



FEDERATION OF BRAMHAM AND SHADWELL PRIMARY SCHOOLS
 'Excellence for All'
EVALUATED JULY 2017
Federated Development Plan for 2016 to 2017



Major Intentions for School Development Planning for 2016 – 2017 for the Bramham Shadwell Federation:

Intended Major Outcomes for 2016 - 2017	Overall Evaluation August 2017
<p>1. To facilitate and develop ACCOUNTABILITY and capacity for ACHIEVEMENT and PROGRESS across the Federation</p>	<ul style="list-style-type: none"> ✓ Performance Management is detailed; linked to policy, pay progression and accountability. Increased levels of accountability have resulted in good progress and attainment in R/W/M in all year groups. Increased performance and output in subject management has also been evident. ✓ Middle Management established and developing further into 2017 – 2018. 'Big 4' established (English, Maths, Curriculum, EYFS) <p style="text-align: right;">MAINTAIN and MONITOR 2017 - 2018</p>
<p>2. To continue the development of outstanding ENGLISH provision, teaching and learning across the Federation to facilitate deeper learning, excellent progress (with a particular focus in Writing) and to raise expectations for attainment in line with the National Curriculum.</p>	<ul style="list-style-type: none"> ✓ Expectations in English throughout Federation are clear and have raised teaching and learning performance resulting in good progress and outstanding attainment throughout the Federation. ✓ Writing attainment increased throughout the Federation. ✓ Spellings, reading, writing and boys' progress/attainment all targeted throughout 2016 – 2017 and developments evidenced through termly progress increments in accountability. <p style="text-align: right;">MAINTAIN and MONITOR 2017 - 2018</p>
<p>3. To grow and develop MATHS teaching and learning throughout the Federation through confidence in our Maths Mastery curriculum and to elevate expectations in line with the National Curriculum</p>	<ul style="list-style-type: none"> ✓ Expectations in Maths throughout Federation are clear and have raised teaching and learning performance resulting in good progress and outstanding attainment throughout the Federation. ✓ Teacher research groups established and support / mentoring of excellent practice for other schools is evident. ✓ Maths Mastery established, especially within KS1. Continued into 2017 – 2018 (with particular focus for new staff). ✓ In-year gap for boys resolved by end of academic year through mid-year SDP intervention and strategic support. <p style="text-align: right;">MAINTAIN and MONITOR 2017 - 2018</p>

<p>4. To increase CAPACITY within the Federation, fostering a culture for leadership, responsibility and accountability through subject development and nurturing new staff to ensure they develop in a way which ensures 'Excellence for All'.</p>	<ul style="list-style-type: none"> ✓ Middle management established and continued development for middle management KS meetings into 2017 – 2018 ✓ Highly capable Senior Management established following restructure commencing September 2016. ✓ Successful NQT programme and mentorship – ongoing into 2017 – 2018 ✓ Staff growth evidenced through increased capacity of subject leadership, good and outstanding lessons, outstanding attainment and good progress. ✓ New 'Designated Safeguarding Leads' (DSL) trained and in post and led by HT ✓ Associate and Assistant SENDCos established with ongoing mentorship form Inclusion Manager 2017 - 2108 <p style="text-align: right;">ONGOING 2017 - 2018</p>
<p>5. To continue the development of meticulous ASSESSMENT (without levels - AWL) and tracking of learning and progress across the Federation.</p>	<ul style="list-style-type: none"> ✓ Assessment in reading / writing and maths accomplished and relentlessly analysed each term, to tie in with teacher accountability / PM. ✓ 'prior higher attainers' introduced for 2017 – 2018 ✓ AWL demonstrates children's individual progress/attainment and also that of specific groups to be targeted. TAs accountable for intervention following tracking system for 2017 – 2018 <p style="text-align: right;">MAINTAIN and MONITOR 2017 - 2018</p>
<p>6. To engage further with meaningful curricular links and purposeful learning to ENRICH learning across the Federation.</p>	<ul style="list-style-type: none"> ✓ History/Geography embedded and relevant cross-curricular links established to develop Topic/skills-led planning, teaching and learning. ✓ Assessment systems established for history and geography ✓ After school club provision established and ongoing ✓ Music and art developed throughout curriculum with detailed skills progression documents developed ✓ Cookery developed throughout KS2 ✓ Launch and Exit days established at start and end of half terms for relevance in learning and KWL. <p style="text-align: right;">ONGOING 2017 - 2018</p>
<p>7. To continue the development of PSHE and integration of meaningful SMSC across the Federation, impacting on day to day learning and living and developing our ethos and family culture across the Federation.</p>	<ul style="list-style-type: none"> ✓ Ethos, SMSC, British Values, assemblies all audited and now dovetail with rigorous planning for children's learning and development in this way on a daily basis through assembly programme and day-to-day running of schools. ✓ New PSHE scheme purchased <p style="text-align: right;">ONGOING 2017 - 2018</p>
<p>8. To introduce SITE to the Federation for a reinvigorated and integrated approach to the delivery of Science, computing and DT across the Federation.</p>	<ul style="list-style-type: none"> ✓ Elements of Science and computing audited and DT skills outlined. ✓ Vision for integrated SITE established and continued into 2017

	<p>- 2018 with thematic approach to be developed further.</p> <p>✓ Relevant links for Science made to curriculum with external expertise introduced in schools via topic planning.</p> <p style="text-align: right;">ONGOING 2017 - 2018</p>
<p>9. To promote the status of sports, health and well-being throughout the Federation in ensuring quality first teaching and strategic planning through PE premium expenditure, teaching / PE leadership impact and health checks.</p>	<p>✓ Sports Mark Gold Award achieved in both schools, demonstrating level of commitment to team sports in particular.</p> <p>✓ Targeted expenditure of PE premium to support all children in contributing to whole school healthy ethos (eg. Mini-bus purchase)</p> <p>✓ Excellence in PE leadership and expertise demonstrated through external achievement and ongoing out of school provision.</p> <p>✓ Significant extrat-curricular provision established and ongoing.</p> <p>✓ Healthy Schools Status – revalidated in 2017 – 2018</p> <p style="text-align: right;">MAINTAIN and MONITOR 2017 - 2018</p>

To facilitate and develop accountability and capacity for achievement and progress across the Federation				
Objective / Intention	Intended Outcome	Success Criteria	Monitoring and Evaluation When, by whom, reporting	Financial Implications: Meetings/ training
To develop accountability for teachers to increase and improve expectations throughout the Federation – in particular relation to writing and Maths	All teachers are accountable by additional measure in place this academic year for Maths and Writing expectations in line with National Curriculum	<ul style="list-style-type: none"> Continued Performance Management Observations in Maths and English with two observers at all times All teachers attend accountability meetings with HT three times a year to discuss progress and development of each child and group of children. NEW introduction of added accountability in Maths and English (in response to 2016 KS1 and KS2 SATs data). All teachers held accountable specifically in each year group for progressive KIRF (instant recall facts) in Maths and in specific relation to our bespoke progressive Grammar document and expectations outlined on the End of Year Assessment criteria in English. 	SLR ZP / CR	Time and timetabling implications

		<ul style="list-style-type: none"> English lessons are planned for with Boys' learning in mind. All teachers to demonstrate meeting need so all groups of children and identifying targeted children / groups of children in response to accountability measures. 		
<p>To develop the role and capacity of Middle Leaders within the Federation</p>	<p>Middle Leaders are trained and empowered through quality:</p> <ul style="list-style-type: none"> Training and CPD Coaching and Mentoring (incl. attendance at selected and relevant SLT meetings) Opportunities to Lead from the Middle Sharing good practice in Leadership and Core Subject areas Working with SLT to drive expectations for SDP forward Paired / modelled work for support and to drive standards Developing roles of Associate/Assistant SENDCos in school Developing Lead Teacher Role throughout Federation 	<ul style="list-style-type: none"> Leadership support for KS1 Leader from DHT to set targets and work collectively in developing KS1 Leadership across the Federation. Regular DHT and KS1 Leader meetings planned and minuted. Attendance of external Middle Leadership training at start of academic year (KS1, FS and AHT Leaders) 'The Big 4' (EYFS, Maths, English, curriculum Leaders) to present to Governors with progress and position in relation to SDP Timetables Key Stage meetings and feedback to SLT Mentoring for Maths Leader from KM (Maths Hub Leader) Working with more experienced leaders to model observation standards and expectations in books for triangulation / support we give when they are preparing for staff meetings etc. nurturing and training support that through 'informal' meetings / conversations Working in partnership and keeping abreast of current initiatives through attendance at external leadership forums. Eg. English, EYFS, SENCo, Music Regular 'ad hoc' communication between leaders as well as formalised meetings. Middle Leaders contributing to standards through embedding / monitoring SDP expectations in their subject areas? Creating Leadership within the curriculum 	<p>January 2017 VW/MS</p> <p>September 2016 MS/SW/RK</p> <p>January 2017 RK/SW/CR/ZP</p> <p>Ongoing – start January 2017</p>	<p>Costs of timetabling to facilitate meetings.</p> <p>Course costs.</p>

		<ul style="list-style-type: none"> – Main and Deputy Leads. • Mentoring for Associate SENCo at Bramham school by DHT/ SENCo. Weekly discussion of individual pupils with clear evidence of mentoring through 'Child based actions and impact' record. • Mentoring PE Lead to enable him to facilitate inter-school competitive matches for football, netball, tag rugby and basketball. Mentoring for the PE to work towards the Healthy Schools status. • Undertaking regular lesson observations to ensure quality teaching • Liaising with external agencies regarding children's wellbeing. • Developing areas of the curriculum, including embedding of SMSC • Leading assemblies • Development and updating of school policies • Leading accountability and performance management meetings for staff • Ensuring quality first training for NQT's at the Federation. 		
To increase CAPACITY within the Federation, fostering a culture for leadership, responsibility and accountability through subject development and nurturing new staff to ensure they develop in a way which ensures 'Excellence for All'.				
Objective / Intention	Intended Outcome	Success Criteria	Monitoring and Evaluation When, by whom, reporting	Financial Implications: Meetings/ training
To develop the Federation, maximising staffing and potential for all who are a part of our family.	<ul style="list-style-type: none"> • To increase teaching, learning and leadership capacity throughout the Federation 	<ul style="list-style-type: none"> • Restructure of Leadership and Management for September 2016: One Executive DHT (previously 2) and two new Assistant HTs – one based in each school but working across both sites. • Facilitate development of new Admin. Team – including Federation Business 	SLT SLR	MSR and consequential money for payment of potential staff departure

	<ul style="list-style-type: none"> To increase capacity for Child Protection and safeguarding 	<p>Manager.</p> <ul style="list-style-type: none"> Improved well-being and professional development training for those in new / authoritative positions – Headspace / Your Space / Business manager support (peribursar) To nurture and support our 3 NQTs with excellent mentorship and coaching of Assistant HTs (KS2 Leader and NQT Mentor) Train and guide new Designated Lead Staff (AHTs and Senior Admin – Bramham), increasing DSLs from two to five throughout Federation Following the purchase of CPOMS – training for all staff and new systems for safeguarding and CP. 	<p>RK / ZP / VW / SLR</p> <p>SLR / VW</p> <p>Designated Lead staff</p>	<p>(redundancy etc)</p> <p>Courses and peribursar costs</p> <p>Time and timetabling implications</p> <p>Time implications and course costs</p> <p>Cost of CPOMS purchase throughout Federation</p>
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To continue the development of outstanding ENGLISH provision, teaching and learning across the Federation to facilitate deeper learning, excellent progress and to raise expectations for attainment in line with the National Curriculum.

