepts. - Teach extended sequence of teaching/pre-teach. -Research home learning task. - Repeated in a different year group so defer until then (e.g. electricity in year 4 and 6). - Discrete recovery lessons in Autumn 1.
Year 1 cohort 2019/20	I did structures. We did not do too much on Food technology. We would have linked to food we grow. Fruits and vegetables. Use the basic principles of a healthy and varied diet to prepare dishes. Understand where food comes from.	Year 2 unit on food should cover vocab, skills and knowledge needed. Also overlap with healthy eating in y2 science. Food repeated again in year 3,4,5 and 6.	
Year 2 cohort 2019/20	Textiles and joining techniques not taught.	Textiles is taught in Y3. Joining techniques as focused practical tasks could be incorporated into this unit/	
Year 3 cohort 2019/20	Select from and use a wider range of tools and equipment to perform practical tasks	Mechanical structure unit will need to incorporate tools and their uses to enable the children to choose the most effective for their task.	
Year 4 cohort 2019/20	Textiles	Textiles is taught at Year 6 again, which doesn't lend itself to 3D modelling. The missed learning could however link in with the Year 5 structures unit where 2D designs become 3D frames.	
Year 5 cohort 2019/20	Accurately measure, mark out, cut and shape materials and components	In Y6 the mechanisms unit involves making automaton, where measuring marking out cutting and shaping materials and components are also key skills.	

DT Action plan 2020/21:

What action will you take?	Timescale needed	Who will be involved?	How will you do this	How will you know it is successful?
1. To ensure that all year groups engage in a curriculum recovery plan to recover missed learning from summer term 2020 in DT.	Summer term 2021 (???)	Teachers Subject lead	<p>Once the essential missed concepts have been identified, the DT lead will categorise objectives into those that can be recovered through the following ways:</p> <ul style="list-style-type: none"> • Through a spiral curriculum during the year, where objectives are repeated and built upon • Through an extended teaching sequence/ pre-teach • By providing an additional research project or home learning task • By returning in a later year group (deferring). For example, electricity covered in summer term year 4 is repeated in year 6 and can be covered more thoroughly then. • Discrete curriculum recovery lessons in Autumn term (discrete curriculum recovery lessons to last no longer than one month). <p>Staff to implement a catch up of missed DT learning through lockdown.</p>	<ul style="list-style-type: none"> - Missed DT learning is identified - This is analysed and is categorised into learning that can be defined as key concepts (non-negotiable). Staff are aware of these and have planned action - Children know and understand the objectives missed in lockdown in DT.
2. To ensure that all curriculum DT planning leads to a deepening of children's knowledge, skills and vocabulary.	Summer term 2021	DT lead	<ul style="list-style-type: none"> - Knowledge, skills and vocabulary shared with staff (recap and revisit) - Lead to monitor that long term and medium- term planning to ensure it reflects the knowledge, skills and vocabulary for their year group - Staff to be provided with examples to support planning from the design and technology association (projects on a page to be used well to support planning). - DT leads to support staff new to school/ NQTS/ new to year group/ support staff who are delivering DT lessons in PPA 	<ul style="list-style-type: none"> - Children have a developing understanding of knowledge, skills and vocabulary for their year group in DT - Long term planning matches KSV. - Staff have sufficient subject knowledge and are well resourced.

<p>3.</p> <p>To develop teacher's subject knowledge in the teaching of DT, in particular evaluative skills.</p>	<p>Summer term 2021</p>	<p>DT lead</p>	<ul style="list-style-type: none"> - Subject specific staff meeting held in the year to develop staff expertise (focus on evaluative skills against criteria set in specification). - DT lead to monitor progression in the subject (for example, use of D/T association subject leader's audit to support monitoring of progression and quality) across different year groups. Feedback to staff in a staff meeting. 	<p>Teacher subject knowledge is well developed in DT</p> <p>Standards in DT improve over time.</p>
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Subject: Art

Art Curriculum Recovery Plan:

	What learning/key concepts have been missed in Summer 2020?	What strategies will we use and how will we recover this?	Examples of recovery.
FS1 cohort 2019/20 FS2 cohort 2019/20	Expressive arts and design: Exploring and using media and materials D.M. pg 44	New art scheme will cover the units , building on skills and concepts throughout the year.	<ul style="list-style-type: none"> - Through spiral curriculum repeats the concepts. - Teach extended sequence of teaching/pre-teach. -Research home learning task. - Repeated in a different year group so defer until then (e.g. electricity in year 4 and 6). - Discrete recovery lessons in Autumn 1.
Year 1 cohort 2019/20	Clay and sculpture. Artist – Van Gogh Sunflowers Collage - natural art in the environment.	Sculpture will be next covered in year 4, so a mini topic with clay in Term 1 will fill the gap in Y2. Collage is a year 2 unit so that will be covered.	
Year 2 cohort 2019/20	Collage and textiles Artist – Henri Rousseau	Collage will next be covered in year 4, so a mini project or a combination of collage with the printing unit , so a collograph would cover both skills.	
Year 3 cohort 2019/20	Learn about great artists, architects and designers in history. To improve their mastery of art and design techniques, including clay. Use and combine a range of visual elements in artwork. Visual elements include colour, line, shape, form, pattern and tone.	-There is a sculpture unit in Y4 in the new art scheme where the missed learning can be picked up. -The drawing unit will pick up the missed vocab.	
Year 4 cohort 2019/20	Learn about great artists, architects and designers in history- We did Monet for home learning but not in school.	-Can pick up the work of artists and designers in the painting and textiles units in Y5.	
Year 5 cohort 2019/20	Use of different media, eg paint mixing and use of water colours as all children have different materials at home. Using sketch books to record observations and using them to review and revisit ideas.	-The painting unit will give the opportunity to revise the paint mixing process , and the use of sketchbooks will be in every art project in every year group.	

Art Action plan 2020/21:

What action will you take?	Timescale needed	Who will be involved?	How will you do this	How will you know it is successful?
1. To ensure that all year groups engage in a curriculum recovery plan to recover missed learning from summer term 2020 in art.	Summer term 2021	Teachers Subject lead (JT)	<p>Once the essential missed concepts have been identified, the art lead will categorise objectives into those that can be recovered through the following ways:</p> <ul style="list-style-type: none"> • Through a spiral curriculum during the year, where objectives are repeated and built upon • Through an extended teaching sequence/ pre-teach • By providing an additional research project or home learning task • By returning in a later year group (deferring). For example, electricity covered in summer term year 4 is repeated in year 6 and can be covered more thoroughly then. • Discrete curriculum recovery lessons in Autumn term (discrete curriculum recovery lessons to last no longer than one month). <p>Staff to implement a catch up of missed art learning through lockdown.</p>	<ul style="list-style-type: none"> - Missed art learning is identified - This is analysed and is categorised into learning that can be defined as key concepts (non-negotiable). Staff are aware of these and have planned action <p>Children know and understand the objectives missed in lockdown in art</p>
2. To ensure that all curriculum art planning leads to a deepening of children's knowledge, skills and vocabulary.	Summer term 2021	Art lead (JT)	<ul style="list-style-type: none"> - <u>Knowledge, skills and vocabulary</u> shared with staff (staff area) - Lead to monitor that long term and medium- term planning reflects the knowledge, skills and vocabulary for their year group - Art leads to support staff new to school/ NQTS/ new to year group/ support staff who are delivering art - Monitor sketch books and other art across year groups to ensure there is progression in art across school and feedback to staff. 	<p>Children have a developing understanding of knowledge, skills and vocabulary for their year group in art</p> <p>Long term planning matches KSV.</p> <p>Staff have sufficient subject knowledge and are well resourced.</p>

3. To develop teacher's subject knowledge in the teaching of art	Summer 2021	Art lead (JT)	<ul style="list-style-type: none"> - Staff to be provided with examples to support planning: artist/genre on a page to be developed by the subject leader for staff to support their subject knowledge. - Regular short staff meetings on art to look at knowledge and skills linked to the KSV curriculum in art and also to artist/genre on a page. 	<p>Staff are more confident to deliver the art curriculum</p> <p>Standards in art will improve as the quality of teaching improves in each year group.</p>
4. Broaden children's exposure to art	Summer 2021	Art lead (JT)	<ul style="list-style-type: none"> - Ensure that curriculum planning in art reflects multi-cultural aspects - Ensure exposure to art if thematic and links to current issues and the landscape. - Monitor planning to ensure they are exposed to a wide range of artists and art and that over time children have a range of experiences in art. - At some point in each child's life in primary school, they will either visit an art gallery or sculpture park. 	Children have a broad experience of art and culture as they move throughout school.

Subject: Geography

Geography Curriculum Recovery Plan:

	What learning/key concepts have been missed in Summer 2020?	What strategies will we use and how will we recover this?	Examples of recovery.
FS2 cohort 2019/20	<p>Comparisons of our environment Wickersley – (town) with seaside environment.</p> <ul style="list-style-type: none"> Know some of the key features of where they live e.g. Church, park, woods, railway tracks, school, shops, bus stop. Know some features that are natural and some features that are manmade and begin to group these. Know some of the similarities and differences in relation to local places and places that they know well e.g. different parks that they visit. Know that other people live in places that are different from where they live. 	<p>Through spiral curriculum repeating the concepts the missed objectives/skills will be taught in Y1 Autumn term when covering the local area and fieldwork skills in relation to the local area. There will also be opportunity to teach extended sequences of learning to compare and contrast similarities and differences of 2 areas during the Spring term when learning about London.</p>	<ul style="list-style-type: none"> - Through spiral curriculum repeats the concepts. - Teach extended sequence of teaching/pre-teach. - Research home learning task. - Repeated in a different year group so defer until then (e.g. electricity in year 4 and 6). - Discrete recovery lessons in Autumn 1.
Year 1 cohort 2019/20	<ul style="list-style-type: none"> Use simple field work skills to study the geography of their school and its grounds and the key human features of its surrounding environment. Mapping skills and using keys. Simple compass points NESW. 	<ul style="list-style-type: none"> This will all be taught in Y2 through a spiral curriculum during the year, where objectives are repeated and built upon. Through discrete recovery lessons during Autumn term Y2 when studying the local area. 	
Year 2 cohort 2019/20	<p>Brazil in comparison with UK (links with our science project on rainforests). Fieldwork – comparing Wickersley Woods to the rainforest.</p> <p>Place Knowledge</p>	<p>Through fieldwork studies in Y3 children will recover missed learning in using maps, atlases and globes teaching extended sequence of teaching/pre-teach.</p> <p>They will also use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map;</p>	

	<ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. (Brazil rainforest and Wickersley Woods). <p>Human and Physical Geography</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles <p>Use basic geographical vocabulary to refer to:</p> <ol style="list-style-type: none"> key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop <p>Geographical Skills and Fieldwork</p> <ul style="list-style-type: none"> Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. 	<p>and use and construct basic symbols in a key during Y3 field work studies.</p> <p>Discrete recovery lessons in Autumn 1 to:</p> <ul style="list-style-type: none"> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. <p>Place knowledge:</p> <ul style="list-style-type: none"> Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. (Brazil rainforest and Wickersley Woods) <p>Will be repeated in a different year group so defer the learning until then.</p>	
Year 3 cohort 2019/20	<ul style="list-style-type: none"> Place knowledge: understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European 	<ul style="list-style-type: none"> Place knowledge (comparing UK with a European country) will be covered at some point in Y4 when learning about the Romans. 	

	<p>country, and a region within North or South America.</p> <ul style="list-style-type: none"> Human Geography: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. 	<ul style="list-style-type: none"> Human geography (types of settlement and land use) will be covered at some point in Y4 when learning about Roman settlements in Britain. Human Geography (economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water) will be deferred until Y5. 	
Year 4 cohort 2019/20	<ul style="list-style-type: none"> Geographical skills and fieldwork elements missed from the curriculum due to missed Castleton trip: Use the eight points of a compass. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Missed learning on mountains, rivers and the water cycle (water cycle and rivers completed as home learning). 	<ul style="list-style-type: none"> Missed learning on mountains, rivers and the water cycle to be taught through a Home learning project. In Y5. Use the eight points of a compass to be taught as a discrete recovery lesson in Y5. Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies – this will need to be a discrete whole day of research during the Autumn term. 	
Year 5 cohort 2019/20	<p>Geographical skills and fieldwork. Create sketch maps and graphs.</p>	<ul style="list-style-type: none"> At some point in the Autumn term, Y6 will need to do a fieldwork task in the local area focusing on creating sketch maps and recording information for graphs. 	

