

SECTION 1. THE QUALITY OF EDUCATION

To continue to make certain that all teachers have a firm and common understanding of the school's strong curriculum intent and is evidenced in their practice and outcomes for its pupils.

IMPACT

- All teaching in all key stages and most subjects (80% - 96%) is outstanding and never less than consistently good; - All teachers present subject matter clearly, promoting appropriate discussion about the subject matter being taught; - All teachers respond and adapt their teaching as necessary; 100% of pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well as evidenced in results from national tests and examinations, which meet government expectations. 100% of pupils on roll are making sustained progress; 100% of all pupils are ready for the next stage in their education; - Monitoring evidences pupils work across the curriculum is of good quality; - Monitoring outcomes, pupil voices evidence that all pupils read widely and often, with fluency and comprehension appropriate to their age; - Monitoring outcomes, pupil voices evidence that all pupils are able to apply mathematical knowledge, concepts and procedures appropriately for their age; - All teachers have high expectations of all pupils, consistently; - All teachers plan and teach lessons that enable all pupils to learn exceptionally well across the curriculum; - All teachers systematically and effectively check pupils' understanding throughout lessons and provide direct feedback at the point of teaching and through focused marking; - All teachers anticipate where they need to intervene and with notable impact on the quality of learning; 100% of marking is of a high quality; - All reading, writing, communication and mathematics is cohesively planned and implemented across the curriculum; - Interventions are in place for all children who require it; - All teachers use well-judged teaching strategies; - All staff follow the Homework Policy;	- The school's curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning; - The curriculum is successfully adapted, designed or developed to be ambitious and meet the needs of pupils with SEND, developing their knowledge, skills and abilities to apply what they know and can do with increasing fluency and independence. - Phonics Outcomes are above National at 90% - Early Years Outcomes are in line with National - Key Stage One Outcomes are in line with National - Key Stage Two Outcomes are above National - Pupils study the full curriculum; it is not narrowed. - Timetable of workshops implemented throughout school in support of Parents as Partners; 100% of SEN pupils achieving IEP/IBP/Statement targets/objectives and best possible outcomes; 100% of EAL/INA pupils achieving their NASSEA Step Targets.
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INTENT

Key Objectives	Actions	Start Date	Review Date	Person/s Responsible	Estimated Cost	Monitoring
<i>To secure a good transition between each year group through discussion with colleagues, analysis of previous programmes of study and use of prior assessment data along with formative assessments made in September to create PWM Programmes so pupils can quickly address key points in learning.</i> ✓ <i>Raise standards and address pupils' needs in Year 1 through continuous provision for identified pupils along with daily guided reading, writing and mathematics sessions.</i>	- Current class teachers to identify areas of the curriculum still to be covered recorded on template created by SLT; - Shared virtual meetings with new class teacher on outcomes of that piece of work; - Autumn Term new class teachers to focus on gaps in learning in all subjects from previous years group e.g. EYFS ELGs to be taught in Year One, phases of Phonics and learning objectives from other subjects; - Pupil progress meetings following data drop based on 'plugging the gaps' to highlight those pupils requiring further interventions. - Implement phonics, reading and writing action plans.	July 2023	October 2023 December 2023 March 2024 June 2024	Leaders of Learning Deputy Head teachers Class Teachers Head teacher		Curriculum Subcommittee School Improvement Partner

✓ <i>Each teacher to identify two or three disadvantaged pupils who need additional support to quickly reach the expected standard in RWM and implement a comprehensive programme of intervention in the Autumn and Spring Terms.</i> ✓ <i>Ensure staff are fully trained in developing oracy skills and an agreed programme is implemented for identified pupils when each class returns.</i>						
<i>To continue to embed the updated curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.</i>	- Further identify staff needs and ensure that they have sufficient subject and pedagogic knowledge to plan the next steps towards the curricular targets as well as language development and organise CPD accordingly; - Ongoing Monitoring and Assessment Timetable implemented and actioned by the Leaders of Learning; - Action Plans and costing of resources by Leaders of Learning; - SENCOs to monitor outcomes and provision for those children with SEND; - Pupil Premium Lead to continue to monitor outcomes for the disadvantaged and cost out additional support evidenced through action plan and costings; - Staff Training for all staff throughout the staff meeting timetable; - In key stage 1, teachers focus on ensuring that pupils are able to read, write and use mathematical knowledge, ideas and operations.	July 2023	October 2023 December 2023 March 2024 June 2024	Leaders of Learning Deputy Head teachers Class Teachers Head teacher		<i>Curriculum Subcommittee</i> <i>School Improvement Partner</i>