Objective / Intention	Intended Outcome	Success Criteria		
To improve provision and observe development in READING	<p>ZP to continue to work with Vicky Bluck (SLA)</p> <ul style="list-style-type: none"> Revisit Reading Corners – How can they be improved? How are they being used? What next? <p>All Reading Corners improved – now engaging for all children. 2017-18 – All staff to audit / revitalise their reading areas with suitable activities / challenges in September. Staff to have a rota so that ALL children enjoy reading for pleasure twice per week at least.</p> <ul style="list-style-type: none"> Enriched Reading in all areas of the 	<p>ZP timetabled to be released each Monday and Tuesday to work alongside staff across the Federation.</p> <p>INSET impacts on Federation:</p> <ul style="list-style-type: none"> Reading Corners/Areas monitored throughout FS → Year 6. ZP to audit their use in Autumn 1. Support is provided for teachers who still need to develop their reading corners further. Books are engaging for boys – reading questionnaire to be carried out in Autumn 1 to identify what boys would like to read more in school when reading for pleasure. Staff confident to deliver reading 		

	<p>curriculum. Reading skills now taught explicitly / embedded into all areas of the curriculum. 2017-18 – Support new staff in embedding this.</p> <ul style="list-style-type: none"> Reading skills (e.g. skimming and scanning) embedded in multiple curriculum areas. <p>Reading skills now taught explicitly / embedded into all areas of the curriculum. 2017-18 – Support new staff in delivering each type of lesson and embedding this throughout.</p> <ul style="list-style-type: none"> Fluency and intonation to improve when children read aloud. <p>Staff have become more aware of the expectations in fluency. 2017-18 - Support staff members in setting a baseline for fluency and delivering intervention from September for those who need it. Assessments of fluency to be monitored each half term.</p> <ul style="list-style-type: none"> Boys' Reading Boys engagement has improved following Men Behaving Dadly event. 2017-18 - ZP to organise a Book Challenge (similar to the Leeds Book Awards) for Y5/Y6 in the Autumn Term to launch reading for pleasure again and a 'World Cup of Book's for Y3/4. 	<p>'lessons' throughout the curriculum with a particular focus on choosing engaging and enriched texts to engage boys. ZP to audit/observe 20-30 minutes through a 'drop in' session in Autumn 1. LO related to reading logged in work too either as a second objective in the margin. Reading objectives logged on planning when the opportunity for one arises.</p> <ul style="list-style-type: none"> Separate reading plan to be developed during Autumn 1 so that teachers are confident in teaching to reading objectives. Exemplar reading tasks are created for different objectives for History, Geography, RE and Science and circulated to staff with a particular focus on engaging topics for boys. Event organised to promote reading for pleasure with positive male role models invited into both schools. ZP Audit of reading in all classes – 1 HA/MALA reader. Outcomes given to staff. TA / Parent Reader involvement – guidance/ training from ZP. 'Lollypop Stick Choice Box' is in use in all classes to ensure everyone is accessing the reading corner and that all children experience reading aloud during the week. Boys are monitored for engagement and tasks are added to the reading corners for enhanced enjoyment. Boys can discuss what they love about reading with confidence including class texts and personal texts. They can refer to authors and genres of books that they 		
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	<ul style="list-style-type: none"> • Embed the daily story routine (10 minutes) within each class – teachers must use this as a tool for modelling reading with fluency and intonation. <p>Staff are not finding time to 'read for pleasure' and promote this to the whole class but especially boys.</p> <p>Staff not always aware of able boys who don't like reading (Child OJ = Pupil Voice); teachers to monitor and discuss book choices.</p> <p>Whole class Guided Reading to continue with ERIC tasks and comprehension activities to be further embedded throughout the curriculum.</p> <p>1 session on the new weekly English plan to be for Reading rather than on a separate plan.</p> <p>Word Per Minute (WPM) score to be assessed and given to each child in September; Fluency interventions to be implemented immediately to bring children up to an age appropriate level of fluency.</p> <p>Opportunities for whole class reading aloud / fluency and retrieval tasks embedded into lessons.</p> <p>Use of KS2 Reading Reviews – teachers and children to understand that this is part of their writing portfolio and it must be done to a high standard.</p> <p>All teachers modelled Reading Reviews so that children understood how to write them.</p>	<p>enjoy.</p> <ul style="list-style-type: none"> • Guidance is given to teachers to choose a high quality, enriched book. <p>ZP to collate a scrap book of class texts. 2 children chosen each week to work with ZP in class time to contribute to the scrap book about their class book.</p> <ul style="list-style-type: none"> • Explain to teachers and children what the purpose is (KS2 Assembly at both schools). Children want to write excellent reviews that are displayed in the reading corner. Boys work is displayed and celebrated. Children are praised and rewarded for their efforts. <p>Pupil interview – impact of new books and reading corners.</p> <ul style="list-style-type: none"> • Ongoing discussions about the books that children want to read; in particular, the boys. ZP to have a Reading Suggestions box. Teachers to promote it in order to purchase books those children in their class want to read. Monitor the choices boys make and ask the PTA to support the purchase of these books. • ZP to interview children. Children can talk about reading with a 'buzz'. Monitor the opinions of boys and ensure reading for pleasure and excitement around reading is evident. 		
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	<p>2017-18 - ZP to ask all staff to focus on it as a piece of English Work in the first piece of English work during the first week back in September. ZP to adapt the reading genre bookmark / review sheets to allow more freedom (linked to PV comments) and these will now be part of the child's Reading Journal.</p> <ul style="list-style-type: none"> Children take ownership of their love of reading through 'Pupil Voice' communication with ZP. Ongoing next year – ZP to implement actions from Pupil Voice Summer 2017. 			
<p>To maintain and build upon outstanding PHONICS pass rate in Year 1</p>	<p>Teaching and ongoing assessment of phonics consistent throughout Federation. Review current practice in Autumn 1 with VB and discuss further points for 2016-17.</p> <ul style="list-style-type: none"> Clear differentiation for teaching phonics planned by all staff and timely interventions in place in Year 1 and 2. Spelling Starters embedded into KS1 classes to allow children to spell using phonics as opposed to reading using phonics. This has been implemented successfully – it is not used in every lesson in Y1 but is used regularly in a range of lessons. Y2 use a mixture of spelling/grammar starters. 2017-18 – Continue to implement this and develop it further in Year 1. Spelling and reading using phonics fully embedded. Spelling is much more secure and this is evident when scrutinising books. 	<ul style="list-style-type: none"> Continued use of phonics packs in R and Years 1 → 2, for 2016 – 2017 in preparation of Y2 SPAG (spelling). MS to advise KS1 on intervention groups. Ongoing assessments allow for appropriate interventions in preparation for the Phonics Screening Test. Support is provided NQTs/new teachers in planning and differentiated first teaching for phonics – RK + MS. Excellent AfL skills for formative assessment are in place to provide challenge and high ceiling / support and relearning where needed. Reduced number of children requiring Phase 5 phonics in UKS2 with a focus on moving towards Year 6 SPAG: Measure and quantify: compare September 2015 with September 2016 spelling Dictation Results. Monitor Boys' progress using this strategy. Spelling dictations are embedded and 		

	<ul style="list-style-type: none"> • Introduce the use of 'Spelling Jotters' following advice from a Phonics Meeting. • Embed the use of 'Spelling dictations' (designed by staff) Done in Year 2, ongoing for Y1. This needs to be developed for September 2017 in order for Y1 to assess phonics spellings / tricky words / common exception words at timely intervals. 	<p>linked to the phonics phases. Gaps are identified quickly and intervention is put in place quickly to reduce gaps.</p>		
<p>To improve SPELLING and achieve measurable impact of new curriculum</p>	<p>Teaching and assessment of spelling consistent throughout Federation and in line with curriculum 2015. Review current practice Autumn 1 with VB and discuss English Action Planning/Policy for 2015-2016.</p> <ul style="list-style-type: none"> • Resources purchased and trialled in Yr2 & 6. To continue into 2016-17 and filtered into all year groups to support teaching of Spelling. <p>No Nonsense Spelling bought and implemented with success by some staff which has allowed for improved spelling. 2017-18 - New Planning format to have a section for No Nonsense Spelling to ensure that all staff are using it and teaching spelling accurately.</p> <p>Spellodrome bought. To re-launch to staff and parents in September 2017.</p> <p>Spelling homework to be adapted for 2017-18 in KS2; the focus to be shifted to revising half-termly list which will be sent out with newsletters and tested at the end of the half term; Spellodrome to be accessed each evening with their assessments being set at timely intervals, and common errors being</p>	<ul style="list-style-type: none"> • Years 1 & 2 opportunities to apply spellings with a focus for listening in order that confidence levels are increased for application in KS1 SPAG. • Handover meeting outlines children who still need phonics intervention. • Spelling <u>details</u> are visible on planning. • Spelling errors marked consistently. • Spelling homework issued consistently and reactively across the Federation. Homework in KS2 includes tasks related to the spellings to develop understanding. • Boys who are falling behind with spelling are monitored and fun strategies and interventions are in place to help them consolidate spelling patterns. • Children provided with time in school to practise; generated as feedback 5. • Booster sessions are implemented immediately in the new term. • Curriculum Subject Leaders support 		