Geography Action plan 2020/21:

What action will you take?	Timescale needed	Who will be involved?	How will you do this	How will you know it is successful?
1. To ensure that all year groups engage in a curriculum recovery plan to recover missed learning from Summer term 2020 in Geography.	Summer term 2021	Teachers AW	<p>Once the essential missed concepts have been identified, AW will categorise objectives into those that can be recovered through the following ways:</p> <ul style="list-style-type: none"> • Through a spiral curriculum during the year, where objectives are repeated and built upon. • Through an extended teaching sequence/ pre-teach. • By providing an additional research project or home learning task. • By returning in a later year group (deferring) and can be covered more thoroughly then. • Discrete curriculum recovery lessons in Autumn term (discrete curriculum recovery lessons to last no longer than one month). <p>Staff to implement a catch up of missed geography learning through lockdown.</p>	<ul style="list-style-type: none"> • Missed geography learning is identified. • This is analysed and is categorised into learning that can be defined as key concepts (non-negotiable). Staff are aware of these and have planned action. • Children know and understand the objectives missed in lockdown in geography.
2. To ensure that all curriculum geography planning leads to a deepening of children's knowledge, skills and vocabulary.	Summer term 2021	AW	<ul style="list-style-type: none"> • Knowledge, skills and vocabulary shared with staff (staff area) • AW to monitor that long term and medium- term planning reflects the knowledge, skills and vocabulary for their year group • Staff to be provided with examples to support planning (geographical society planning, knowledge organisers, Cornerstones etc) • AW to support staff new to school/ RQTS/ new to year group/ support staff who are delivering geography 	<ul style="list-style-type: none"> • Children have a developing understanding of knowledge, skills and vocabulary for their year group in geography. • Long term planning matches KSV. • Staff have sufficient subject knowledge and are well resourced.

3. Develop the use of field work in the local area.	Summer 2021	AW	<ul style="list-style-type: none"> • AW to hold a staff meeting to support staff with their understanding of using field work effectively to develop children's skill of use of field work • Ensure that the local identity of the school is well developed • AW to monitor the use of field work across school to ensure standards are high and skills are progressive (work scrutiny/ pupil interviews). • Writing links to geography are developed and linked to field work. 	<ul style="list-style-type: none"> • Staff have a good understanding of how to carry out field work. • Pupils understand their local area and use their increasing skills in field work and enquiry.
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Subject: History

History Curriculum Recovery Plan:

	What learning/key concepts have been missed in Summer 2020?	What strategies will we use and how will we recover this?	Recovery needed in each Year group.
FS2 cohort 2019/20	<p>Comparisons of old and new, past/present - Seaside – what we wear now/What we wore then. What toys did we have? What toys do we have now? How do we know?</p> <ul style="list-style-type: none"> • Use simple words to talk about the passing of time. • Sequence 3 pictures to show time order. • Identify and talk about simple similarities and differences between generations in family, e.g. clothes worn, items used in house, hobbies pass times etc. • Know there is key vocabulary associated with the passage of time. 	<ul style="list-style-type: none"> • Pre teach of vocabulary such as, Yesterday, today, tomorrow, past/present old/new during Y1 through daily/weekly verbal news of their day to day life. • The language of passing of time will also be covered through history lessons through the year. • During autumn term Y1, discrete recovery lessons and teaching extended sequence of teaching/pre-teaching will: • Identify and talk about simple similarities and differences between generations in family, e.g. clothes worn, items used in house, hobbies pass times etc. • Know there is key vocabulary associated with the passage of time. 	<ul style="list-style-type: none"> - Through spiral curriculum repeats the concepts. - Teach extended sequence of teaching/pre-teach. -Research home learning task. - Repeated in a different year group so defer until then (e.g. electricity in year 4 and 6). - Discrete recovery lessons in Autumn 1.
Year 1 cohort 2019/20	<p>All historical learning for Y1 covered in Autumn and Spring Term, except Time-lines - placing events on a timeline.</p> <ul style="list-style-type: none"> • Children will need to know where the people and events they study fit within a chronological framework. • Use a timeline to sequence at least 4 events/ objects in order. • Use scaled time- lines, my lifetime, my parent's life time, time line marked with decades or centuries to order Monarchs. 	<ul style="list-style-type: none"> • Discrete recovery lessons on Timelines and Chronological order in Y2 to teach: • Where the people and events they study fit within a chronological framework. • Use a timeline to sequence at least 4 events/ objects in order. • Use scaled time-lines, my life time, my parent's life time, time line marked with decades or centuries to order Monarchs. • Through spiral curriculum repeats concepts, this will also be covered during history lessons within Y2. 	

Year 2 cohort 2019/20	History has been covered this year. Y2 covered an era through the lives of themselves and child miners and their social history. They also covered an event - remembrance in that term. Neil Armstrong was a significant figure taught in term 2, within our Space topic.	No recovery of History in Y3 needed.	
Year 3 cohort 2019/20	<p>Changes in Britain from the Stone Age to the Iron Age.</p> <ul style="list-style-type: none"> Late Neolithic hunter-gatherers and early farmers, for example, Skara Brae Bronze Age religion, technology and travel, for example, Stonehenge Iron Age hill forts: tribal kingdoms, farming, art and culture Find out about everyday lives of people in time studied. Compare with our life today. Identify reasons for and results of people's actions. Understand why people may have had to do something. <p>Chronology</p> <ul style="list-style-type: none"> Sequence several events or artefacts. Use dates and terms related to the study unit and passing of time. (AD,BC, decade, century). Compare lengths of time. Create timelines which show relative lengths of time that events/cultures lasted as well as their sequence. Compare where this fits into topics previously taught. Describe events from the past using events and dates. 	<ul style="list-style-type: none"> Y4 to have a mini focus/discrete recovery lessons on Changes in Britain from the Stone Age to the Iron Age. (no more than 3 lessons/weeks). Most important concept before teaching Romans in Y4 is to place the above periods on a Timeline to begin KS2 Chronology by: <ul style="list-style-type: none"> Use dates and terms related to the study unit and passing of time. (AD,BC, decade, century). Compare lengths of time. Create timelines which show relative lengths of time that events/cultures lasted as well as their sequence. Research project – Home learning task Changes in Britain from the Stone Age to the Iron Age. See Year 3 Cornerstones planning .E.g. How did Stone Age hunter-gatherers live? – BBC Bitesize 	
Year 4 cohort 2019/20	<p>A local history study (Castleton).</p> <ul style="list-style-type: none"> Find out about everyday lives of people in time studied. Compare with our life today. Identify reasons for and results of people's actions. 	<ul style="list-style-type: none"> Castleton is no longer covered in Y4 due to there being no overnight visits due to Covid-19. Y5 will need to set a home learning project during the year to cover a local history study. This will need to focus on: 	

	<ul style="list-style-type: none"> • Understand why people may have wanted to do something. • Talk about who was important eg in a simple historical account. • Know that events, and people are seen as significant because they result in change. • They had consequences for people at and or over time. • Describe and begin to make links between main events, situations and changes within and across different periods and societies. • Describe some of the similarities and differences between different periods, e.g. social, beliefs. • Know how to identify and begin to describe historically significant people and events in situations. 	<ul style="list-style-type: none"> ○ Find out about everyday lives of people in time studied. Compare with our life today. ○ Identify reasons for and results of people's actions. ○ Understand why people may have wanted to do something. ○ Know that events, and people are seen as significant because they result in change. ○ They had consequences for people at and or over time. ○ Describe some of the similarities and differences between different periods, e.g. social, beliefs. ○ Know how to identify and begin to describe historically significant people and events in situations. 	
Year 5 cohort 2019/20	<p>Tudors</p> <ul style="list-style-type: none"> • Identify key features and events of time studied. Look for links and effects in time studied. • Offer a reasonable explanation for some events. • Know that events, people and developments are seen as significant because they result in change. • They had consequences for people at and or over time. • They can give oral and written explanations of why something is significant. • Describe and begin to make links between main events, situations and changes within and across different periods and societies. • Describe some of the similarities and differences between different periods, e.g. social, beliefs. • Know how to identify and begin to describe historically significant people and events in situations. 	<p>This is no longer being covered in Y5 or KS2. It was linked to Shakespeare Performance project. Therefore it is not an essential area to catch up on.</p> <p>The learning objectives will be covered in Y6 through learning including:</p> <p>Extended chronological study</p> <ul style="list-style-type: none"> • Pupils should be taught a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. 	

History Action plan 2020/21:

What action will you take?	Timescale needed	Who will be involved?	How will you do this	How will you know it is successful?
1. To ensure that all year groups engage in a curriculum recovery plan to recover missed learning from Summer term 2020 in History.	Summer term 2021	Teachers CW/KS	<p>Once the essential missed concepts have been identified, the history lead will categorise objectives into those that can be recovered through the following ways:</p> <ul style="list-style-type: none"> • Through a spiral curriculum during the year, where objectives are repeated and built upon. • Through an extended teaching sequence/ pre-teach. • By providing an additional research project or home learning task • By returning in a later year group (deferring). • Discrete curriculum recovery lessons, (KS2 Chronology must be adhered to.). 	<ul style="list-style-type: none"> • Missed history learning is identified. • This is analysed and is categorised into learning that can be defined as key concepts (non-negotiable). Staff are aware of these and have planned action. • Children know and understand the objectives missed in lockdown in history.
2. To ensure that all curriculum history planning leads to a deepening of children's knowledge, skills and vocabulary.	Summer term 2021	CW/KS	<ul style="list-style-type: none"> • Knowledge, skills and vocabulary shared with staff. • CW to monitor that long term and medium- term planning reflects the knowledge, skills and vocabulary for their year group. • CW to provide staff with examples to support planning (historical society planning - history .org.uk, keystagehistory.co.uk, knowledge organisers, Cornerstones etc). • CW to support staff new to school/RQT/ new to year group. 	<ul style="list-style-type: none"> • Children have a developing understanding of knowledge, skills and vocabulary for their year group in history. • Long term planning matches KSV. • Staff have sufficient subject knowledge and are well resourced.

3. To develop teacher's subject knowledge in the teaching of history	Summer term 2021	CW/KS	<ul style="list-style-type: none"> • Subject specific staff meeting held in the year to develop staff expertise – Timelines and chronology from EYFS-Y6. • Staff meetings on the history of Wickersley. • CW to monitor progression in the use of time-lines from EYFS –Y6. • Feedback to staff in a staff meeting. 	<ul style="list-style-type: none"> • Teacher subject knowledge is well developed in history • Standards in history improve over time.
4. To explore ways of developing first -hand experiences during a year when there are Covid-19 restrictions on visits linked to history	Summer 2021	CW/KS	<ul style="list-style-type: none"> • Explore historical society resources as an alternative to visits. • Explore in school experiences/ immersive opportunities. • Develop stronger local visits linked to history. • Develop links with Historical Society and use expertise of staff who are from the local area. • Develop resources/artefacts. 	<ul style="list-style-type: none"> • History continues to be immersed in first -hand experiences despite the restrictions in this academic year. • Visits/visitors to be used as and when possible.