	<p>taken home each week. This is to move away from children being able to spell accurately in the weekly test but not in lessons.</p> <p>2017-18 New planning format developed to incorporate an area for 'Spelling Planning' each day to ensure that it is being taught explicitly. ZP to redistribute NNS resources and monitor planning for the teaching elements of this scheme.</p> <ul style="list-style-type: none"> Booster spelling programmes in place from September and reviewed at timely intervals. Children have a mix of booster spellings and age appropriate spellings to decrease the gap. <p>2017-18 – KS2 Spelling Jotters allow for timely interventions and extra Spelling Booster sessions for those who need it.</p> <p>Analysis and monitoring added to subject leaders scrutiny to support English development through the whole curriculum.</p> <ul style="list-style-type: none"> Feedback Five embedded in other areas of the curriculum. This is now embedded. 2017-18 – ensure new staff members know the importance of Feedback Five. Develop FF using marking symbols to facilitate children identifying their own errors with some support. All subject leaders to take ownership of monitoring it in curriculum areas. Staff to recognise children who haven't 	<p>English by embedding and auditing the spelling process in other subject areas; children have more opportunities to consolidate and apply spelling rules. Children are more secure with their Year Group spelling expectations. Errors are reduced.</p> <ul style="list-style-type: none"> Children will be timetabled to use 'brainbox' style games online and in the classroom to support working memory; an essential tool for spelling recall. Topics of 'Brainbox' bought to engage boys. 		
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	<p>actioned their FF and ask them to do it.</p> <p>Support children with recall and memory. Model this process to new staff for ongoing intervention in 2017-18.</p>			
<p>Continue to develop WRITING in line with expectations of NC 2015</p>	<ul style="list-style-type: none"> Staff have a clear understanding of grammar expectations throughout school. Planning is detailed, high quality and reactive. Grammar document is updated with any additional detail needed. Grammar document objectives embedded into lessons. <p>2017-18 – support new staff with their grammar understanding. New planning format developed to support the teaching of writing.</p> <ul style="list-style-type: none"> Work is marked using the marking policy before the next lesson. Embedded. <ul style="list-style-type: none"> Children are provided opportunities to react and respond to marking to up-level their own work/understanding. Embedded. <p>2017-18 – Develop further. Embed ARMS / COGS fully. Shift in focus to children editing, proof reading, improving their own work.</p>	<ul style="list-style-type: none"> Embed previous training: ZP to work alongside staff members and ensure new staff are clear of expectations. Planning support – grammar and genre incorporation. Marking incorporates all areas: * Feedback Five * Common Errors Book All marking provides opportunity for <ul style="list-style-type: none"> Action Question Challenge <p>Pink / Green Pen</p> <p>Boys are engaged with the process and supported.</p> <p>Working walls demonstrate latest examples from children in:</p> <ul style="list-style-type: none"> Spelling Grammar (in context) Punctuation Spelling Genre Contributions from boys is evident in the classroom. <ul style="list-style-type: none"> Teachers make a conscious effort to check that all children have actioned their marking points. No green actions without a pupil response are evident in books. 		

	<ul style="list-style-type: none"> Working walls are demonstrative of progressive learning and are contextualised around expectations for genre/current learning. Embedded – skills shown on all WW areas in the classroom. 2017 -18 - Support new staff in developing this. Ensure children with additional learning needs are specifically catered and differentiated for in scaffolding their writing. Promote more use of Jumpstart Grammar tasks for those who require extra support. Cross Curricular Writing opportunities demonstrate embedded English skills outside of the English lesson. Embedded; ongoing process for 2017-18. <p>2017 – 18 – Marking and Feedback Policy to be adapted. End of Year Expectations qualify independent pieces as those which children have edited without direct marking and thus Question, Action, Challenge should be more generic and used when appropriate as opposed to all lessons. For example: <i>'I have noticed that you have not used a semi-colon. Where could you incorporate one?'</i> FF will act as the 'action' part of each lesson.</p> <p>Symbols that have been trialled in Y6 to be incorporated across the whole school in order to direct children towards their own</p>	<ul style="list-style-type: none"> Previous working walls are exemplified in scrapbooks and are referenced by children / staff. Environment is cross curricular, responsive and interactive. Booster working walls to be displayed near less able learners; to include: <ul style="list-style-type: none"> Personal targets Handwriting joins Specific sounds (taken from L&S phase/support for spelling / recent work done by children) Target sentences Work in books has been clearly differentiated and tailored to children's needs and abilities – 'Grange Farm Model'. Provision to continue into 2017 – support provided for NQTs/ new staff members. ZP to monitor (above) through Learning walks with a particular focus on boys' learning. Purposeful and organic writing opportunities are planned for and one longer piece of writing is included in at least RE, Topic and Science each half term in addition to end of unit Writing Assessment pieces. Planned pieces are chosen with boys in mind. What would they like to write? Staff are aware of the process of moderation and how consistency needs to be evident across all pieces of work in all books. End of Key Stage objectives have been broken down for each year group and teachers are planning for and teaching meaningful learning opportunities to embed all skills to allow 		
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errors and maintain an appropriate level of independence. Work will need to be modelled and this process will need to be embedded during Autumn 1.

Symbols:

PP – Professor Polish (Something is missing e.g. a comma or full stop).

SD – Sentence Doctor (this needs re-writing to bring it to life).

SS – Spelling Spectacles (a spelling error).

2017-18 – **BEE Zone** (Brilliant English Editing) to be prominent in every classroom (Yellow and Black area) to support children in what to look for when checking their work and what teachers will no longer correct this moving ownership to the children and supporting their independent checking of work.

ARMS and COGS to be fully embedded in all classrooms so that children understand what they are being asked to do; are they proof reading and correcting or are they editing and improving work?



The BEE zone and Scrap Books to be a vital tool in supporting children in the same way that the 'booster' working wall used to.

children to be working at ARE.

- Subject leaders facilitate and embed all English skills and complete book trawls and triangulate their subject with the English skills and planning. Subject leaders monitor quality of feedback and marking in line with the English policy in their subject area. Children write across the curriculum at the same high standard as in English.
- Timely feedback is provided and actions are followed up in the next book trawl.
- All English procedures are evident in cross curricular books (e.g. Feedback Five, Spelling Starters, Guided Reading Opportunities etc.)
- Children are exposed to new vocabulary each week and are confident using a dictionary and thesaurus to explore new word meanings, antonyms and synonyms. This is visible in the classroom. Boys are engaged with choosing words from books that they are interested in.
- Tasks and games are planned for to allow children to develop their vocabulary e.g. what could you replace the underlined word with? Sentences within these games / tasks are specifically created to engage boys through their interests e.g. football, dinosaurs etc.

	<ul style="list-style-type: none"> Vocabulary development is an integral part of lessons. Teachers are more actively exploring vocabulary through ERIC tasks (Explain, Retrieve, Infer, Choice (Authors choice of language)). <p>2017-18 Due to the vastness of English, add English / GPS / Vocabulary Development to the Regular part of the weekly KS1 and 2 'Agenda' and spend a small part of the meeting discussing ideas / reminding staff each week to keep the focus at the forefront of all lessons.</p> <p>Incorporate more SPAG style plenaries in lessons in all year groups as opposed to only Y2 and Y6.</p> <p>Subject leaders to develop examples in Autumn and distribute ideas.</p> <p>Grammar is taught explicitly but opportunities to use and apply are embedded in all areas of the curriculum.</p> <p>This has worked really well in key year groups; embed further in 2017-18.</p>	<ul style="list-style-type: none"> SPAG (GPS) style questions are embedded in starters and plenaries that are related to the class topic e.g. tick 3 statements about life under the Rule of Hitler. 		
To embed developing HANDWRITING throughout the Federation	SLT recognition of handwriting improvement through celebration assembly and importance of good handwriting continues to be credited and demonstrated when	<ul style="list-style-type: none"> New Nelson computer package used for display – induction for NQTs. Ongoing focus for Teachers model own writing (on board etc.) Nelson scheme. 		

	<p>possible.</p> <p>The implementation of excellent handwriting is expected in all pieces of work in every area of the curriculum.</p> <p>Handwriting is much improved across the federation. Maintain and further improve in 2017-18.</p> <p>Regular moderation meetings have ensured that handwriting had been more of a focus in FS ensuring that more children are forming their letters accurately. This will need to be continued focus and allow for immediate intervention / lesson focus in Y1 in Autumn 2017 for those who are not shaping letters accurately. Earlier joining of phonics sounds to be a focus in Y1 *before Summer 2 as this is too late in the year* Year 5 / 6 to incorporate speed and fluency training in HW sessions. Some handwriting to always be taught when teaching spelling patterns and sounds e.g. how to join cian, tion, sion, oa, oo, le etc. Follow up from Pupil Voice - whole staff to think of and share ways of making handwriting more fun. More 'real opportunities' for writing e.g. Year 1 Pen-Pals with Bramham.</p>	<ul style="list-style-type: none"> Ongoing focus for Teachers write in children's books using Nelson when marking books. New Presentation policy for 2016-17. Focus for 2016-17 teachers and pupils can have individualised style but all break letters and joining styles must follow Nelson. Handwriting modelling incorporated into Feedback Five - (ie. Handwriting can be corrected in any lesson/book FS to embed accurate letter formation with flicks for all pupils – booster sessions in place for those who need extra support. Yr1 to join digraphs and trigraphs. Yr 2 to aim for most letters to be joined with fluency. Y3/4 to embed accurate letter formation. Y5/6 opportunities to develop fluency and speed. Provide boys with regular 'real' opportunities to write that require excellent presentation e.g. writing to an archaeologist or the chairman of a Football Club. 		
<p>To ensure outstanding progression from Foundation Stage in phonics, handwriting and S&L</p>	<ul style="list-style-type: none"> Reception classes enrich areas of provision with language and relevant vocabulary; outdoor provision is also carefully planned for in this way. Oracy and learning challenge is developed. 	<ul style="list-style-type: none"> Lead Practitioner support for FS when needed. ZP to discuss with SW expectations for language rich environments, reading corner and handwriting expectations. Reading corner to be inviting and vocabulary rich with opportunities work word reading and reading challenges during free-flow time. Sarah Coltman (SLA) two days allocated for working with Reception teachers in 	<p>KM / SC (SLA)</p> <p>ZP to monitor each half term.</p> <p>SW to monitor weekly and put interventions in place.</p>	<p>SLA (2 days)</p> <p>ZP to visit outstanding phonics provision – discuss with SC (SLA)</p> <p>Time given for internal / external observations</p>