Subject: French

French Curriculum Recovery Plan:

	What learning/key concepts have been missed in Summer 2020?	What strategies will we use and how will we recover this?	Examples of recovery.
Year 3 cohort 2019/20	Expanded noun phrases using colours. Understanding common phrases using avoir and etre. Personal pronouns. Foods/fruits vocab.	Applying expanded noun phrases to describe family members and pets. Continuous revision of personal information. Food vocab learned in Easter/ Mardi Gras/pancakes topic.	<ul style="list-style-type: none"> - Through spiral curriculum repeats the concepts. - Teach extended sequence of teaching/pre-teach. -Research home learning task. - Repeated in a different year group so defer until then (e.g. electricity in year 4 and 6). - Discrete recovery lessons in Autumn 1.
Year 4 cohort 2019/20	Possessive adjectives. Imperative verbs. Agreement of adjectives to masc/fem/sing/plural nouns. Family + sports & hobbies vocab.	Agreement of adjectives taught in Planets topic. Sports revisited summer Y5. Discrete lessons to teach family vocab including possessive adjectives.	
Year 5 cohort 2019/20	Expressing opinions Verbs: to like, to love, to do, to play Negatives Verb: to go prepositions Sports/ holidays & travel vocab.	Expressing opinions taught in food and café culture topics, including negatives. Sports vocab requires discrete lesson. Focus on grammar throughout Y6 embeds understanding of conjugating verbs and negative forms.	

French Action plan 2020/21:

What action will you take?	Timescale needed	Who will be involved?	How will you do this	How will you know it is successful?
To ensure that all year groups engage in a curriculum recovery plan to recover missed learning from summer term 2020 in French	Summer term 2021	Teachers Subject lead	<p>Once the essential missed concepts have been identified, the French lead will categorise objectives into those that can be recovered through the following ways:</p> <ul style="list-style-type: none"> Through a spiral curriculum during the year, where objectives are repeated and built upon Through an extended teaching sequence/ pre-teach By providing an additional research project or home learning task By returning in a later year group (deferring). For example, electricity covered in summer term year 4 is repeated in year 6 and can be covered more thoroughly then. Discrete curriculum recovery lessons in Autumn term (discrete curriculum recovery lessons to last no longer than one month). <p>Staff to implement a catch up of missed French learning through lockdown.</p>	<ul style="list-style-type: none"> Missed French learning is identified This is analysed and is categorised into learning that can be defined as key concepts (non-negotiable). Staff are aware of these and have planned action <p>Children know and understand the objectives missed in lockdown in French</p>
To ensure that all curriculum French planning leads to a deepening of children's knowledge, skills and vocabulary.	Summer term 2021	French lead	<p>Knowledge, skills and vocabulary shared with staff (staff area)</p> <p>Lead to monitor that long term and medium- term planning reflects the knowledge, skills and vocabulary for each year group</p> <p>Staff to be provided with chosen scheme of work</p> <p>French lead to support staff new to school/ NQTS/ new to year group/ support staff who are delivering French</p>	<p>Children have a developing understanding of knowledge, skills and vocabulary for their year group in French</p> <p>Long term planning matches KSV.</p> <p>Staff have sufficient subject knowledge and are well resourced.</p>
To strengthen French teaching by improving teacher confidence and promoting the use of French in daily classroom routines.	July 2021	French lead	<p>FB to assist all staff to update subject knowledge and provide examples of best practice.</p> <ul style="list-style-type: none"> Staff subject knowledge audit. Evidence of French used in the classroom e.g. taking the register/daily calendar/weather 	<p>Staff meeting feedback.</p> <p>Staff knowledge audits.</p>

To focus on the grammar of French by using the school scheme of work plus additional topic extension resources.	July 2021	French lead	<p>To plan for the progression of grammar across the construction of French sentences. Each year group will plan how to develop sentences structure. Use word cards to practice sentence construction and word banks to assist with accurate spelling.</p> <p>Year 3 – simple phrases & sentences (predominantly verbally). Sentences if recorded are mainly phonetically plausible to establish correct sounds.</p> <p>Year 4 – simple sentences recorded with increased accuracy of spelling and grammar.</p> <p>Year 5 – agreement of adjectives and identify parts of a sentence with increased accuracy.</p> <p>Year 6 – use phrases that allow children to share opinions and accurately construct a negative form.</p> <p>Key KSV information displayed within classroom and referred to frequently.</p>	<p>Evidence of completed work.</p> <p>Improvement in sentence construction within the year.</p> <p>Pupil feedback.</p> <p>Learning walks.</p>
To develop speaking & listening skills.	July 2021	French lead	<p>Develop strong oracy skills with the children. Staff to model correct pronunciation.</p> <p>Create opportunities for children to speak and sing in French.</p>	Children develop strong oracy skills.
To develop inter-cultural understanding	July 2021	French lead	<p>Writing planned to create links with celebration events (Bastille day).</p> <p>Progression across the year groups to ensure that children have a clear understanding of the differences and similarities in culture.</p> <p>Links with current events (Tour De France, football tournaments etc) French curriculum / celebration day</p>	Children can talk about the different events and make comparisons.

Subject: Music

Music Curriculum Recovery Plan:

	What learning/key concepts have been missed in Summer 2020?	What strategies will we use and how will we recover this?	Examples of recovery.
FS2 cohort 2019/20	Charanga our world, Big Bear Funk finding the pulse, reflect, rewind and replay look back and consolidate. To begin to explore the pulse in music and know it is like a heartbeat. To begin to explore rhythm and pitch. Use of tuned/untuned instruments within lessons.	This will be recovered through the spiral curriculum charanga follows, which will repeat and build on the concepts and vocabulary.	<ul style="list-style-type: none"> - Through spiral curriculum repeats the concepts. - Teach extended sequence of teaching/pre-teach. -Research home learning task. - Repeated in a different year group so defer until then (e.g. electricity in year 4 and 6). - Discrete recovery lessons in Autumn 1.
Year 1 cohort 2019/20	Charanga- Your imagination Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music. Recognise and name two or more instruments they hear: Keyboard, drums, bass, a female singer.	This will be recovered through the spiral curriculum charanga follows, which will repeat and build on the concepts and vocabulary.	
Year 2 cohort 2019/20	Charanga- -In the groove -Round and round -Your imagination -Reflect rewind and play To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices.	This will be recovered through the spiral curriculum charanga follows.	
Year 3 cohort 2019/20	Unit: Bringing us together Disco, friendship, hope and unity Knowing about pulse, rhythm and pitch. Knowing about a choir and singing in groups. Improvisation Creating and recording compositions. Unit: Reflect, rewind and replay History of music in context, listen to some Western Classical music and place the music from the units	This will be recovered through the spiral curriculum charanga follows. Revisiting and building on the vocabulary and concepts.	

	you have worked through, in their correct time and space. Consolidate the foundations of the language of music.		
Year 4 cohort 2019/20	Charanga-stop, Charanga-Lean on me, Charanga-Blackbird How pulse, rhythm and pitch work together Pulse: Finding the pulse – the heartbeat of the music Rhythm: the long and short patterns over the pulse Know the difference between pulse and rhythm Pitch: High and low sounds that create melodies How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to.	This will be recovered through the spiral curriculum charanga follows, which will repeat and build on the concepts and vocabulary.	
Year 5 cohort 2019/20	Creating and developing musical ideas (create and compose) To create increasingly complicated rhythmic and melodic phrases within given structures Begin to read and compose using stave notation Charanga (Yumu) has only been followed by some children at home.	This will be recovered through the spiral curriculum charanga follows, which will repeat and build on the concepts and vocabulary.	

Music Action plan 2020/21:

What action will you take?	Timescale needed	Who will be involved?	How will you do this	How will you know it is successful?
1. To ensure that all year groups engage in a curriculum recovery plan to recover missed learning from summer term 2020 in Music	Summer term 2021	Teachers Subject lead	<p>Once the essential missed concepts have been identified, the music lead will categorise objectives into those that can be recovered through the following ways:</p> <ul style="list-style-type: none"> Through a spiral curriculum during the year, where objectives are repeated and built upon Through an extended teaching sequence/ pre-teach By providing an additional research project or home learning task By returning in a later year group (deferring). For example, electricity covered in summer term year 4 is repeated in year 6 and can be covered more thoroughly then. Discrete curriculum recovery lessons in Autumn term 	<ul style="list-style-type: none"> Missed music learning is identified This is analysed and is categorised into learning that can be defined as key concepts (non-negotiable). Staff are aware of these and have planned action <p>Children know and understand the objectives missed in lockdown in music</p>
2. To ensure that all curriculum music planning leads to a deepening of children's knowledge, skills and vocabulary by embedding Charanga.	Summer term 2021	Music lead	<p>Knowledge, skills and vocabulary from Charanga shared with staff (staff provided with login)</p> <p>Lead to monitor that lesson delivery covers the knowledge, skills and vocabulary for their year group</p> <p>Music lead to deliver staff training to ensure staff know how to use the scheme well, including TA training for staff who deliver in PPA.</p> <p>Music lead to support staff new to school/ NQTS/ new to year</p>	<p>Children have a developing understanding of knowledge, skills and vocabulary for their year group in music</p> <p>Staff have sufficient subject knowledge and are well resourced.</p>
3. To develop staff subject knowledge in relation to specific musical vocabulary.	Summer term 2021	Music lead	<p>Audit staff subject knowledge to accurately know which areas of music staff subject knowledge is weaker.</p> <p>Staff training to further explore musical elements (eg 5 mins music starter at some staff meetings).</p> <p>Music lead to monitor standards in music and support staff who need to develop their teaching expertise. Model good practice.</p>	<p>Teacher subject knowledge is improved and the quality of teaching in music is at least good in every year group.</p>

4. To further develop the use of tuned instruments, particularly in relation to Covid-19 restrictions.	Summer term 2021	Music lead	<p>Ensure that the school have sufficient tuned/ untuned instruments to support the delivery of the music curriculum in the absence of singing during the pandemic.</p> <p>Ensure that planning focuses on use of units of work which prioritise use of instruments in Autumn term when children can't sing due to the pandemic, or support staff</p>	The complexities faced by delivering high quality music lessons during the pandemic with restrictions to singing are overcome.
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Subject: PE

Recovery of the curriculum plan 2020:

PE Curriculum Recovery Plan

	What learning/key concepts have been missed in Summer 2020?	What strategies will we use and how will we recover this?	Examples of recovery.
FS1 cohort 2019/20	Ball skills – throwing, catching – movement activities, Jumping – forward, sideward and backwards (traveling with pathways)	Incorporate the skills alongside P.E lesson plans – Introduce skills in the playground with supervised playground games	<ul style="list-style-type: none"> - Through spiral curriculum repeats the concepts. - Teach extended sequence of teaching/pre-teach. -Research home learning task. - Repeated in a different year group so defer until then (e.g. electricity in year 4 and 6). - Discrete recovery lessons in Autumn 1.
FS2 cohort 2019/20	Ball skills – throwing, catching and striking Space awareness – fielding, running and jumping Movement – traveling activities	Incorporate the skills alongside P.E lesson plans – Introduce skills in the playground with supervised playground games	
Year 1 cohort 2019/20	Ball Skills – throwing, catching and using equipment to control/ strike objects – tennis racquets, bats for rounders.	Structure P.E lessons with throwing, jumping, catching activities as warm up games	
Year 2 cohort 2019/20	Outdoor athletics-running, jumping Ball Skills – throwing, catching and striking - racquets, rounders bats, kwik cricket bats	Structure P.E lessons with throwing, jumping, catching activities as warm up games.	
Year 3 cohort 2019/20	Athletics – running (short and long distance) throwing, (balls, javelins, howlers) jumping – recorded – Ball skills – over/ underarm (cricket)	Structure P.E lessons with throwing, catching activities as warm up games.	
Year 4 cohort 2019/20	Athletics – running (short and long distance) Throwing – overarm, underarm Striking – kwik cricket, golf, rounders and tennis	Athletics can be used as warm up games before PE lessons Supervised lunchtime activities for throwing striking skills	
Year 5 cohort 2019/20	Competition and team games Athletics – running, jumping and throwing Hand eye coordination (striking)– kwik cricket, tennis, golf and rounders – fielding (space awareness)	Virtual sports competitions PE lessons – refresher sessions in pre-lesson activities – Equipment availability at lunch times with supervised games	

PE Action plan 2020/21:

What action will you take?	Timescale needed	Who will be involved?	How will you do this	How will you know it is successful?
1. To ensure that all year groups engage in a curriculum recovery plan to recover missed learning from summer term 2020 in PE.	Summer term 2021	Teachers Subject lead	<p>Once the essential missed concepts have been identified, the PE lead will categorise objectives into those that can be recovered through the following ways:</p> <ul style="list-style-type: none"> • Through a spiral curriculum during the year, where objectives are repeated and built upon • Through an extended teaching sequence/ pre-teach • By providing an additional research project or home learning task • By returning in a later year group (deferring). For example, electricity covered in summer term year 4 is repeated in year 6 and can be covered more thoroughly then. • Discrete curriculum recovery lessons in Autumn term (discrete curriculum recovery lessons to last no longer than one month). <p>Staff to implement a catch up of missed PE learning through lockdown.</p>	<ul style="list-style-type: none"> - Missed PE learning is identified - This is analysed and is categorised into learning that can be defined as key concepts (non-negotiable). Staff are aware of these and have planned action <p>Children know and understand the objectives missed in lockdown in PE</p>
2. To ensure that all curriculum PE planning leads to a deepening of children's knowledge, skills and vocabulary.	Summer term 2021	PE lead	<ul style="list-style-type: none"> - Knowledge, skills and vocabulary shared with staff (staff area) - Lead to monitor that long term and medium- term planning reflects the knowledge, skills and vocabulary for their year group - Staff to be provided with examples to support planning - PE leads to support staff new to school/ NQTS/ new to year group/ support staff who are delivering PE 	<p>Children have a developing understanding of knowledge, skills and vocabulary for their year group in PE</p> <p>Long term planning matches KSV. Staff have sufficient subject knowledge and are well resourced.</p>

3. Following lockdown 2020, recover children's confidence in socialisation and physical activity	Autumn term	PE/ teachers	<ul style="list-style-type: none"> - Work in pairs/ groups to improve their socialisation and teamwork skills and collaboration (eg buddy systems) - Plan outdoor PE wherever possible - Rediscover playground games - Ensure all games are active - Encourage physical exercise throughout the day, including playtime games. 	<p>Children rediscover an active lifestyle following lockdown</p> <p>They collaborate and engage in collaborative PE.</p>
4. To improve orienteering skills across school in order to further increase opportunities for physical exercise, working in teams and being outdoors.	Summer 2021	PE lead	<ul style="list-style-type: none"> - Implement new orienteering scheme/ resource - Staff meeting to train staff - Leader to monitor its' effectiveness and impact 	Children are more physically active, socialized and engage in team building. They develop stamina, resilience and are challenged.
5 To rediscover competitive sport following lockdown	Autumn 2020	PE lead	<ul style="list-style-type: none"> - During the continuing pandemic, re-engage with competitive sport through virtual trust competitions. - Use the concept of 'houses' to encourage collaborative partnerships and striving for personal best 	<p>Children re-enagage with competitive sport</p> <p>They understand they are part of a wider family of schools</p>

Subject: Religious Education

RE Action plan 2020/21:

What action will you take?	Timescale needed	Who will be involved?	How will you do this	How will you know it is successful?
1. To ensure that all year groups engage in a curriculum recovery plan to recover missed learning from summer term 2020 in RE	Summer term 2021	Teachers Subject lead	<p>Once the essential missed concepts have been identified, the RE lead will categorise objectives into those that can be recovered through the following ways:</p> <ul style="list-style-type: none"> Through a spiral curriculum during the year, where objectives are repeated and built upon Through an extended teaching sequence/ pre-teach By providing an additional research project or home learning task By returning in a later year group (deferring). For example, electricity covered in summer term year 4 is repeated in year 6 and can be covered more thoroughly then. Discrete curriculum recovery lessons in Autumn term (discrete curriculum recovery lessons to last no longer than one month). <p>Staff to implement a catch up of missed RE learning through lockdown.</p>	<ul style="list-style-type: none"> Missed RE learning is identified This is analysed and is categorised into learning that can be defined as key concepts (non-negotiable). Staff are aware of these and have planned action <p>Children know and understand the objectives missed in lockdown in RE</p>
2. To ensure that all curriculum RE planning leads to a deepening of children's knowledge, skills and vocabulary.	Summer term 2021	RE lead	<ul style="list-style-type: none"> Knowledge, skills and vocabulary shared with staff (staff area) Lead to monitor that long term and medium- term planning reflects the knowledge, skills and vocabulary for their year group Staff to be provided with examples to support planning Computing lead to support staff new to school/ NQTS/ new to year group/ support staff who are delivering RE 	<p>Children have a developing understanding of knowledge, skills and vocabulary for their year group in RE</p> <p>Long term planning matches KSV. Staff have sufficient subject knowledge and are well resourced.</p>
3. Use a key concept – 'sacrifice' to develop children's understanding of this key spiritual concept.	Autumn term	RE lead/ teachers	<ul style="list-style-type: none"> Use the concept of 'sacrifice' as a key theme Staff meeting for teachers to explore the concept of sacrifice (examples from the bible/ world religions/ current issues; NHS staff/ children staying at home to sacrifice education etc during lockdown; sacrifices of inspirational characters from history) Children to engage in a range of activities linked to this theme (art/poetry etc) 	<p>The project gives children the language and understanding of sacrifice and helps them relate their experiences to this concept.</p>

4. Create reflection spaces for children in classrooms, so that children have opportunities to reflect and respond to their current concerns and continue to develop their spirituality.	Summer 2021	RE lead	<ul style="list-style-type: none"> - Creation of spiritual reflection areas in each classroom - Staff meeting to explore examples with staff - Key essentials aspects of the areas provided for staff (www.prayerspacesinschools.com) - RE Lead to direct staff as to key areas of focus regularly (forgiveness, peace, gratitude, unanswered questions, the wider world, worry and letting go, injustice). 	<p>A safe space is provided for children to explore ideas and their spirituality. Their vocabulary will be developed.</p> <p>Children have the chance to reflect upon and process their experiences in lockdown.</p>
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Subject: PHSCE

PHSCE Curriculum Recovery Plan: See Priority 3 DEP

PHSCE Action plan 2020/21:

What action will you take?	Timescale needed	Who will be involved?	How will you do this	How will you know it is successful?
<p>1.</p> <p>To ensure that all year groups engage in a PHSCE recovery plan to address as soon as possible in the school year some of the key mental health issues that children will face on return from lockdown.</p>	As soon as possible in Autumn term	Teachers/ Subject lead	<p>1/ Staff assess quickly which areas of need have arisen in pupils over the lockdown in summer 2020 that need to be addressed quickly.</p> <p>2/ Once the essential areas of concern have been identified, the teachers/ PHSCE lead will categorise objectives into those that can be recovered through the focused PHSE lessons in the beginning of term.</p> <p>Areas of possible concern could include:</p> <ul style="list-style-type: none"> - Internet safety - Feelings of anxiety - Isolation/ struggling to form relationships - Rebuilding trust - Building a sense of community - Safety to ask unanswered questions - Experience of trauma - Bereavement 	<ul style="list-style-type: none"> - PHSCE concerns are identified - This is analysed and staff know how and when we can address the issues raised through PHSCE - Teachers and the PHSCE lead timetable as soon as possible in the year specific activities and lessons which address these needs.
<p>2.</p> <p>To ensure that all curriculum PHSE planning leads to a deepening of children's knowledge, skills and vocabulary.</p>	Summer term 2021	PHSCE lead	<ul style="list-style-type: none"> - Knowledge, skills and vocabulary shared with staff (staff area) - Lead to monitor that long term and medium- term planning reflects the knowledge, skills and vocabulary for their year group - Staff to be provided with examples to support planning (Cornerstones / schemes etc) - PHSCE leads to support staff new to school/ NQTS/ new to year group/ support staff who are delivering PHSCE 	<ul style="list-style-type: none"> - Children have a developing understanding of knowledge, skills and vocabulary for their year group in PHSE - Long term planning matches KSV. - Staff have sufficient subject knowledge and - are well resourced.

3. Implement the RSE curriculum	Fully implemented by Summer term 2021	PHSCE/SLT	<ul style="list-style-type: none"> - CWP RSE scheme purchased - Staff trained to use - Monitor effectiveness of the programme (pupil interviews/ drop ins) - Continue to communicate with parents about the scheme 	<ul style="list-style-type: none"> - Pupils have excellent understanding of RSE. - Staff are confident about delivering the RSE curriculum - The school meets its' statutory duty in relation to RSE
4. Implement new PHSCE scheme throughout school FS – Y6	As soon as possible in the Autumn Term 2020	PHSCE Lead	<ul style="list-style-type: none"> - Research and compare current available PHSCE schemes. - Purchase most suitable scheme for school. - Introduce to staff - Introduce and share new resources 	<ul style="list-style-type: none"> - Staff will feel confident in delivering new scheme and using available resources.
5.To develop and strengthen the links between the teaching of PHSCE and RE at St Albans	Summer Term 2021	PHSCE lead/RE lead	<ul style="list-style-type: none"> - Audit which strands of PHSCE and RE are closely entwined. - Identify how RE can support the teaching of PHSCE. - Identify how PHSCE and RE can be combined to support the children's spiritual, moral, social and cultural development. 	<ul style="list-style-type: none"> - Staff and children will know which teachings from the Bible can help guide and answer their spiritual and moral questions.

EARLY YEARS FOUNDATION STAGE

EYFS Curriculum Recovery Plan

	What learning/key concepts have been missed in Summer 2020 for nursery pupils in FS1 in the prime areas of learning?	What strategies will we use and how will we recover this?	Examples of recovery.
Personal, social and emotional development	<p>initiating conversations and respond to what others say or do Be aware of own feelings, and begin to think about the feelings and wishes of others. Keeps play going by responding to what others are saying or doing. Can usually adapt behavior to different events, social situations and changes in routine</p>	<p>Identify essential areas of concerns that may have affected children during lockdown summer 2020 e.g.:- Feelings of anxiety, rebuilding trust, disrupted attachments. Use circle time, social stories and use of 'mood monsters' as 'tool' for children to identify and classify emotions</p>	Discrete PHSCE through circle time activities and social stories.
Communication and language	<p>Uses intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>Questions why things happen and gives explanations. Asks e.g. who, what, when, how</p> <p>Uses a range of tenses (e.g. play, playing, will play, played)</p>	<p>Use puppets and puppet theatre to retell stories Provide daily opportunities for children to show and explain how they made a model... how they mixed paint for their picture etc.</p> <p>Read stories and ask children to explain who were the characters, what happened, why how when etc...</p> <p>Provide opportunities for talking through weekly class sharing of Dojo home activities e.g. I went.. I saw.... I played Use circle time to share news</p>	<p>Through spiral curriculum and repeating concepts.</p> <p>Links to home learning tasks.</p>

			Discrete recovery lessons in Autumn 1.
Physical development	<p>Practise copying letters using the correct letter formation</p> <p>Dresses independently, e.g. puts own coat on and fastens the zip or buttons independently.</p> <p>Develop strong grip and skills when using scissors and other mark making tools</p> <p>Begin to develop ball skills, i.e. kicking, throwing and catching large balls</p>	<p>Provide exciting opportunities to practice correct letter formation through sensory activities (foam, sand, paint etc.)</p> <p>Encourage children to be independent from day 1. Provide opportunities within the learning environment to practice fastenings, e.g. zips, locks, toys that need dressing and undressing, role-play costumes.</p> <p>Provide a wealth of activities throughout the learning environment inside and outside for children to develop their fine motor skills through the use of 'finger gym' activities such as threading, tweezer and peg games, malleable materials and small building blocks.</p> <p>Ensure children have access to different size balls, bean bags, hoops and ribbons in outdoor provision. Teach ball skills in P.E. as soon as children are confident in moving around hall/outside safely.</p>	<p>Through spiral curriculum, repeating concepts.</p> <p>Through spiral curriculum, repeating concepts.</p> <p>Discrete recovery lessons plus through spiral curriculum.</p>

EYFS Action Plan 2020/21:

Objectives	Actions to be taken	Start Date	Target Date	Person Leading Action	Resources (time, personnel, event)	Monitoring (how, when and by whom)	Success Criteria
To implement an EYFS recovery plan based on missed curriculum learning from lockdown summer 2020.	<ul style="list-style-type: none"> Analyse which learning/key concepts have been missed in Summer 2020 for nursery pupils in FS1 in the prime areas of learning Plan actions to 'catch up' learning through provision. 	Sept 2020	Nov 2020	CT	Use first half term to deliver catch up learning RWI resources/ maths catch up resources/ 'mood' monsters' resource, outdoor play equipment Time to complete baseline assessments Time for pupil progress meetings.	SLT with CT to evaluate effectiveness of catch up programme	Children have caught up with lost learning from summer 2020 lockdown.
To ensure good progress is made from starting points	<ul style="list-style-type: none"> Baseline children Analyse entry data Set targets based on analysis from entry data 	Sept 2020	End of July 2021	CT	Baseline resources	Baseline assessment moderation	Children make at least good progress from starting points and school action is responsive to need.
To embed the KSV objectives for all subjects to ensure progression across the wider curriculum, which begins with FS2.	<ul style="list-style-type: none"> Ensure that all wider curriculum documents have knowledge, skills, vocab statements beginning with the end of FS. Leadership to monitor standards against the set criteria (KSV) 	Sept 2020	End of July	CT	Time to ensure KSV documentation include EYFS as starting points.	End of term moderation of samples of work linked to KSV statements – SLT/ CT	Starting points for the wider curriculum are documented and planning/delivery is tightly focused on these objectives.
To develop art across the key stage, raising attainment in art and securing firm foundations for KS1 in the subject	<ul style="list-style-type: none"> Engage in art CPD Create an art policy for EYFS (non-negotiables) Monitor teaching and learning of art Moderate art samples across the key stage Explore key artists 	Sept 2020	End of July	CT/JT	CPD time (staff meetings) Non-contact to monitor art (CT) Art resources.	CT/SLT monitor termly (deep dives)	Art in EYFS is high quality and child-led

	<ul style="list-style-type: none"> - Develop colour mixing skills/ science in art links. - CPD for support staff 						
To improve the quality of reading in EYFS	<ul style="list-style-type: none"> - Introduce new home school diaries - Introduce bookmarks to go home, linked to book level objectives - Purchase new books (RWI): take home books. - Purchase new lilac books (picture books) for FS1 - Continue to improve book areas: 'Our EYFS book areas will include...' - Parent workshops to develop skills in how to help your child to read at home. - Ensure there are quality reading opportunities outdoor. 	Sept 2020	End of July	CT/ DN	New home/school diaries New books	Termly monitoring of reading in EYFS (deep dives)	Outcomes in reading are significantly above national

APPENDICES

Staff tasks towards DEP implementation

Pupil Premium strategy and funding statement

Sport's funding strategy

SEF (School self-evaluation summary)

Staff Tasks Towards DEP Implementation

Alison Adair

- Act as Executive Headteacher for St Albans and St Michaels and fulfil DSAT central team responsibilities.
- Act as Team Leader (Appraisal) for AG, PF, JT, KS
- Organise and lead INSET days and staff training with AG
- Monitor:
 - Teaching and learning
 - Planning and assessment
 - Targeted support
- Work alongside Governors to develop roles
- Continue to work with the school's partners
- Work alongside Governors to improve the effectiveness of their monitoring of DEP priorities
- Develop leadership of the school along with AG.

Amy Gurner

- Perform responsibilities as Head of School
- Act as Team Leader (Appraisal) for DN, CW, AW, CT, RC
- Work alongside governance to improve their effectiveness
- Lead RE and collective worship
- Monitor teaching with AA and SLT
- Perform responsibilities as Inclusion Lead, including monitoring Pupil Premium pupils and supporting RC in her role as SENCO
- Monitor:
 - Teaching and learning
 - Planning and assessment
 - Targeted support

Janice Teale

- Teach effectively in Y2
- Take on responsibilities associated with AHT
- Lead English with PF
- Act as KS1 team leader
- Act as Team Leader for (Appraisal) for Claire, Jonah, Kate
- Co-ordinate art and DT (monitor standards)
- Lead parent workshop/ talk for own class in Autumn Term through zoom
- Ensure phonics delivery in KS1 remains high profile and manage the transition between RWI and Cracking comprehension
- Monitor reading records in KS1 including moderating benchmarking
- Engage in CPD and coaching programmes in order to further develop outstanding T+L
- Update your class page on the website regularly
- Monitor teaching and learning in English across key stages with AA and AG

Paul Frelich

- Teach effectively in Y4
- Perform responsibilities as Assistant Headteacher with a particular responsibility for assessment and pupil progress
- Co-ordinate English with JT
- Act as KS2 team leader

- Act as team leader (appraisal) for Fiona, Jackie
- Lead parent workshop for own class in Autumn term via zoom
- Ensure curriculum for English is embedded
- Monitor action plan progress for English
- Monitor teaching and learning in English across key stages with JT, AA and AG
- Update your class page on the website regularly
- Lead computing (monitor standards)

Charlotte Taha

- Lead EYFS
- Ensure standards are raised for EYFS pupils
- Teach effectively in FS2
- Support staff in own key stage to develop outstanding practice
- Lead parent workshops / talk for own class in Autumn term via zoom
- Update your class page on the website regularly
- Act as team leader (appraisal) for Charlie, Dawn, Rachel B, Laura N
- Lead PHSCE (monitor standards)

Karen Staniforth

- Teach effectively in Y5
- Co-ordinate maths
- Review curriculum policies as necessary
- Monitor planning and standards in own subject area, including monitoring activities with AA and AG
- Lead parent workshop/talk for own class in Autumn Term via zoom
- Monitor LTP in maths and cross curricular opportunities
- Update your class page on the website regularly
- Continue to support schools as a maths mastery specialist
- Act as team leader (appraisal) for Christine J, Nigel
- Lead KS2 history (monitor standards)

Rachel Cooper

- Teach effectively in Y6
- Lead parent workshop/talk for own class in Autumn Term via zoom
- Lead SEN provision as SENCo
- Update your class page on the website regularly
- Lead the teaching of PE and work alongside the school's competitive sport's lead, CJ

Chris Whyman

- Teach effectively in Y1
- Lead science (monitor standards)
- Lead parent workshop/talk for own class in Autumn Term via zoom
- Update your class page on the website regularly
- Continue to monitor and improve strategies for raising attainment in phonics and early reading.
- Lead KS1 history (monitor standards)

Debbie North

- Lead music across school
- Teach in FS1
- Monitor standards in music across school (long term planning)
- Lead parent workshops / talk for own class in Autumn term via zoom
- Engage in CPD and coaching programmes in order to further develop outstanding T+L
- Update your class page on the website regularly

Adi Widdop

- Teach effectively in Y3
- Lead parent workshops / talk for own class in Autumn term via zoom
- Lead geography
- Monitor standards in Geography across school (long term planning)
- Update your class page on the website regularly

Fiona Brotherton

- Co-ordinate French
- Co-ordinate Buddy systems
- Act as Team leader for SMSAs

Christine Jepson

- Co-ordinate Competitive Sport and work alongside RC to continue to develop all staff's expertise in the teaching of PE

PUPIL PREMIUM STRATEGY 2020/2021

Summary information.					
School	St Alban's CE Primary School				
Academic Year	2020/21	Total PP budget	£22,175	Date of most recent PP Review	n/a
Total number of pupils	207	Number of pupils eligible for PP	15	Date for next internal review of this strategy	July 2021
Current Attainment (end of KS2 2020)					
	Pupils eligible for PP at our school (outcomes are based on teacher assessment as there were no SATS tests in 2020 due to the covid-19 pandemic.)		Pupils not eligible for PP (national average)		
% achieving expected standard or above in reading, writing & maths	100% (based on teacher assessment)		n/a (no data due to Covid-19 pandemic)		
% making expected progress in reading (as measured in the school)	100%(based on teacher assessment)		n/a (no data due to Covid-19 pandemic)		
% making expected progress in writing (as measured in the school)	100%(based on teacher assessment)		n/a (no data due to Covid-19 pandemic)		
% making expected progress in reading (as measured in the school)	100%(based on teacher assessment)		n/a (no data due to Covid-19 pandemic)		

Barriers to future attainment (for pupils eligible for PP)	
Academic barriers <i>(issues to be addressed in school, such as poor oral language skills)</i>	
A. The % PP pupils achieving RWM combined expected at the end of KS2 based on teacher assessment was significantly above national at 100%. However, we know that some PP pupils in the school, particularly PP SEN pupils, perform less well compared to peers. This is particularly applicable in the current 2020/21 y5 cohort. Following lockdown 2020, we will need to prioritise bespoke tutoring for PP pupils who have gaps in learning.	
B. Some pupil premium pupils within school have less opportunities to practice skills at home (reading/spelling). For these pupils, reading stamina and fluency is affected.	

Intended Outcomes (specific outcomes and how they will be measured)	Success criteria
A. Narrow gap between the performance of pupil premium pupils and their peers/ national in RWM at the expected standard in the current Y5 cohort and for those individual PP pupils with SEN, thereby raising the attainment of SEN PP pupils across school.	Outcomes at the end of KS1, y5 and at the end of KS2 will be well above national for PP pupils in RWM by the end of 2021.
B. Raise attainment in reading for pupil premium pupils.	Pupil Premium Reading attainment at the expected standard will be at least 90% by the end of 2021 for the y5 and y6 PP cohorts.

Review of Expenditure				
Previous academic year 2019/20				
I. Quality teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Improve the quality of teaching across school by focusing on a clear pedagogy (teach simply, practice thoroughly, feedback constructively, embody excellence). Plan high quality CPD for staff, including release time for staff to observe outstanding teaching in partner schools. Revise the curriculum offer to include teaching resources which enable staff to plan a spiral curriculum (reflex maths, KSV docs, Cornerstones)– thereby supporting effective learning by deploying science of memory strategies. Ensure quality of opportunity: revise timetable to ensure all pupil premium pupils access a full and balanced curriculum.	The quality of teaching across school will improve as a result of coaching to deliver teaching in line with the school's pedagogy: "teach simply, practice thoroughly, feedback constructively, embody excellence". Pupils eligible for PP across all year groups make rapid progress by the end of the year so that all pupils eligible for PP close the gap towards achieving age related expectations. Those identified as high ability make as much progress as 'other' pupils identified as high ability. PP pupils across school and in particular in Y4 and y6 cohorts make rapid progress in all areas but particularly writing, and the % gap with their peers is closed. Outcomes at the end of KS2 will be well above national for PP pupils in RWM by the end of 2020 and reading attainment for all cohorts.	Outcomes at the end of KS2 2020 were significantly above national at 100% for pupil premium pupils (based on teacher assessment prior to Covid-19 lockdown). During the year, we developed high quality planning documents, linking knowledge, skills and vocabulary across every year group.	Continue with this strategy, which was interrupted due to the lockdown.	£7,700
Targeted Support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
<ul style="list-style-type: none"> - Targeted booster support and catch up programmes for PP pupils in order to enable vulnerable pupils to make progress. - Optimum learning plans in place for all PP pupils not on track for attainment or progress. - Additional TA support deployed for interventions/ tutoring following lockdown - Homework clubs accessed by PP pupils to ensure equality of opportunity. - Ensure that all PP pupils read regularly to practice skills and 	The quality of teaching across school will improve as a result of coaching to deliver teaching in line with the school's pedagogy: "teach simply, practice thoroughly, feedback constructively, embody excellence". Pupils eligible for PP across all year groups make rapid progress by the end of the year so that all pupils eligible for PP close the gap towards achieving age related expectations. Those identified as high ability make as much progress as 'other' pupils identified as high ability. PP pupils across school and in particular in Y5 and y6 cohorts make rapid progress in all areas but particularly writing, and the % gap with their peers is closed. Outcomes at the end of KS2 will be well above national for PP pupils in RWM by the end of 2020. .	Outcomes at the end of KS2 2020 were significantly above national at 100% for pupil premium pupils (based on teacher assessment prior to Covid-19 lockdown). During the year, high equality interventions were in place for PP pupils.	Continue with this strategy, which was interrupted due to the lockdown.	£24,380

improve fluency. - Train TA's to expertly respond the AFL when supporting pupil premium pupils in the classroom - Teacher PP interventions				
3. Other approaches				
Action	Intended Outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
Fund contributions to visits for FSM pupils including residentials Fund scholarships for FSM pupils to access music/ instrumental lessons	Raise children's aspirations and life chances	PP pupils accessed a wide variety of experiences and equality of access for all.	Continue with this strategy.	£4,400