	<ul style="list-style-type: none"> Opportunities for mixed ability groupings are planned for talking and some writing activities in FS (Ref. NOVAC). 	<p>2017.</p> <ul style="list-style-type: none"> Phonics mornings for parents to ensure increased understanding of phonic teaching methods. Planning and observation demonstrate less able children have access to higher order language and some support and modelling from more able children. 		ZP to meet with SW re: reading corner and HW.
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To grow and develop Maths teaching and learning throughout the Federation through confidence in our Maths Mastery curriculum and to elevate expectations in line with the National Curriculum

Objective / Intention	Intended Outcome	Success Criteria	Monitoring and Evaluation When, by whom, reporting	Financial Implications: Meetings/ training
To support new staff in understanding the implementation of the Maths Curriculum across the Federation.	<p>All staff use the White Rose long term plan, with evidence of engagement with NCETM resource tool, reasoning grids, assessment materials and use of Nrich Methodologies.</p> <p>Teaching and Learning monitored through planning trawl, work scrutiny, learning walks, observation and pupil interviews.</p> <p>Ongoing due to staff changes</p>	All staff are teaching the new curriculum with increasing levels of confidence and efficacy across the school.	CR, KM, SLT and all staff Ongoing	Support provided by Maths Leader and Mastery Specialist through Staff meetings, mentor time & Team teaching
<p>To promote aims of the Curriculum</p> <ul style="list-style-type: none"> Fluency Reasoning Problem Solving <p>Including 5 big ideas</p> <ul style="list-style-type: none"> Fluency Representations & Structures Mathematical Thinking Variation Coherence 	<ul style="list-style-type: none"> Daily Oral Mental Maths in place in all year groups to develop confidence and mental fluency. Introduce expectations of instant recall facts (KIRFs) for each year group Use of NCETM resources to support development of teaching of enquiry, conjecture and generalisation Use of Nrich resources to ensure children apply maths to a variety of problems of increasing sophistication 	<ul style="list-style-type: none"> All staff know and understand the 3 key aims of the curriculum, and the 5 big ideas, and implement them effectively in the planning and delivery of maths across the curriculum Children's fluency is improved through knowledge of the key instant recall facts. The explicit teaching of reasoning and problem solving is developed through the support of NCETM and Nrich resources. Children are able to problem solve with increased levels of sophistication. 	<p>Maths Leaders</p> <p>Monitored through termly planning trawls, work scrutiny, learning walks & observations.</p>	<p>Staff meetings</p> <p>Team teaching</p> <p>Monitoring time</p>

	<p>An emphasis on speaking and listening to enable pupils to make their thinking clear</p> <p>Ongoing support for all new staff</p>			
<p>Maths Mastery: To continue to develop a Maths Mastery Approach to learning.</p> <p>Embedded in Year 1. embedding in Year 2.</p> <p>To develop in Year 3 (2016-17) Year 4-6, to continue to adopt and embed elements of Mastery as appropriate. Continue to support all teachers' subject knowledge.</p>	<p>Pupils with deep understanding of mathematical concepts.</p> <p>The Mastery approach in KS1 is built upon through the school.</p> <p>Narrow ability gap.</p> <p>Data, maths book trawl and lesson observations show a considerable improvement in depth of understanding of concepts in the majority of classes. The mastery approach is now embedded in KS1 and embedding in KS2 with the exception of Year 6 where elements of mastery are increasingly evident.</p>	<p>Staff are confident in delivering the Mastery curriculum.</p> <p>The ability gap within Year groups is narrowed.</p>	<p>KM/CR</p> <p>Ongoing 2016 - 19</p>	<p>Purchase 'Maths – no problem' books for Year 3. (Year 4 – 6 - TBD)</p> <p>Support Year 3 teachers, KM to team teach.</p> <p>Whole staff training through staff meeting time.</p>
<p>To consider some adjustment to the Maths Timetable in order to support: independent activity following marking and same day intervention</p>	<p>Same day intervention sessions are implemented across the school for children who do not meet expectations during lessons, thus enabling all children to move through the programme of study at broadly the same pace.</p> <p>Best practice is demonstrated in most classes where teachers are creative with available time.</p>	<p>All children meet age related expectations and the gap is narrowed.</p> <p>Pupils who grasp concepts more rapidly are challenged so that their learning of the concept is at a greater depth.</p>	<p>KM/CR/SLT</p>	<p>Meeting time</p>
<p>Depth of understanding of mathematical concepts to be developed for all pupils. Aim to narrow gaps.</p>	<p>Staff plan sequences of lessons, and activities which challenge all (where appropriate, staff differentiate planning)</p> <p>Lessons are planned specifically to engage girls by creating activities to match their needs at levels appropriate to their requirements. This may include confidence building activities and targeted questioning within whole class lessons. Develop a culture where a range of methods, including errors are valued as important steps in learning.</p>	<p>Appropriate differentiation is evident in planning with embedded use of low threshold, high ceiling activities, which challenge all.</p> <p>Achievement of all pupils in line with national expectations.</p> <p>The ability gap within Year groups is narrowed. The ability gap between boys and girls is narrowed</p>	<p>KM/CR/SLT</p> <p>All staff</p>	<p>Teaching methods promoting understanding, particularly through use of practical apparatus, to be modelled by Mastery Specialist.</p>

	Ongoing support required for all new staff			
Provide support for identified children	<p>Progress by all children in line with expectations</p> <p>Where appropriate, tailor intervention sessions to suit the needs of particular children (boys and/or girls) and small groups to engage them in tasks and activities</p> <p>End of key stage data indicates that this is happening</p>	<p>All children make progress in line with expectations</p> <p>Boys and girls make good progress following interventions</p>	SENCo's / Maths leader and SLT	<p>Time Assessment Additional support (where required)</p> <p>Monitoring time</p>
Continue to support earlier introduction of a complete range of methods in line with expectations of New Curriculum	Children are using a complete range of methods with understanding at an earlier stage.	<p>Children carry out compact methods with understanding as required by New Curriculum</p> <p>All teaching is in line with the methods outlined in the National Curriculum</p>	<p>KM/CR Ongoing until New Curriculum methods embedded across all year groups</p> <p>Termly monitoring or books and planning</p>	<p>NCETM exemplification & Teaching methods modelled by Maths Leaders</p> <p>Team teaching/staff meeting time</p>
<p>Ensure all staff are trained in delivery of multisensory methods to ensure pupils depth of understanding.</p> <p>Continue to promote greater use in KS2.</p>	<p>The concrete – pictorial – abstract approach is used in first teaching of all new concepts, and to support understanding in all learning where appropriate.</p> <p>Where appropriate, use apparatus and images to engage specific children's interests. Develop a culture where a range of methods including use of apparatus, jottings and errors are valued as important steps in learning.</p> <p>Teacher knowledge of the use of CPA to promote understanding to develop further with support of maths leaders</p> <p>Ongoing for new staff</p>	<p>Models and images used to model all first teaching and then as required to support understanding throughout learning.</p> <p>Boys and girls are engaged in their learning</p>	<p>KM/CR</p> <p>Autumn term – (Ongoing throughout KS2)</p> <p>Planning trawl</p>	Staff meeting time
Calculation Policy to be	Calculation Policy updated and shared with	All staff understand and are using the new	KM/CR	Time

<p>updated to reflect curricular changes in particular calculation methods and use of apparatus.</p>	<p>teaching staff</p> <p>Further time is required to revisit and collaborate with staff to ensure coherence.</p>	<p>calculation policy</p>	<p>Autumn 2016</p>	
<p>To continue to monitor termly attainment throughout school, using spreadsheet data. Track the attainment of all pupils including all vulnerable groups.</p>	<p>Termly maths assessment procedures followed by all staff. Use of trackers, and spreadsheets in place.</p>	<p>Data used to monitor progress and support learning where necessary</p>	<p>CR / KM and SLT</p> <p>Termly</p>	<p>Time</p>
<p>Assessment Termly moderation meetings Class teachers to use Assessment grids along with NCETM assessment materials and reasoning grids. Focus on process rather than outcome to make judgements.</p>	<p>Grids in place across school and all children accurately assessed.</p> <p>This has been replaced by use of White Rose long term plan, S-plan (medium term plans) and support of MNP, NCETM and assessment materials and White Rose assessment papers.</p>	<p>All staff able to justify their judgements.</p>	<p>CR / KM</p> <p>Ongoing and through moderation in Autumn, Spring and Summer terms</p>	<p>Staff meeting time for moderation</p>
<p>Portfolio of maths challenges to be created in each year group (at least one mathematical challenge to be carried for each unit of work)</p>	<p>Portfolio in place</p> <p>Evidence of contributions from all vulnerable groups and gender</p> <p>Evidence is building again to match changes in the curriculum and the way it is taught</p>	<p>Used as class assessment tool to inform future planning.</p> <p>Portfolio to be used as a tool to monitor groups on a regular basis, in order to rapidly adapt planning and tasks where necessary.</p>	<p>CR, KM and all Class teachers</p> <p>2016/17</p>	
<p>Continue to build moderation/ standards portfolio</p>	<p>Exemplar portfolio in place</p> <p>Evidence is building again to match changes in the curriculum and the way it is taught</p>	<p>Used to support moderation and professional discussion.</p>	<p>CR / KM</p>	<p>Time</p>
<p>CPD: Mastery Specialist and Maths Leader to work with individuals as identified by SLT, team teaching and supporting planning in order to ensure consistency across school. Year R Shadwell KM/SW to develop early years practice Year 1 Shadwell KM/SCW embed Mastery TRG's</p>	<p>Consistency of teaching methods, recording, marking and planning.</p> <p>Significant improvements in the consistency of teaching methods, planning and recording have been made over the course of the year, with training and the support of MNP online tools. Changes to the marking policy have been validated by Jane Jones – HMI.</p>	<p>Improvement in standards of maths throughout the federation.</p>	<p>KM / CR / SLT</p> <p>2016/17</p>	<p>Time</p>