Planned expenditure					
Academic Year 2020/21					
The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies					
1. Quality of teaching for all					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Improve the quality of teaching across school by focusing on a clear pedagogy (teach simply, practice thoroughly, feedback constructively, embody excellence). Plan high quality CPD for staff, including release time for staff to observe outstanding teaching in partner schools. Revise the curriculum offer to include teaching resources which enable staff to plan a spiral curriculum (reflex maths, KSV docs, Cornerstones)– thereby supporting effective learning by deploying science of memory strategies. Ensure quality of opportunity: revise	The quality of teaching across school will improve as a result of coaching to deliver teaching in line with the school's pedagogy: "teach simply, practice thoroughly, feedback constructively, embody excellence'. Pupils eligible for PP across all year groups make rapid progress by the end of the year so that all pupils eligible for PP close the gap towards achieving age related expectations. Those identified as high ability make as much progress as 'other' pupils	EEF research evidences that Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn't create an artificial separation from whole class teaching.	The leadership team will conduct half termly reviews of teaching and learning with a focus on the learning of pupil premium pupils.	AA/AG	At the end of each term and at the end of July 2021.

timetable to ensure all pupil premium pupils access a full and balanced curriculum.	identified as high ability. PP pupils across school and in particular in Y5 and y6 cohorts make rapid progress in all areas but particularly writing, and the % gap with their peers is closed. Outcomes at the end of KS2 will be well above national for PP pupils in RWM by the end of 2021 and reading attainment for all cohorts will be at least 90% in reading in writing and maths .				
RWI spelling: £500; Cornerstones curriculum: £800; CPD opportunities including release time to observe outstanding teaching: £900				Total budgeted cost:	£1300

2. Targeted support					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
<ul style="list-style-type: none"> - Targeted booster support and catch up programmes for PP pupils in order to enable vulnerable pupils to make progress. - Optimum learning plans in place for all PP pupils not on track for attainment or progress. - Additional TA support deployed for interventions/ tutoring following lockdown - Homework clubs accessed by PP pupils to ensure equality of opportunity. - Ensure that all PP pupils read regularly to practice skills and improve fluency. - Train TA's to expertly respond the AFL when supporting pupil premium pupils in the classroom 	<p>Pupils eligible for PP across all year groups make rapid progress by the end of the year so that all pupils eligible for PP close the gap towards achieving age related expectations. Those identified as high ability make as much progress as 'other' pupils identified as high ability. PP pupils across school and in particular in the y5 cohort make rapid progress and the % gap with their peers is closed. Bespoke, high quality 'point of need' interventions to be delivered; homework clubs to be embedded and quality evaluated; structured conversations with PP families to continue. Ensure equality of opportunity / access to additional reading. Promote reading for</p>	<p>Evidence consistently shows (EEF) the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.</p>	<p>The leadership team will conduct half termly reviews of both interventions and use of the TA within the classroom, with a focus on the learning of pupil premium pupils.</p>	AA/AG	At the end of each term and at the end of July 2021.

- Teacher PP interventions	pleasure. Continue with small classes and overstaffing to support all of the above.				
Overstaffing to achieve the above (additional support staff throughout the school for the full academic year); bespoke recovery tutoring following pandemic; additional reading resources to promote love of reading.				Total budgeted cost:	£17,875

3. Other approaches					
Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will you review implementation?
Fund contributions to visits for FSM pupils including residential	Raise children's aspirations and life chances	Positive impact for students who attended residential visits and enables equality of opportunity.	Management account monitoring	Admin	Termly
Fund scholarships for FSM pupils to access music/ instrumental lessons	Raise children's aspirations and life chances; develop resilience and discipline.	Positive impact for students who attended residential visits and enables equality of opportunity.	Management account monitoring	Admin	Termly
£2000 contribution towards visits; £1000 towards music scholarship.				Total budgeted cost:	£3000

Additional detail:

Exceptional support will be provided to pupils via our **enhanced staffing ratios**, with bespoke interventions at point of need. All Pupil Premium pupils who are at risk of not performing at the expected standard have individual action plans and are tracked closely and robustly monthly. This includes well thought out and fit for purpose recovery tutoring for groups and individuals. This will mean that each disadvantaged child will receive individual input and feedback when they need it and at the level of their need, in order for them to make accelerated progress. One to one or small group interventions are planned for and adapted regularly to meet pupil's needs. Pupil Premium pupils are supported exceedingly well emotionally in order to enable them to access learning and develop emotionally, spiritually, physically and intellectually.

School Self-Evaluation

DSAT

Diocese Sheffield Academy Trust

St Alban's CE Primary School

“Educating for life in all its fullness”.

The DSAT Improvement Mission:

- To create and sustain challenging, stimulating, nurturing and exciting learning experiences where **all** children achieve well and are keen to learn.
- To deliver excellent teaching and learning for all pupils every day.
- To offer an inclusive framework for education that opens for our children “life in all its fullness”.

School Self-Evaluation Summary Report 2020/21

School:	St Alban's CE Primary School
Executive Headteacher/ Head of School	Alison Adair/ Amy Gurner
Ofsted grade at last inspection:	Good
Date of inspection:	January 2020
Self-evaluation judgements 2020:	
Quality of education	Inadequate/ Requires Improvement/ Good /Outstanding
Behaviour and attitudes	Inadequate/ Requires Improvement/ Good /Outstanding
Personal Development	Inadequate/ Requires Improvement/ Good /Outstanding
Leadership and Management	Inadequate/ Requires Improvement/ Good /Outstanding
The context of our school	
<p>The school is a average sized primary school. The proportion of pupils known to be eligible for the pupil premium is below average and 7% pupils are BME with most pupils speak English as their first language (FS2 – Y6). The number of pupils with disabilities and/or special educational needs (SEN) is below average at 9%.</p> <p>St Alban's CE Primary School is a National Support School. It forms part of a collaboration with two other primary schools in the trust – Flanderwell Primary School and Rossington St Michael's CE Primary School. St Alban's CE Primary School and Rossington St Michael's CE Primary School have shared an Executive Headteacher (a National Leader of Education), who has been in post at St Albans since September 2009, but both schools employ a separate Head of School and have separate governing bodies. The Head of School at St Albans is a Specialist Leader of Education. The school converted to academy status in October 2014.</p> <p>St Albans CE Primary School was last inspected in January 2020 when it was judged be a good school under the new inspection framework.</p>	

Quality of Education

Outcomes/ Impact:

Headline Data Summary (2020):

Due to the Covid-19 pandemic and lockdown, all end of key stage assessments referred to are based on mock SATS test prior to lockdown and teacher assessment.

Standards are high at KS2 in RWM at expected in 2020 and above national at GDS in all areas.

Key Stage 2	Working at the Expected Standard- teacher assessment		Working at Greater Depth within the Expected Standard- teacher assessment	
	School%	National 2019	School %	National 2019
Reading	97	73%	53%	27%
Writing	100	79%	43%	20%
Mathematics	97	76%	37%	27%
GPS	100	78%	43%	36%
R, W & M	97	65%	33%	10%

Outcomes/ Impact for pupil premium pupils:

Pupil premium pupils performed well against national in reading, writing and maths.

KS2 PP Pupils	% Exp (teacher assessment)	% National Exp 2019	% GDS (teacher assessment)
Reading	100	73	40
Writing	100	78	40
Mathematics	100	79	40
RWM	100		40

Curriculum Intent:

Our ambition at St Alban's CE Primary School is to provide opportunities for children to develop as independent, confident, successful and life-long learners, with high aspirations and the learning agility to make a positive contribution to their community and the wider society now and in the future. In our school there is a strong focus on developing children's moral, spiritual, social, cultural and relational understanding. The building blocks of our curriculum ensure that children are well equipped with the knowledge, skills and wealth of language to prepare them for life in modern Britain, overcoming the contextual barriers to social mobility. Their sense of responsibility as current and future citizens is at the heart of all our teaching and learning. Children are taught to be respectful of other, to be courageous in their learning and to keep themselves and others safe.

St Alban's CE Primary School provides a highly inclusive environment where learners enjoy their education. Pupils at all levels are helped to achieve their potential. All pupils regardless of their starting points are encouraged to expand their skills and knowledge through rich, broad curriculum opportunities.

St Alban's CE Primary School's focus on curriculum development is carefully sequenced to ensure coverage and progression. It provides pupils with memorable experiences, in addition to diverse and rich opportunities from which children can learn and develop a range of transferable skills. We are a reflective school and continually strive to improve our teaching and learning in the light of current research, including research into the science of memory. Our teachers focus on teaching simply, practicing thoroughly, feeding back constructively and embodying excellence. High quality, tiered questioning threads through our whole curriculum. Reading and vocabulary development are the key drivers in our curriculum, as we believe these are both vital tools which enable all children to access a broad curriculum and develop the cultural capital needed to thrive and be successful.

In English, we seek to inspire children to become fluent, confident readers whose love for literature will thread through into their adult lives. We strive through our language rich curriculum to empower children to interact with peers and adults in a confident, articulate way in order to prepare them for the next stage in their educational journey. By developing children's rich vocabulary, we aim to support our learners to flourish, create, innovate and achieve in a variety of ways, including the written form.

Our high-quality maths curriculum intends to engage all learners to enable them to develop the knowledge and skills required to succeed in life. St Alban's endeavours to encourage a mastery approach to support learners to become ambitious, resilient and fluent mathematicians. All aspects of maths: fluency; reasoning and problem solving will be covered in a spiral curriculum which is designed to embed long-term understanding, through regular revisiting of prior learning. Teachers and parents will work together to develop a positive mathematical mind-set.

Curriculum Implementation:

Maths Curriculum Implementation

To ensure effective delivery of St Alban's maths curriculum intent, the following approaches have been adopted:

- Across school we follow Abacus to provide the opportunity for children to revisit prior learning. Teachers can then help children to build on this learning to help develop long term memory and conceptual understanding.
- To provide a curriculum which meets the needs of all pupils, learning is scaffolded through a concrete, pictorial and abstract process to enable pupils to be active participants in lessons.
- As fluency is the foundation of mathematical understanding, learning is revisited regularly through our spiral curriculum. We use TT Rockstars and Reflex Maths to supplement discrete maths lessons and to encourage a desire in pupils to learn eagerly and take ownership of their individual fluency targets. Both these systems can be accessed at home and we encourage parents to engage in this aspect of their child's learning.
- St Alban's has a calculation policy which embeds a consistent whole-school approach to teaching mental and written calculation methods for all four operations.
- Reasoning is a core aspect of the majority of maths lessons. St Alban's operates a safe, shame-free classroom culture that encourages all children to test theories, have a go and evaluate answers. As such, teacher focus is on process and effort rather than answers.
- To enhance problem solving capabilities, discrete skills (such as act it out, trial by improvement, pattern, lists and tables, simplify, working backwards and algebra) are taught regularly. Through a combination of STOPS and Nrich, we provide a varied diet of different problem - solving opportunities for children to access; thereby creating inquisitive, resilient learners with a strong mathematical mindset.