<p>Year 3 Shadwell KM/TM develop Mastery NQT's supported by RW/KM/CR</p>				
<p>Cross curricular planning in key aspects of maths curriculum e.g measure, geometry and statistics</p>	<p>Maths taught through other subjects where relevant.</p> <p>Engage girls with real mathematical opportunities e.g.</p> <p>PE:</p> <ul style="list-style-type: none"> - League tables for sports teams - Measures and data handling linked to science topics - Measuring in cooking / design technology and art - Score sheets in PE and during matches - Timetabling of matches - Statistics <p>Science, ICT, Geography and History (numbers of soldiers during the war etc.)</p> <p>Create a 'Maths in the Curriculum' document to support staff in their delivery</p> <p>Maths in the Curriculum' document to be shared with staff to support in the delivery of Cross-curricular mathematics.</p>	<p>Embeds mathematical concepts and supports real life understanding</p> <p>Staff are inspired and are easily able to include maths across the curriculum further engaging boys in mathematics</p>	<p>KM/CR – subject leaders</p>	
<p>To plan a whole school maths week. Following KM visit to Shanghai</p>	<p>Successful maths week</p> <p>Based on the interests of girls</p>	<p>Inspiring new mathematical learning for both children and staff.</p> <p>Girls further engaged in maths through topic interests</p>	<p>KM / CR Jan 2017</p>	<p>CR</p>
<p>Continue to promote use of the outdoor environment to support practical creative maths .</p>	<p>Greater purposeful use of outdoors for maths to inspire and embed learning</p>	<p>Classes are using the outdoors in some areas of mathematical learning.</p>	<p>CR, KM and SLT All staff</p>	<p>Outdoor resources</p>
<p>To continue to encourage the</p>	<p>Children use and apply mathematical</p>	<p>Children are able to draw on their mathematical</p>	<p>Maths Leaders,</p>	<p>Planning time</p>

<p>use of real life maths in the classroom to challenge the more able</p> <p>Enterprise week 2016/17</p>	<p>knowledge in real life situations as part of regular classroom provision.</p> <p>Increased understanding of enterprise by all pupils</p> <p>(See cross-curricular planning)</p> <p>Elements of the maths curriculum e.g. time in KS1 where teachers are capitalising on everyday opportunities</p>	<p>knowledge to support them in real life situations, and in solving real life problems</p>	<p>Geography co-ordinator and SLT.</p> <p>Autumn 2016</p>	<p>Further 'Enterprise' resources to be located</p> <p>Maths budget share</p> <p>£50 / class to be returned with profit</p>
<p>To ensure all teachers have awareness of all documents to support delivery of quality inclusive 1st teaching, wave 2 and 3. Mastery.</p>	<p>All children differentiated for in 1st teaching or through same day intervention within the classroom.</p> <p>Plan for same day intervention for any children who have not grasped daily learning</p> <p>All pupils are taught in mixed ability pairings/groups with lessons carefully designed to ensure both engagement and challenge for all pupils.</p>	<p>All staff are using documents which support delivery of quality inclusive 1st teaching including : NCETM materials, White Rose documents, Nrich, MNP</p> <p>All pupils are meeting expectations through either first teaching, same day intervention, or additional support where identified.</p>	<p>CR, KM, VW, SB</p> <p>New staff supported by AHTs</p> <p>By Christmas 2016</p>	<p>Time / TA support</p>
<p>Keep abreast of ongoing updates to maths. Access relevant websites. NCETM Accredited Lead Community, ATM membership, Leeds Maths Conference. Mastery Specialist training. Introduce updates to all staff.</p> <p>New Ofsted Reports/ Government announcements - in light of these review maths curriculum as necessary</p>	<p>Implementation of updates in line with recommendations.</p>	<p>Best practice, based on up to date research and recommendations, in maths learning and teaching throughout the federation.</p>	<p>KM / CR</p> <p>Relevant courses ATM membership Maths network meetings Maths conference</p> <p>Ongoing</p>	<p>Time Course costs</p>
<p>Work with outside Maths Specialists; Yorkshire Ridings Maths Hub, Local Authority KM to replicate learning in</p>	<p>KM to replicate new learning in Federation</p>	<p>Best practice, based on up to date research and recommendations, in Maths learning and teaching throughout the federation.</p>	<p>Lead Practitioner ZP, AM, MS</p> <p>2016-17</p>	<p>Time Staff meetings – dissemination of learning</p>

Federation				
Purchase resources to support implementation of maths curriculum/ Mastery	New Curriculum fully resourced	Staff and children using a full range of resources to deepen knowledge and understanding of the maths curriculum.	CR/KM Autumn 2016	Practical resources MNP books Years All year groups using match finding from the MathsHUB
Analyse results of year 6 and year 2 SATS results . Report findings to class teachers and management team. Use national analysis of how Mastery supports success in National Tests.	Strengths and weaknesses identified in each cohort. New class teachers aware of 'gaps' in children's mathematical knowledge. From September, ensure that all class teachers are aware of prior higher/low attainers and these pupils are tracked rigorously.	Staff to use this knowledge to ensure time is allocated to focus on areas of weakness.	CR / KM Autumn 2016	SATS data and tests
Continue to liaise with ICT co-ordinator to develop of use of maths programmes in line with ICT requirements.	New interactive resources identified and shared with staff	Staff and children using a full range of resources to deepen knowledge and understanding of the maths curriculum.	CR / KM Ongoing	Costs of resources Staff meeting time for staff training
Develop website/learning platform to inform parents of teaching methods/ curriculum and provide homework opportunities for pupils.	Develop website/learning platform to inform parents of teaching methods/ curriculum and provide homework opportunities for pupils. This has started with parent access to KIRF targets, calculation policy and 'Guide on a side' which shares our philosophy and subject overview. Further development is planned for 2017-18 Girls maths included and celebrated in this forum as well as in school.	Accessible site for parents to inform about maths curriculum. Pupil's homework delivered through our website/portal or online.	SLT / HS / CR	Time Discussion with providers and other schools Costs of development of learning platform

<p>Inform parents about how we teach maths in school. Activity afternoons Numicon activity mornings</p> <p>Whole school parent information evenings</p>	<p>Parents have an understanding of maths vocabulary, methods and requirements for maths across the school.</p> <p>Numicon activity afternoons and KS1 parent meeting. Online information.</p>	<p>Parents are more confident in supporting their children in their mathematical learning at home.</p>	<p>KM/CR</p> <p>Autumn 2016</p> <p>Spring 2017</p>	<p>Preparation time Release time for delivery to parents</p>
<p>Liaise with maths governor re: ongoing maths developments and whole-school attainment in numeracy.</p>	<p>Governors aware of whole-schools issues and developments relating to maths.</p>	<p>Governors are able to question and support the school in the development of maths teaching.</p>	<p>CR</p>	<p>n/a</p>
<p>Maths Mastery Teacher Research Groups to include Year 1 teachers Br & Sh Year 2 teachers Br & Sh</p> <p>Maths Leader Shadwell and other staff over time</p>	<p>On- going development of a Mastery Curriculum with a 16 strong team made up of teachers from 7 schools.</p> <p>Aim to set up teacher research groups within the federation to promote further development.</p>	<p>Increased understanding of a Mastery Curriculum which embeds a greater depth of understanding and success for all pupils.</p>	<p>KM JM, SCW, SB, MS, CR and all staff</p> <p>2016-17</p>	<p>Funded through the Maths Hub</p>
<p>Mastery Support Training sessions for NQT's Mastery Lessons to be observed KM to teach in Year 1 KM to teach in Year 3 KM to support Class R initially Training sessions for whole school Lesson Study – after school</p> <p>Timetable of Lesson observations in place</p>	<p>On- going understanding and development of a Mastery Curriculum by all teaching and support staff</p>	<p>A common understanding of the teaching of Mathematics in the federation.</p>	<p>KM/ CR</p> <p>Spring 2017</p>	<p>Mastery Specialist</p>

<p>Teaching Assistants training KS 1 intervention: Charlotte Camm KS 2 intervention: Breena McHugh</p>	<p>Two specialised Maths Mastery Teaching assistants</p> <p>Charlotte Camm – Now teaching full time Breena McHugh replaced in this role by Karen Benjamin</p>	<p>Two specialised Maths Mastery Teaching assistants who are bale to support; whole class teaching, same day intervention and small group or 1:1 intervention for SenD pupils.</p>	<p>KM/ CR/CC/BM</p>	<p>Staff training time</p>
<p>Develop maths planning across the federation</p> <p>Train staff in paired teacher S-planning and allocate specific planning time during maths staff meetings</p> <p>Train staff in using Notebook in order to plan whole sequences of lessons on SMART Notebook</p>	<p>Teachers are able to plan sharing ideas and resources in a 'horizon planning' style.</p> <p>Opportunities for discussion, sharing of ideas and resources, and the opportunity to discuss with staff from other year groups will give planning greater direction and clarity. This in turn will save staff planning time.</p> <p>All staff plan whole sequences of lessons using SMART Notebook.</p> <p>Increase in use of models and images throughout maths teaching New staff to be trained in this method of planning</p>	<ul style="list-style-type: none"> • Time is allocated to federation maths planning • Staff are confident in the use of S-planning to guide their teaching • Planning and teaching has clear purpose and direction through each unit of work (supporting new staff and NQTs) leading to greater outcomes for children across the federation. • Staff plan using SMART Notebook • SMART Notebook lessons enable teachers to use an increased quantity of models and images in their teaching • Models and images are used effectively to allow children to access, understand and learn challenging mathematical concepts. 	<p>CR</p> <p>All teachers</p>	<p>Staff meetings</p>
<p>Maths leaders to be Mastery trained</p> <p>Mastery training to be accessed by other members of school staff in order to increase expertise.</p>	<p>CR and SW to attend 4 day MathsHUB Mastery training</p> <p>CR completed training</p>	<ul style="list-style-type: none"> • Greater understanding of Mastery and level of expertise across the Federation • Higher levels of staff confidence in Mastery teaching (evidence from Mastery evaluations) • Trained staff able to lead teacher research sessions and develop teaching of Mastery across the Federation. 	<p>CR/SW</p>	<p>Training time</p> <p>Cost of supply cover</p>

<p>Support staff in engaging all children in maths lessons</p>	<p>Staff training. Discuss this approach during a staff meeting.</p> <ul style="list-style-type: none"> - Staff to be supported in delivering 'hands down' maths lessons where all children are given the opportunity to share ideas, answers and explanations. Questioning then targeted towards girls (where appropriate) - All children are encouraged to vocalise their thought processes and discuss what they are doing during maths lessons. - Display pieces of incorrect work – explored, corrected and added to the working wall as examples of how making mistakes is a positive we can all learn from. <p>KM to work with and model this approach with a focus on consistent members of staff at Bramham.</p>	<ul style="list-style-type: none"> • Staff give all children, particularly girls, the opportunity to give answers and explain their reasoning. • Girls develop a greater level of confidence in maths lessons (evidence through pupil questionnaire) 	<p>KM / CR / All staff</p> <p>Summer term 2017</p>	<p>Training time</p> <p>KM time to support staff</p> <p>Time to produce and analyse the pupil questionnaire</p>
<p>Focus on maths teaching to enable consolidation of concepts and increase confidence levels in mathematics</p> <p>Staff to ensure that maths is taught for at least 1 hour per day in all classes. All staff follow the Maths No Problem approach to enable achievement for all.</p>	<p>Review timetable</p> <p>Ensure staff deliver a planned maths lesson (linked to the topic) on entrance and exit days and subject specific days as well as normal daily maths lessons.</p>	<ul style="list-style-type: none"> • Maths is taught for at least 5 hours per week with sufficient time allocated to topics for all children to feel confident. Booster sessions are planned in to support children who are finding concepts challenging rather than to teach gaps in learning. 	<p>All staff</p> <p>Summer term 2017 and onwards</p>	<p>Training time</p> <p>Time for timetable discussion and review</p>

To continue the development of meticulous ASSESSMENT (without levels) and tracking of learning and progress across the Federation.				
Objective / Intention	Intended Outcome	Success Criteria	Monitoring and Evaluation When, by whom, reporting	Financial Implications: Meetings/ training
To continue assessment without levels and to continue accuracy in tracking all pupils individually	All teachers track individuals and assign assessed outcomes to new AWL tracking system as 'emerging', 'expected' or 'exceeding' - point system facilitates progress measure.	<ul style="list-style-type: none"> • New baseline assessment in September • All assessments timetabled throughout the academic year and opportunities for cross-federation moderation provided in staff meetings • All staff meet with HT / DHT / AHT for accountability / pupil progress meetings. All teacher identify children of various groups and specifically track using new Excel system. • Use of accurate marking, AfL and children's self-evaluation to ensure collection of work used for assessment input is accurate reflection of children's achievement 	<p>Termly monitoring of children's progress through accountability meetings.</p> <p>Outcomes of federation tracking shared in SLT</p> <p>SLR / VW RK / ZP HH</p>	<p>HH and SLR time allocation</p> <p>Pupil progress meetings diarised for PPA time</p>
Continue to address AWL and impact of systems in core subjects	AWL in Maths and English is develops throughout the Federation, providing rigour and accurate means of ensuring children continue to make good progress throughout their primary career. 2016 – 2017 is a full year cycle of AWL.	<ul style="list-style-type: none"> • High and outstanding expectations are maintained and can be quantified. • Children identified as exceeding national level and expected progress are demonstrably differentiated for in quality first teaching. The same is evident for those achieving below expected levels and those with SEN. • Children continue to be meticulously tracked and progress is shared in Pupil Progress meetings. 		
Assessment of non-core subjects	Teachers know and understand their children's abilities within non-core subjects and some of these contribute towards core subject attainment through significant and relevant cross-curricular links	<ul style="list-style-type: none"> • Teachers use traffic lighting ranking system (introduced Feb 2016) to assess children in non-core subjects (history and geog) • Data is shared with curriculum AHT and subsequent analysis shared with SLT and staff • Some pieces of writing (for example) may 	<p>All teachers</p> <p>RK SLR</p>	

		be submitted as contributions towards demonstrating a child's ability in Maths and English.		
To engage further with meaningful curricular links and purposeful learning to ENRICH learning across the Federation.				
Objective / Intention	Intended Outcome	Success Criteria	Monitoring and Evaluation When, by whom, reporting	Financial Implications: Meetings/ training
To continue to develop and embed the History & Geography curriculum	<p>English and Maths are enriched through cross-curricular links in the non-core curriculum.</p> <p>Book trawls in Nov '16 and March '17 indicate that there is evidence of one cross-curricular piece of writing built into topic, marking with Q,A,C, topic spellings incorporated in weekly spelling lists, cross-curricular spelling starts in English lessons, reading comprehensions linked to topic, pictures or photos given as a stimulus for writing, cross-curricular wall displays incorporate topic spellings & handwritten English grammar work, links made with English grammar knowledge when teaching French curriculum (UKS2 only), cooking is planned for appropriately.</p> <p>ONGOING into 2017-2018: Links made with English grammar knowledge when teaching French curriculum in LKS2 this needs embedding as children develop their basic knowledge of the Year 3 curriculum before applying this to grammar. Maths Mastery problems & questions given a cross-curricular theme linked to class topic – this is an ongoing developmental area as teaching staff develop their knowledge of Maths Mastery & have the confidence to divert from the No Problem Maths books. The outdoor learning area is currently being developed at Bramham. This will enable</p>	<ul style="list-style-type: none"> • One cross-curricular piece of writing is built into the topic MTP every half term. • Marking of topic will be based around a question, action or challenge. • Topic spellings are incorporated onto weekly spelling lists. • Cross-curricular spelling starters are built into English lessons. • Reading comprehensions linked to each class's topic to apply reading skills. • Pictures/photos from topic work given as a stimulus for writing. • Cross-curricular wall displays incorporate topic spellings & handwritten sentences from English grammar work and Learning Log homework. • Links made with English grammar knowledge when teaching the French curriculum. • Maths Mastery problems and questions given a cross-curricular theme linked to class topic. • Annotate sketches in artwork books explaining why techniques have been used. • Study of artists or musicians given as a stimulus to enrich writing. • Clear planning each half term incorporates the outdoor learning areas are utilised, to enrich children's learning opportunities. • Cooking is planned for appropriately with cross-curricular links. 	<p>Triangulation of marking, planning & assessment; Book trawl & environment trawl: From Sept 2016 RK/ZP</p> <p>Purchase of resources RK/ZP</p> <p>Book & planning trawl: Sept 2016 RK/ZP</p> <p>JA/HL</p>	ZP to train RK on triangulation process.

	lessons to incorporate the outdoors once it is near completion next year.			
To assess and track children's progress in non-core subjects	<p>To address AWL in Foundation subjects. History & Geography skills progression documents complete (Science skills not required as per RK's Science Coordinator training course), curriculum planner updated, teachers observed & feedback given to SLT, skills-based curriculum continues & is led around Federation question each half term with SMSC links & KWLs, support & modelling of topic with staff, discuss & develop how Science assessments should look (Science Coordinator training course – assessments that we conduct are in line with national requirements).</p> <p>ONGOING into 2017-2018: Generate a series of data analyses for History, Geography & Science skills for both whole schools and Federation percentage to assess strengths & weaknesses in skills – data currently being collated as teachers finalise their assessments.</p>	<ul style="list-style-type: none"> To develop a level of topic based skills for each year group to support staff in working without levels for History, Geography and Science. To update and develop the curriculum planner for the Federation including the long term plan for History and Geography. Observe teachers across the Federation and give feedback to teachers and SLT. Skills-based curriculum continues and is led around Federation question, linked with SMSC and weekly ethos statements, starting and ending with themed KWL. Support and model topic with staff. Generate a series of data analyses for History, Geography and Science skills of children emerging, meeting and exceeding for both the whole school and a Federation percentage to assess strengths and weaknesses in skills. Discuss and develop how Science assessments should look in line with History and Geography. 	<p>From Sept 2016 RK</p> <p>Autumn 2016 RK</p> <p>Planning trawl & observations: Sept 2016 RK/ZP</p> <p>RK July 2016. Report data to SR.</p> <p>From Sept 2016 RK/TM</p>	<p>Meet with TM to discuss development of Science assessments.</p>
To develop and embed the French curriculum.	<p>To enrich the French curriculum to ensure high quality provision for all children throughout the Federation.</p> <p>Developed a programme of study for EYFS, KS1 & 2, outlined skeleton LTP for each year group, purchased resources, established links with High Schools to facilitate teaching sessions at Federation & support transition.</p> <p>ONGOING into 2017-2018:</p>	<ul style="list-style-type: none"> Develop a programme of study for EYFS, KS1 and KS2: create an outline skeleton LTP for each year group to ensure children are being taught at the correct 'level' for their age to secure progression. Purchase resources to enrich the French curriculum. To consider an appropriate assessment format for each year group within KS2. Establish links with High Schools to 	<p>From July 2016 RK</p> <p>RK to purchase</p> <p>Spring 2017 RK</p>	<p>Resources to enrich French curriculum across Federation approx £200.</p>