English Curriculum Implementation:

To ensure effective delivery of St Alban's English curriculum intent, the following approaches have been adopted:

- Every teacher is an advocate for reading, and we strive to inspire children to become 'hooked on books'.
- Reading and books are at the centre of our whole curriculum: reading drives and inspires our topics, visits, cross curricular opportunities and our writing. We use 'reading-into-writing' strategies in every year group and have carefully sequenced progression across the genres in our reading and writing curriculum.
- Every term, each class studies a core text which inspire the topic covered. We ensure texts are age appropriate and sufficiently challenging.
- We combine discreet teaching of reading, including teaching specific comprehension skills, with opportunities for children to practice reading and develop reading fluency and stamina.
- All staff are highly trained to deliver our Read-Write-Inc spelling programme daily.
- Teachers plan opportunities for children to develop their confidence when talking, including planning rich opportunities for vocabulary development, drama and debate.

The full and balanced curriculum:

To ensure all pupils access consistency, progression and coverage of the National Curriculum, we plan topics which weave throughout all subject areas, ensuring that learning is relevant, inspiring, progressive and builds on pupils' skills and knowledge. Our curriculum is knowledge-led but also promotes mastery of skills. Learners develop detailed knowledge and skills across the curriculum and, as a result, achievement is improving. Our curriculum coverage includes age-appropriate teaching of Relationship and Sex Education, and in RE we use enquiry-based learning to stimulate debate across a carefully sequenced progression of lessons exploring 'Understanding Christianity'. Science and technology are key areas of learning that are promoted throughout each year group, as we are keen to ensure pupils are equipped with the skills they need to prepare them for work in the future. Our full, broad curriculum offer equips our children with the knowledge and cultural capital they need to succeed in life.

Assessment and feedback:

To ensure pupils achieve well, the school feedbacks regularly both orally and when marking. There is an expectation that pupils will respond to marking and feedback quickly within lessons, so as to maximise progress and create opportunities for embedded learning. We combine formative assessment with high quality summative assessment, ensuring that children are well prepared for testing as we believe this prepares them for education in later years, including helping them prepare for success in secondary school. Teachers use question level analysis to plan well for next steps. Assessment at our school helps pupils to embed knowledge and use it fluently.

Ofsted 2020 judged the school's quality of education to be good, and set targets to improve the quality of provision in the wider curriculum. We believe that the quality of RWM at school is outstanding and are working hard to ensure the same equality of provision in every area of the provision, which is already very good.

Behaviour and Attitudes

Behaviour is good because:

- Pupils display a thirst for knowledge and love of learning with attitudes of learning at a high standard.
- Pupil's behaviour is exemplary and they are highly committed to learning.
- Pupils know how to study effectively and are developing strong evaluative skills.
- A positive climate for learning is maintained through the skilled and consistent behaviour management of staff.
- The school has a robust anti bullying and behaviour policy and children have a good understanding of what bullying is and how to deal with it as a result of high-profile anti bullying strategies including anti-bullying week.
- Pupils' exemplary conduct and behaviour reflect the school's efforts to promote high standards.
- Pupils learn to be respectful and courageous at all times. They trust adults in school and as a result safety and safeguarding is good.

Personal Development

- The school caters very well for pupils' personal development and mental health, providing wellbeing support at a very high standard for those pupils who most need it, including for disadvantaged pupils.
- All staff focus on developing children's character, including promoting resilience, confidence, courage and independence.
- Children are encouraged to participate in active lifestyles and to keep themselves healthy. Sport's funding is used well to encourage participation in sport throughout the school day and after school.
- The school promotes **British Values** throughout the curriculum:

Democracy:

Each year the children decide upon their class rules and the rights and responsibilities associated with these. Each class creates their own 'class charter', which they then all sign and agree to. Class charters are read out in assembly for the whole school to hear about and respect.

Pupil voice is high on our agenda as a school and children have many opportunities for their voices to be heard. We have a Pupil Leadership Team and the pupils are able to feedback regularly to their House Leader. In addition, all children have the opportunity to talk to senior staff on a regular basis and use these occasions to share their views.

Democracy is explained in assembly and the children are encouraged to follow the news in relation to voting, with children given opportunities to debate the issues currently being addressed.

The Rule of Law:

The importance of Laws, whether they be those that govern the class, the school, or the country, are consistently reinforced throughout regular school days, as well as when dealing with behaviour and through school assemblies. Pupils are taught the value and reasons behind law enforcement, that they govern and protect us, and the responsibilities that these involve and the consequences that can occur when laws are broken. Visits from authorities such as the Police; Fire Service; Ambulance staff etc. help to reinforce this message. In Y6 pupils visit annually the police education programme (Crucial Crew), where such values are reinforced and explained.

Individual Liberty:

Within school, pupils are actively encouraged to make choices, knowing that they are in a safe and supportive environment. As a school we educate and provide boundaries for young pupils to make choices safely, through the provision of a safe environment and empowering education. Pupils are encouraged to know, understand and exercise their rights and personal freedoms and are advised how to exercise these safely, for example through our E-Safety and PSHE lessons. Pupils are given the freedom to make choices, whether through choice of challenge, how they record their work, or their individual participation in our numerous extra-curricular clubs and opportunities.

Mutual Respect:

Assemblies regularly promote 'respect', and pupils have been part of discussions related to what this means and how it is shown. Posters around the school promote respect for others and this is reiterated through our classroom and learning rules, as well as our behaviour policy. When a child does something well their achievement is celebrated in a weekly 'Celebration Assembly', with parents and family invited. Part of our school ethos revolves around core values including respect and pupils have been part of discussions and assemblies related to what this means and how it is shown. These ideas are reiterated through the school and classroom rules, as well as our behaviour policy. Additional support is given to individual children to help develop self-esteem and the concept of respect.

Tolerance of those of Different Faiths and Beliefs:

This is achieved through enhancing pupils' understanding of their place in a culturally diverse society and by giving them opportunities to experience such diversity. We have visits from local clergy as well as church members. We value first hand experiences and as a result we seek to build tolerance and respect of different faiths and beliefs through the study of a variety of faith buildings. We use assemblies to explore and understand the similarities between religions. Curriculum topics include learning about and, most importantly, *from* other faiths and misconceptions between religions are addressed as well as prejudices that have been expressed by the community. Assemblies and discussions involving prejudices and prejudice-based bullying are regularly held. We follow the Locally Agreed syllabus for RE and use 'Understanding Christianity' units to enhance our teaching.

Leadership and Management

- Leadership and management are strong and have developed an ambitious and inclusive vision for the school.
- Leaders ensure that the curriculum is progressive throughout school and that all pupils have access to a broad, full curriculum. They check curriculum content and coverage regularly to ensure knowledge and skills are built upon as each child journeys through school.
- Leaders have due concern for teachers' workloads and ensure that appropriate, high quality teaching resources are available to enable teachers to work efficiently and smartly. This includes using high quality assessment tools which use technology to undertake question level analysis and accurately ascertain individual pupil's learning needs.
- There is a strong focus on developing teachers rather than on simply engaging in performance management: leaders recruit according to learning agility and work alongside staff to develop teaching. It its drive for excellence, leadership promotes the school's pedagogy at all times: teach simply, practice thoroughly, feedback constructively and embody excellence.
- There is a refusal to accept that children should receive anything less than very good provision. Rigorous self-evaluation at all levels ensures that any weaknesses are rapidly identified, and proactive systems and procedures put in place to ensure that achievement is accelerated.
- Subject leaders are knowledgeable of standards in their subject areas and of strengths and areas for development.
- Comprehensive action planning ensures well informed strategies are put in place to sustain and develop provision.
- Leadership is ambitious, tightly focused and resilient: it does not allow complacency to set in.
- The Academy Trust and the Governing Body are well informed and are proactive in ensuring standards are raised. They directly contribute to the improving provision.
- Leaders across the wider curriculum have developed their subjects and specialism well since inspection.

Sport's Funding Strategy 2020/21

Sports Premium Funding 2020-2021

Review of funding 2019/20:

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> • Achieved Platinum Award 2017 and have maintained this in 2019/20 • Minimum 6 years 100% participation in School Games • Minimum 5 years Gold Award in School Games • Established Sports Council since 2017 • Profile of sports throughout the school, including school website and displays. • Sports specialist working with KS1 and KS2 • Increased participation in after school club activities (including more girls and younger children attending) 	<ul style="list-style-type: none"> • Further develop the online PE portfolio with further evidence of children participation- sporting excellence on website • Further develop spiral curriculum in sports- link to Cornerstones where appropriate • Update policies and procedures • Further sport CPD for those not confident and new teachers in specific areas.

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 meters when they left your primary school at the end of last academic year?	97% of pupils (29 out of 30 pupils)
What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	97%% of pupils (29 out of 30 pupils)

What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	97% of pupils (29 out of 30 pupils)
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	No

Review of priorities from 2019/20:

Academic Year: 2019/20	Total fund allocated: £	Date Updated:		
Review of Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				17%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact: review of action	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Improved understanding of how to achieve a healthy lifestyle in KS1/2 by preparing pupils for a lifelong commitment to healthy eating and exercise. 	<ul style="list-style-type: none"> Sports Council to interview pupils to investigate how they can improve activity during break times. Introduce a mile a day initiative in school- track children who have walked certain distances. To map children's activity during a school day and further develop staff training of how to improve activity during lesson time. Sports Council to launch a healthy lunchbox competition. House leaders to organize a sponsored walk in collaboration with SC to raise money for school funds. Continue Include discussions 		<p>All children were encouraged to take part in physical activity. The school saw an improvement in pupil voice and participation.</p> <p>The school saw an increased % of pupil activity during lesson times.</p> <p>Due to the lockdown, we were unable to complete this action.</p> <p>Prior to lockdown, a % of each PE lesson includes discussion regarding healthy lifestyle choices.</p> <p>Effective links were being made with</p>	<ul style="list-style-type: none"> Continue to target healthy lunchboxes – promoting balanced diets and a wide variety of healthy foods- sports council. Continue in 2020/21: activities were interrupted due to lockdown. Use the fortnightly newsletter to promote / celebrate healthy choices and events.

	<p>regarding healthy lifestyles and impact of diet and exercise as regular elements of PE sessions</p> <ul style="list-style-type: none"> Ensure that PSHE lessons provide opportunities for pupils to learn about healthy lifestyles Provide lessons to meet the requirements for swimming in the national curriculum. Continue to develop the role of a Sports Council in school. 		<p>PE and PSHCE.</p> <p>We maintained high % of pupils who meet requirements of national curriculum (97%) for swimming.</p>	
Review of Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils: <ul style="list-style-type: none"> Improved understanding of pupil attitudes towards sport and health and heightened opportunities to celebrate healthy lifestyle choices. To recognize the less academic children who have exceptional attitude towards PE or have a specific skill. 	Actions to achieve: <ul style="list-style-type: none"> A pupil questionnaire to be completed to baseline pupils' current attitude towards PE and other curriculum subjects Create a better Kit loaning system- so all children have to participate. Assemblies on sporting heroes- including local sports heroes. <p><u>Continue</u></p> <ul style="list-style-type: none"> To establish good quality, high profile displays around school. 	Funding allocated:	Evidence and impact: review of action <p>Not completed due to lockdown.</p> <p>High profile displays around school were regularly changed.</p>	Sustainability and suggested next steps: <ul style="list-style-type: none"> Consider how sports funding can be used to further enhance the profile of sport throughout whole school Focus on Foundation Stage pupils and the importance of establishing good routines and attitudes as early as possible. Encourage teachers to consider how to include physical activity into more

	<ul style="list-style-type: none"> House Jordan celebrate children's talents in whole school assembly. Sports Leader directs children to appropriate sports clubs- excellent links, to Acro, boys and girls football teams. Whole school discuss sport values rather than focusing on just sporting achievements. To establish sporting excellence on the website- ideas to keep healthy from sports council, including videos. 		<p>The house system continued to celebrate participation in school games</p> <p>The school newsletter has been used to celebrate success and highlight opportunities to improve lifestyle choices</p>	<p>aspects of the curriculum, particularly due to Covid-19 restrictions to PE provision.</p>
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Review of Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				50%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact: review of action	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Improved quality of children's physical education in KS1/KS2 to ensure that they are confident and competent 	<ul style="list-style-type: none"> PE specialist from DSAT to support practitioners in improving and widening their skill sets and confidence in the delivery of physical activity. quality PE lessons and model good practice to staff Continue to establish the role of SSCO in school to further improve the quality and consistency of delivery and to establish common approaches to 	<p>£1000</p> <p>£7000</p> <p>£1000 to cover staff release</p>	<ul style="list-style-type: none"> To be implemented 2020/21 (interrupted by lockdown) Non-contact time was provided to improve consistency of planning and monitoring. Updates have been provided in staff meetings. 	<ul style="list-style-type: none"> SSCO / PE lead to support new staff in school and staff new to year groups with planning and delivery of physical education Use outcomes of lesson observations to identify areas requiring further development and where to provide appropriate professional development.