		<ul style="list-style-type: none"> • Model writing in all areas of provision. • Share children's 'Learning Journeys' and next steps with them to develop a deeper understanding of the world around them. • Plan weekly outdoor provision to develop key skills within the seven strands of the FS. • Provide training for all staff within Foundation on AfL, observations and questioning skills. • Regular moderation meetings to be held to ensure correct levelling and next steps. 	incorporate outdoor areas. SW to action	
To develop a range of after school club provision to enhance opportunity for the Federation.	To develop a wide variety of skills for children through offering extra-curricular activities. A range of after school clubs has run throughout the Federation in 2016-17.	<ul style="list-style-type: none"> • Teachers to run a wide range of after school clubs throughout 2016-17 to enhance the after school provision offered. • Start September 2016 	NS to arrange, supported by SLR July 2016	
To develop and embed the cookery curriculum	To develop children's cookery skills. Cookery lessons established with age appropriate skills levels assessed. ONGOING into 2017-18: HL to link cookery lessons to topic.	<ul style="list-style-type: none"> • Cookery lessons are established with each class once per term, with age appropriate skills levels assessed. • Cookery lessons are linked to the topic curriculum, where appropriate. 	JA to liaise with JP for handover. JA to liaise with HL for Bramham. July 2016	
To continue the development of PSHE and integration of meaningful SMSC across the Federation, impacting on day to day learning and living and developing our ethos and family culture across the Federation.				
Objective / Intention	Intended Outcome	Success Criteria	Monitoring and Evaluation When, by whom, reporting	Financial Implications: Meetings/ training
PSHE To develop a new PSHE curriculum which demonstrates progression throughout the whole school	All areas of PSHE are mapped on to a long term plan for the federation. There are focus sessions / days / activity weeks that spotlight elements of PSHE. These are <ul style="list-style-type: none"> • Anti bullying • Drugs, alcohol and tobacco education, • Emotional health and mental health • Healthy lifestyles • Physical safety • Online safety 	Purchase of a new scheme that will support the differing elements of PSHE. (SEAL, Health for life, Circle time) PSHE is embedded within the curriculum with focus sessions mapped out to ensure progression and coverage throughout school. Staff have a good understanding of the focus topics to ensure progression and impact is effective.	RK and VW Monitored each term to ensure coverage of curriculum and spotlight sessions.	£250 for a new scheme. Meeting time to develop the long term plan and spotlight sessions activities. Staff meeting time to plan for spotlight sessions

	<ul style="list-style-type: none"> • Sex and relationships education • Economic well-being and financial capacity 			
<p>To ensure the skills that pupils require to manage consent, racism, bullying including homophobic bullying, FGM, forced marriage, radicalisation, extremism are part of the whole curriculum.</p>	<p>Children have an appropriate understanding of how to conduct themselves when faced with situations that are new / out of the ordinary / peer group pressure. Life skills that are rehearsed and developed in areas of the curriculum that promote pupil voice equip children to manage situations where they would otherwise feel uncomfortable.</p> <p>NB. To make use of document 'The united nations convention on the rights of the child'. Introduced in Y6, team to look in to where this fits for other year groups.</p> <p><i>The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults must work together to make sure all children can enjoy all their rights.</i></p>	<p>Pupils have a voice in school. This may be through a range of activities</p> <ul style="list-style-type: none"> • School council • Food ambassadors • Buddies for younger children • Sports leaders • Conflict resolution role play with lunch time staff. • Etc. 	<p>RK and VW</p>	<p>Training for all staff to understand how to encompass some of these areas and the skills that children need to learn into an appropriate curriculum for KS1 and KS2 children.</p>
<p>To update the PSHE policy. Ensure the policy includes the Federation policy on SRE. The PSHE policy and SMSC policy will be interlinked</p>	<p>A policy that reflects current practice throughout the federation. It reflects the core themes of</p> <ul style="list-style-type: none"> • Health and wellbeing • Relationships • Living in the wider world – Economic wellbeing and being a responsible citizen <p>Sam and Mel to work together to finalise policy – draft policy on website</p>	<p>Pupils are taught the skills to develop effective relationships, to become personally responsible and know how to keep themselves safe.</p> <p>There are clear links between the PSHE and SMSC policies.</p> <p>Links are made to promoting emotional health and well-being to ensure that a positive ethos and conditions within school support positive behaviours for learning and for successful relationships and to provide an emotionally secure and safe environment that prevents any form of bullying or violence .</p>	<p>RK, SB, VW</p>	<p>Meeting time for RK VW and SB</p>

To develop a consistent assessment system for PSHE	<p>Pupil progress is clear. The assessment system provides robust evidence.</p> <p>Discussion around using traffic light system for each PSHE topic covered, implementation in September 2017</p>	<p>Pupils have individual workbooks for PSHE.</p> <p>Paper based evidence of pupil progress – staff training will ensure the systems are consistent and robust.</p>	<p>Progress is monitored at the end of each half term.</p>	<p>New workbooks to be purchased for all pupils. Staff meeting required to ensure consistency across the federation. £200</p>
To ensure Circle time meets the needs of the cohort it is addressing.	<p>To ensure circle time sessions;</p> <ul style="list-style-type: none"> Follow the format that was modelled in the staff meeting are adapted to the needs of the class, follow the Jenny Moseley scheme of work when the needs of the class have been addressed. 	<p>Circle time takes place during the launch morning and the exit afternoon of each overarching ethos theme. These change half termly. Ideally circle time will increase to alternate weeks. There should be approximately three sessions each half term.</p> <p>All staff have the Jenny Moseley scheme of work to support circle time, once they are secure with this then they should feel able to adapt the sessions to suit the needs of their cohort. Increased confidence of staff to deliver sessions - staff meeting to revise the format and discuss resources.</p> <p>Pupils have a safe forum whereby they can express their views.</p>	<p>RK and VW</p> <p>SB to support in delivering training of Circle Time to staff.</p>	<p>Staff meeting time to revisit format of circle time and ensure all staff have circle time files and resources.</p>

To introduce SITE to the Federation for a reinvigorated and integrated approach to the delivery of Science, computing and DT across the Federation.

Objective / Intention	Intended Outcome	Success Criteria	Monitoring and Evaluation When, by whom, reporting	Financial Implications: Meetings/ training
<p>Begin to introduce a more thematic approach to the curriculum. To introduce and begin to embed a new planning format.</p>	<ul style="list-style-type: none"> To create a new overview A4 planning format that incorporates DT alongside Science and Computing. (completed at the start of each half term.) New planning format will have an area for English and Maths links including reading journal investigations. To incorporate all areas of English in the planning format. English box to be split into areas e.g. drama, writing opportunities, speaking and listening 	<p>TM to create example Yr3 planning (Summer 2016) to model to staff in Autumn term 2016.</p> <p>OTHER NEW PLANNING FORMATS HAVE INCORPORATED SCIENCE ON THE BOTTOM.</p> <p>HS, TM and CP to facilitate the introduction of the new planning format and to provide support to staff.</p> <p>All staff confident to plan on the new format.</p>	<p>HS and TM to lead staff meeting Autumn 1. Planning to be handed in for Autumn 2.</p> <p>HS and TM to monitor.</p>	<p>INSET allocation & staff meeting allocation</p>

	<p>opportunities etc.</p> <ul style="list-style-type: none"> • Planning format to have a box for spellings linked to the topic which will be included in spelling starters for daily English sessions. • Reading style investigation opportunities originating from Science stimuli to go on the planning sheet. • Staff meeting time to share the philosophy and new planning format. • New planning format to have a launch day. • A second staff meeting to model innovative outdoor, fun science launches and developments with community links (Flight academy/LBA ATC). • HS to look at ICT schemes and planning for ICT. • HS to deliver staff meeting for expectations of ICT teaching and resource audit for staff. (Autumn term). 	<p>Promotion of high quality lessons developed from a stimulus.</p> <p>HS and TM to monitor English and Maths skills are embedded on the new planning format.</p> <p>Ensure marking style from English is used in all topic areas.</p> <p>ONGOING Science planning now put on topic plan.</p> <p>HS to discuss planning format with SLT for ICT.</p> <p>TM delivered a science staff meeting and introduced the concept of using a stimulus.</p>		
<p>To create meaningful writing opportunities.</p>	<ul style="list-style-type: none"> • Each half term classes to do a piece of assessed writing linked to their current Science theme. • Each term classes to do a piece of assessed writing linked to their current Science theme. • Ensuring there are opportunities for labelling, design and innovation. 	<p>Ensure marking style from English is used in all topic areas.</p> <p>Feedback five time.</p>	<p>HS monitoring and facilitating triangulation with ZP.</p>	
<p>To link SITE to real life careers in areas such as, engineering and science within the community.</p>	<ul style="list-style-type: none"> • Each half term all year groups would have a core theme based on real life for example a jet engine at LBA (to demonstrate real life forces in engineering) reinforced with a community link already established in this field. • HS to develop links with R. Page who is a high school science teacher (with 	<p>All classrooms to have a display which reflects the current theme overall theme e.g. jet engines.</p> <p>ONGOING- as this is being embedded.</p> <p>The children in Year 3 at Shadwell have had access to sessions with external people. TM is currently arranging for a bee keeper to visit class R and Mr Allwood to deliver forces to Class 5.</p>	<p>SLT learning walks.</p> <p>HS and TM.</p>	

	<p>experience in transition from primary to secondary school). Working to support staff with the science curriculum and resources if possible. (She has been in to deliver science sessions for KS1 linked to the body for sports week).</p>	<p>TM regular meetings with David Allwood. Science plotted out with him until summer 2017.</p> <p>At Shadwell: Mrs Hurst- nutrition. Mrs Whittle- radiographer. Then going to Bramham to deliver and do other classes. Mr Bell and Mr Allwood coming in before end of summer term. Mrs White- Bee keeper Class R Mrs White- Year 2 Mrs Whittle- Sound Yr4 Mr Allwood- Forces</p> <p>Mr Mallett met with Mr Allwood on 30.6.17 to discuss how this programme will develop next year with the absence of Mr Mallett. Meanwhile Reception/year 2 class at Shadwell will receive at presentation on bee keeping (12.7.17) Paul Bell will present a talk on electricity to year 6 before the end of Summer term (T.M. will meet to book a date with Z.P.on 3.7.17) Mrs Whittle and Mrs Hurst agreed to visit Bramham before the end of the Summer term to repeat their presentations on x rays and nutrition. Mr Allwood will present a talk on forces/engineering to class 5 at Shadwell either on 13th or 14th July.</p> <p>All displays to use Nelson Cursive/ Pre cursive font. ONGOING</p> <p>A question sentence for the display. ONGOING</p> <p>Children's sentences and work to be displayed. ONGOING</p> <p>All classrooms to have an area for children to put up their own scientific questions. TM and HS to have an example in their classrooms for others to look at. ONGOING</p>		
<p>To begin to talk to pupils</p>	<ul style="list-style-type: none"> Develop a pupil questionnaire about 	<p>TM to create a questionnaire for Science and</p>	<p>HS and TM (Sept</p>	

about their views of Science within school.	<p>their views on Science for a range of pupils to complete.</p> <ul style="list-style-type: none"> Analyse the opinions of boys and girls about careers related to SITE for example engineering. 	<p>distribute it to staff at Shadwell. HS to distribute to Bramham.</p> <p>TM and HS to meet to analyse data.</p>	2016).	
To develop appropriate resources for all aspects of SITE and ensure all new curriculum needs are met.	<ul style="list-style-type: none"> Audit of each area of SITE. Create a list for staff of where all resources are and what's available. To create a wish list of resources that are needed and look to FOBS and FOSS for any additional funding needs. 	<p>Release time for HS, TM and CP to audit current resources. ONGOING</p> <p>TM SCIENCE AUDIT.</p>	HS and TM	<p>Budget to finance new resources.</p> <p>Cover for staff release for audits.</p>
To develop working scientifically across the Federation.	<ul style="list-style-type: none"> Provide area on planning to highlight elements of working scientifically e.g. fair testing. Modelled technical vocabulary and chance for children to create presentations linked to their current topic. 	<p>All staff to carry out investigations and record scientifically. ONGOING further time and training needed.</p> <p>Marking to follow school marking policy.</p> <p>Feedback five time for written work. ONGOING- staff beginning to do.</p>	HS and TM	
To have a permanent interactive Science display in both schools.	<ul style="list-style-type: none"> Provide real role models for the children including women in areas of Science and engineering. Informative, interactive displays to engage the children. Develop opportunity for Alan Siddoway (head of ATC at LBA) to deliver a talk to pupils in federation on engineering careers, life skills, Science in the real world 	<p>To be updated half termly.</p> <p>Liaise with BP – display HLTA and display manager ONGOING- staff to take turns for classes to display their science work.</p> <p>All displays to use Nelson Cursive/ Pre cursive font.</p> <p>Display to have an appropriate sentence model e.g. a question sentence. ONGOING</p> <p>Vocabulary to be on display.</p> <p>T.M. to meet/plan with Alan during the Summer break. ONGOING</p>	<p>TM and BP ongoing.</p> <p>SLT learning walks.</p>	
To embed computing curriculum across the Federation.	<ul style="list-style-type: none"> Audit resources. All staff to be teaching computing skills. All staff to feel confident delivering the computing curriculum. 	<p>HS to audit resources and look at computing needs including hand held devices. ONGOING</p> <p>TM EMPTYING OTHER ICT RESOURCES FROM HIS CLASSROOM SO ICT AUDIT NEEDS AMENDING.</p> <p>Quotes received for new hand held devices on a lease. Budget being used for cameras 20 for</p>	HS lesson observations.	<p>Cover for HS for observations.</p> <p>Staff meeting time.</p>

		<p>each site and 1 per class. HS speaking to SLT and FOBS to look at funding for ICT resources especially laptops and hand held devices.</p> <p>HS to have time to observe teachers in computing. ONGOING</p> <p>HS to support staff and develop skills as needed to teach the curriculum. ONGOING- staff meeting to assess needs and requirements for staff training.</p>		
To ensure parents and pupils understand online safety .	<ul style="list-style-type: none"> Pupil to feel confident with online safety. Online safety day each year. Pupils to take part in more regular online safety work- once a term ideally. Could link to PSHCE strand. Parents and carers provided with information about online safety. 	<p>All pupils have the opportunity to take part in an online safety day.</p> <p>Continue links with high schools to facilitate online safety day. ONGOING</p> <p>All parents and carers are informed about online safety. ONGOING looking at workshops for parents with professionals and staff.</p>	HS	
To create a presence for the Federation on social media e.g. Twitter.	<ul style="list-style-type: none"> Provide a stronger online presence for the Federation with up to date information for parents and carers. 	<p>HS and HH to meet with SLT to discuss social media sites and what we want for school presence. ONGOING</p> <p>HS and HH to be allocated time to update regularly. ONGOING HH to train staff to update their own webpage.</p>	HS and HH (Dec 2016).	Cover for HS.
To continue to develop the website .	<ul style="list-style-type: none"> Provide up to date information for each class. Up to date information on events e.g. the summer fair. 	<p>All staff to send weekly updates about their class to HH. ONGOING HH to train staff to update their own webpage.</p> <p>HH to have time to update the website each week so it keeps parents and carers well informed.</p> <p>SLR and HH to regularly review contents of website and update with statutory requirements</p>	<p>HS ongoing.</p> <p>SLR and HH</p>	
<p>To promote the status of sports, health and well-being throughout the Federation in ensuring quality first teaching and strategic planning through PE premium expenditure, teaching / PE leadership impact and health checks.</p>				

Objective / Intention	Intended Outcome	Success Criteria	Monitoring and Evaluation When, by whom, reporting	Financial Implications: Meetings/ training
<p>To continue development of competitive sports teams across the Federation.</p> <p>To maintain Gold School Games Mark at Shadwell.</p> <p>To achieve Gold School Games Mark at Bramham.</p>	<p>Participation in competitions/fixtures throughout the year.</p> <p>To provide children with the opportunity to compete and push themselves.</p> <p>To continue to develop Learning for Life skills including resilience, motivation and teamwork in all children; this includes through either not being selected for matches, or when they lose games.</p> <p>To help children and parents understand the ethos of competitive sports – that all children are given the opportunity to participate, and then those selected have further opportunity to develop these skills/their potential in a competitive environment.</p>	<p>Teams:</p> <p>Y5/6 Boys football</p> <p>Y5/6 Girls football</p> <p>Y5/6 Tag Rugby</p> <p>Y5/6 Girls Tag Rugby</p> <p>Y5/6 Netball</p> <p>Y5/6 Hockey</p> <p>Y5/6 Basketball</p> <p>Y5/6 Athletics</p> <p>Y3/4 Boys football</p> <p>Y3/4 Girls football</p> <p>Y3/4 Tag Rugby</p> <p>Y3/4 Girls Tag Rugby</p> <p>Y3/4 Netball</p> <p>Y3/4 Hockey</p> <p>Y3/4 Basketball</p> <p>Y3/4 Athletics</p>	<p>TB/AA</p> <p>Autumn Term: Football – 1 session, then fixtures. Tag Rugby – 5/6 sessions, then afterschool club, then fixtures/competitions. Netball – 5/6 sessions, then afterschool club, then fixtures/competitions.</p> <p>Hockey, Basketball and Athletics co-ordinated around competition dates.</p> <p>All teams to be mirrored in Y3/4</p>	<p>Work with other members of staff in school who are interested in PE to design provision audit for after school clubs in prep for academic year 2016 – 2017.</p> <p>Buy into SLA active Schools again.</p> <p>To ensure all required equipment is installed in order to provide the best possible development of skills.</p> <p>Audit and plan of P.E. Premium for both schools for the year.</p> <p>Funding to be taken out of P.E. budget.</p>

<p>To ensure the Federation provides children with support when needed for good health and sound mental health</p>	<p>A whole Federation approach is taken towards embarking upon securing good health and sound mental health, support and guidance for children of all ages.</p> <p>Children are provided with suitable and age appropriate opportunities to talk and share feelings and are given strategies for dealing with any issues arising</p>	<p>To work towards Mindmate Spa accreditation and award in ensuring all criteria are fulfilled (ref. Mindmate document)</p> <p>Ref. PSHE scheme of work</p>	<p>Sam Lawton Sarah Richards</p>	<p>Various budgetary implications-eg. toothbrushes for oral hygiene day in KS1. Budget allocation from April 2017</p>
<p>To develop staff confidence in delivering a wide range of P.E. activities.</p>	<p>All staff more able/confident to deliver P.E. lessons.</p>	<p>Measure quality of P.E. lessons through observations/working with staff.</p> <p>To develop exemplary P.E. planning for both schools within KS2. Staff will be able to continue this throughout the Federation next year. Including resources, Long term planning and Medium term planning.</p> <p>Staff to teach Dance based on the advice/experience given by previous coaches.</p> <p>TB to investigate possible gymnastics coaches to come into schools to work alongside KS2 staff.</p>	<p>TB – continuation throughout the year.</p>	<p>TB to lead staff meeting on what to see in P.E. lessons. Assessment. Any funding to be taken out of P.E. budget.</p>
<p>Promote sport across the Federation.</p>	<p>All children aware of the opportunities available at both schools and know about team's progress. Parents are informed of fixtures and results</p>	<p>Sports Walls in both schools. Match reports on websites. Letters to parents about sporting fixtures and results. Success in sporting events. Children acknowledged in assemblies and on school websites for their sporting achievements.</p>	<p>TB</p>	<p>Money required for resources for walls and medals & Trophies. Taken out of P.E. budget.</p>
<p>To develop the continuation of sport for all pupils.</p>	<p>All pupils to have more opportunities to participate in an afterschool club in order to develop their skills further.</p> <p>Children who aren't selected for competitive teams still take part in physical activity. This will allow them to develop their social skills/teamwork and other Learning for Life skills, further.</p>	<p>Extra clubs offered, as well as competitive teams, where children who aren't selected for competition can train. Clubs will be on a first come first serve basis. If a club is oversubscribed then there will be the opportunity for more sessions for those children yet to participate.</p>	<p>TB</p>	<p>Money required to pay for additional coaches to lead sessions. Taken out of P.E. budget.</p>
<p>To ensure teachers have the appropriate equipment for</p>	<p>All teachers are able to have access to the required equipment for all P.E. lessons.</p>	<p>Full audit of both schools' P.E. equipment. Conversations with staff about what equipment</p>	<p>TB</p>	<p>Money required for P.E.</p>

lessons.		they feel they need. Ordering of equipment.		equipment. Taken out of P.E. budget.
To ensure P.E. funding has a lasting impact for all children across the Federation.	Sporting opportunities are maximised for all children. Children enjoy P.E. and sport and wish to continue physical activity outside of curriculum time – not evidenced through numbers; will be achieved for School Games Mark.	Evidence of impact on sporting participation.	TB	Taken out of P.E. budget.
To achieve Healthy Schools Awards for both Bramham and Shadwell.	Both schools to meet the criteria (ref. Healthy schools documents). – ongoing evidencing & implementing various aspect to achieve award.	TB to complete School Health Check Audit and isolate factors to work on for the upcoming year. Support from Exec. DHT	TB to review criteria and set in place an action plan in order to meet the expectations.	VW
To ensure all P.E. policies are up to date and relevant for the Federations aims.	To re-write, create or update any Sports and Physical Activity policies.	Both schools within the Federation to have up to date sports and physical activity policies.	TB	