	<p>tracking and assessing key fundamental movement skills.</p> <ul style="list-style-type: none"> PE subject leader to provide updates throughout the year in staff meetings PE subject leader / SSCO to continue to undertake lesson observations covering teaching and learning, safety and assessment. Professional development opportunities for the SSCO / PE lead as and when appropriate- CJ to attend CPD where appropriate. SSCO to support NQT in delivering high quality PE. 		<ul style="list-style-type: none"> The SSCO is high profile and leads provision exceptionally well. <p>Opportunities for CPD were attended when available.</p> <p>NQT was supported to teach PE successfully.</p>	<ul style="list-style-type: none"> Further professional development opportunities for staff who request it.
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Review of Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				14%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact: review of action	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Increased pupils in KS1/2 attending extra-curricular activities and enjoying active lifestyles. <p>Evidence- List of clubs –registers.</p>	<ul style="list-style-type: none"> Purchase of new, enhanced sports equipment which enables teachers / coaches to check pupils understanding, anticipate interventions and introduce differentiation. Barriers for inactive pupils identified and addressed as and when necessary. Continue to increase opportunities for KS1 pupils 	£2500	<p>New equipment was purchased and outdated equipment updated</p> <p>The school saw increased involvement of FS/KS1 pupils in competitive sport prior to lockdown.</p>	<ul style="list-style-type: none"> Sports Council to collect and collate information from pupils regarding their requirements of extra-curricular activities SSCO to meet with a wide range of pupils to talk about physical activity and to ascertain their knowledge and understanding of the subject

	<p>to participate in extra-curricular activities.</p> <ul style="list-style-type: none"> Purchase new kit for festivals so that children feel valued. 	£300		<ul style="list-style-type: none"> To provide some short programs offering a wider range of sports to be considered for then providing longer extra-curricular programs
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Review of Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				19%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact: review of action	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Pupils in KS1/2 have opportunity to experience being part of a team in a competitive sporting event and their contribution to it. 	<ul style="list-style-type: none"> Maintain current position of 100% participation in the School Games program. School to provide subsidized transport costs to enable maximum numbers of pupils to attend all competitive sporting events Continue to subscribe to the SLA for involvement in School Games. SSCO to attend any network meetings in order to keep fully involved in any developments regarding the competition programme. 	<p>£2000</p> <p>£1500</p>	<p>100% of pupils were on track to be involved in competitive events in school prior to lockdown</p> <p>SSCO attended all network meetings and fed back to SLT</p> <p>SSCO also spent time in collaboration with Schools Games Coordinator identifying possible improvements in the content, quantity and quality of competitive sporting events</p>	<ul style="list-style-type: none"> SSCO networks with colleagues in local schools to increase opportunities for intra/inter school competitions Research further opportunities for KS1 competitive sporting events and link with virtual competitions with DSAT schools Maintain involvement in competitive sport, regardless of Covid-19 restrictions, by participating in virtual competitions with trust schools.

	<ul style="list-style-type: none"> SSCO/PE lead to meet / collaborate with local School Games organizer as and when necessary to ensure maximum involvement in competitive sport. 			
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Sports Premium Funding 2020-2021

Key achievements to date:	Areas for further improvement and baseline evidence of need:
<ul style="list-style-type: none"> Achieved Platinum Award 2017 and have maintained this in 2019 Minimum 6 years 100% participation in School Games Minimum 5 years Gold Award in School Games Established Sports Council since 2017 Profile of sports throughout the school, including school website and displays. Sports specialist working with KS1 and KS2 Increased participation in after school club activities (including more girls and younger children attending) 	<ul style="list-style-type: none"> Further develop the online PE portfolio with further evidence of children participation- sporting excellence on website Further develop spiral curriculum in sports- knowledge, skills, vocabulary curriculum document embedded Update policies and procedures Further sport CPD for those not confident Conduct virtual competitions due to Covid-19 restrictions

Meeting national curriculum requirements for swimming and water safety	Please complete all of the below:
What percentage of your Year 6 pupils could swim competently, confidently and proficiently over a distance of at least 25 meters when they left your primary school at the end of last academic year?	

What percentage of your Year 6 pupils could use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] when they left your primary school at the end of last academic year?	
What percentage of your Year 6 pupils could perform safe self-rescue in different water-based situations when they left your primary school at the end of last academic year?	
Schools can choose to use the Primary PE and Sport Premium to provide additional provision for swimming but this must be for activity over and above the national curriculum requirements. Have you used it in this way?	Yes

Academic Year: 2020/21	Total fund allocated: £3000	Date Updated:		
Key indicator 1: The engagement of <u>all</u> pupils in regular physical activity – Chief Medical Officer guidelines recommend that primary school children undertake at least 30 minutes of physical activity a day in school				Percentage of total allocation:
				17%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none">Improved understanding of how to achieve a healthy lifestyle in KS1/2 by preparing pupils for a lifelong commitment to healthy eating and exercise.	<ul style="list-style-type: none">Sports Council to interview pupils to investigate how they can improve activity during break times.Use a mile a day initiative in school- track children who have walked certain distances.To map children’s activity during a school day and further develop staff training of how to improve activity during lesson time.Sports Council to launch a healthy lunchbox competition.House leaders to organize a		<p>Increased % of pupil activity during lesson times, despite restrictions in place due to pandemic</p> <p>-Audit lunchtime boxes before and after- healthier lunchboxes.</p> <ul style="list-style-type: none">- 100% school participation.- % of each PE lesson	<ul style="list-style-type: none">Target healthy lunchboxes – promoting balanced diets and a wide variety of healthy foods- sports council.Ensure that we have an annual fundraising event which includes an active element e.g. sponsored walk.

	<p>sponsored walk in collaboration with SC to raise money for school funds.</p> <ul style="list-style-type: none"> Continue Include discussions regarding healthy lifestyles and impact of diet and exercise as regular elements of PE sessions Ensure that PSHE lessons provide opportunities for pupils to learn about healthy lifestyles Provide lessons to meet the requirements for swimming in the national curriculum. Continue to develop the role of a Sports Council in school. 	£3000	<p>includes discussion regarding healthy lifestyle choices.</p> <ul style="list-style-type: none"> Effective links continue to be made with PE and PSHE Maintained high % of pupils who meet requirements of national curriculum (97%) Increased profile of Sports Council members leading activities during break and lunchtimes. % of pupils taking part in activities organized has increased. 	
Key indicator 2: The profile of PE and sport being raised across the school as a tool for whole school improvement				Percentage of total allocation:
				%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:

<ul style="list-style-type: none"> • Improved understanding of pupil attitudes towards sport and health and heightened opportunities to celebrate healthy lifestyle choices. • To recognize the less academic children who have exceptional attitude towards PE or have a specific skill. 	<ul style="list-style-type: none"> • A pupil questionnaire to be completed to baseline pupils' current attitude towards PE and other curriculum subjects • Create a better Kit loaning system- so all children have to participate. • Assemblies on sporting heroes- including local sports heroes. <p><u>Continue</u></p> <ul style="list-style-type: none"> • To establish good quality, high profile displays around school. • House Jordan celebrate children's talents on newsletters • Sports Leader directs children to appropriate sports clubs- excellent links, to Acro, boys and girls football teams. • Whole school discuss sport values rather than focusing on just sporting achievements. • To establish sporting excellence on the website- ideas to keep healthy from sports council, including videos. 		<ul style="list-style-type: none"> - Questionnaire completed and analyzed July 20201 - No barriers to PE participation. - High profile displays around school regularly changed. - Celebrate participation in school games - School newsletter has been used to celebrate success and highlight opportunities to improve lifestyle choices 	<ul style="list-style-type: none"> • Consider how sports funding can be used to further enhance the profile of sport throughout whole school • Focus on Foundation Stage pupils and the importance of establishing good routines and attitudes as early as possible. • Encourage teachers to consider how to include physical activity into more aspects of the curriculum.
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Key indicator 3: Increased confidence, knowledge and skills of all staff in teaching PE and sport				Percentage of total allocation:
				66%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated: £12000	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Improved quality of children's physical education in KS1/KS2 to ensure that they are confident and competent 	<ul style="list-style-type: none"> Continue to establish the role of SSCO in school to further improve the quality and consistency of delivery and to establish common approaches to tracking and assessing key fundamental movement skills. PE subject leader (new to school) to work with SSCO to provide updates throughout the year in staff meetings PE subject leader / SSCO to continue to undertake lesson observations covering teaching and learning, safety and assessment. Professional development opportunities for the SSCO / PE lead as and when appropriate- CJ/ RC to attend CPD where appropriate. 	<p>£7000</p> <p>£1000 to cover staff release</p>	<ul style="list-style-type: none"> SSCO role increased. Non-contact time provided to improve consistency of planning and monitoring Updates have been provided in staff meetings Opportunities for CPD were attended when available. 	<ul style="list-style-type: none"> SSCO / PE lead to support new staff in school and staff new to year groups with planning and delivery of physical education Use outcomes of lesson observations to identify areas requiring further development and where to provide appropriate professional development. Further professional development opportunities for staff who request it.

Key indicator 4: Broader experience of a range of sports and activities offered to all pupils				Percentage of total allocation:
				17%
School focus with clarity on intended impact on pupils :	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Increased pupils in KS1/2 attending extra-curricular activities and enjoying active lifestyles. 	<ul style="list-style-type: none"> Purchase of new, enhanced sports equipment which enables teachers / coaches to check pupils 	£2800	<ul style="list-style-type: none"> New equipment purchased and outdated equipment updated 	<ul style="list-style-type: none"> To provide some short programs offering a

Evidence- List of clubs –registers.	<p>understanding, anticipate interventions and introduce differentiation.</p> <ul style="list-style-type: none"> Barriers for inactive pupils identified and addressed as and when necessary. Continue to increase opportunities for KS1 pupils to participate in extra-curricular activities. Purchase new kit for festivals so that children feel valued. 	£300	<ul style="list-style-type: none"> Clubs to retain 'bubble' in order to meet restrictions of Covid-19 	wider range of sports to be considered for then providing longer extra-curricular programs
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Key indicator 5: Increased participation in competitive sport				Percentage of total allocation:
				19%
School focus with clarity on intended impact on pupils:	Actions to achieve:	Funding allocated:	Evidence and impact:	Sustainability and suggested next steps:
<ul style="list-style-type: none"> Pupils in KS1/2 have opportunity to experience being part of a team in a competitive sporting event and their contribution to it. 	<ul style="list-style-type: none"> Maintain current position of 100% participation in the School Games program (virtual games during pandemic) Continue to subscribe to the SLA for involvement in School Games. SSCO to attend any network meetings in order to keep 	<p>£2000</p> <p>£1500</p>	<ul style="list-style-type: none"> SSCO/ PE lead to attend all network meetings and feed back to SLT 	<ul style="list-style-type: none"> SSCO networks with colleagues in local schools to increase opportunities for intra/inter school competitions

	<p>fully involved in any developments regarding the competition programme.</p> <ul style="list-style-type: none"> SSCO/PE lead to meet / collaborate with local School Games organizer as and when necessary to ensure maximum involvement in competitive sport despite pandemic restrictions. 			
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