IMPLEMENTATION

<i>Key Objectives</i>	<i>Actions</i>	<i>Start Date</i>	<i>Review Date</i>	<i>Person/s Responsible</i>	<i>Estimated Cost</i>	<i>Monitoring</i>
<i>To ensure teachers have good knowledge of writing and the Leader of Learning provides effective support for those teaching outside their main areas of expertise resulting in writing outcomes continue to improve.</i>	- Thorough audit identify staff needs and ensure that they have sufficient subject and pedagogic knowledge to plan the next steps towards the curricular targets as well as language development and organise CPD accordingly; - Staff Training for all staff on Talk for Writing, Pie Corbett; - Monitor Talk for Writing strategies are used effectively in whole class, shared and guided writes; - Ensure correct terminology when feeding back to children within lessons e.g. I like this/that because... - Monitor planning and ensure that all staff are using the agreed short term planning for writing and that they are appropriate; - Enhance further strategies for day to day assessments (e.g. focused questions, evidence from focused observations, oral and written language samples) and ensure that they are planned for and used in lessons/learning activities; - Criteria for observations provided for all staff to follow planned	September 2023	October 2023 December 2023 March 2024 June 2024	Samantha Walker	Staff Meeting Time Planned Pupil Progress Meetings Performance Management Meetings School Pupil Tracker	<i>SLT</i> <i>Curriculum Subcommittee</i> <i>School Improvement Partner</i>

	- improvement for writing using OfSTED Guidance; - Lesson monitoring carried out by SLT and Writing Lead feedback to staff and targets for improvement; - Lesson Observation Policy developed by all staff and accepted by Governors; - Over view sheet of observations provided by SLT and HT with judgement grades, areas for development and strengths; - Leader of Writing action plans target areas for improvement as a result of Writing Analysis; - Where appropriate, short term plans are annotated to identify the language demands of objectives/activities; - Ensure the school and classroom environments provide essential prompts and displays to support Writing as well as the learning and teaching of Writing and the wider curriculum; - Teachers use the learning environment to model the learning process and promote high expectations; - Displays continue to promote writing throughout school and support children in their understanding of assessing work and expectations of that particular attainment point; - Ensure that within lessons a wider range of scaffolding strategies e.g. Writing frames, language development prompts are used effectively; - Moderation of writing assessments; - Ensure that additional adults are used effectively in lessons; - Liaise with IT Lead to ensure that staff and additional adults are trained to further improve their a range of ICT – audio/video tapes, a range of curricular and multi-lingual software, digital cameras, visualizers, 4D Room - to support language development and access to the curriculum and that IWBs are used to provide visual support. - Implement the Monitoring and Assessment Timetable of Activities. Planning is in line with the Planning Policy and includes modelling the writing process, shared writing and guided writing opportunities; - Liaise with the community, parents and outside agencies; Support ECT's with the teaching of English and effectively induct staff new to school.					
<i>To ensure teachers have good knowledge of reading and the Leader of Learning provides effective support for those teaching outside their main areas of expertise resulting in reading outcomes continue to be outstanding.</i>	- Thorough audit identify staff needs and ensure that they have sufficient subject and pedagogic knowledge to plan the next steps towards the curricular targets as well as language development and organise CPD accordingly; - Monitor planning and ensure that all staff are using the agreed short term planning for reading and that they are appropriate; - Enhance further strategies for day to day assessments (e.g. focused questions, evidence from focused observations, oral and written language samples) and ensure that they are planned for and used in lessons/learning activities; - Criteria for observations provided for all staff to follow planned improvement for reading using OfSTED Guidance; - Lesson monitoring carried out by SLT and Reading Lead feedback to staff and targets for improvement; - Lesson Observation Policy developed by all staff and accepted by Governors; - Over view sheet of observations provided by SLT and HT with judgement grades, areas for development and strengths; - Leader of Reading action plans target areas for improvement as a result of Reading Analysis; - Where appropriate, short term plans are annotated to identify the language demands of objectives/activities; - Ensure the school and classroom environments provide essential	July 2023	October 2023 December 2023 March 2024 June 2024	Samantha Walker	Staff Meeting Time Planned Pupil Progress Meetings Performance Management Meetings School Pupil Tracker	SLT Curriculum Subcommittee School Improvement Partner

	prompts and displays to support Reading as well as the learning and teaching of Reading and the wider curriculum; - Teachers use the learning environment to model the learning process and promote high expectations; - Displays continue to promote reading throughout school and support children in their understanding of assessing work and expectations of that particular attainment point; - Ensure that within lessons a wider range of scaffolding strategies e.g. Reading frames, language development prompts are used effectively; - Moderation of reading assessments; - Ensure that additional adults are used effectively in lessons; - Liaise with IT Lead to ensure that staff and additional adults are trained to further improve their a range of ICT – audio/video tapes, a range of curricular and multi-lingual software, digital cameras, visualisers, 4D Room - to support language development and access to the curriculum and that IWBs are used to provide visual support. - Implement the Monitoring and Assessment Timetable of Activities. Planning is in line with the Planning Policy and includes modelling the Reading process, shared writing and guided writing opportunities; - Liaise with the community, parents and outside agencies; Support ECT's with the teaching of English and effectively induct staff new to school.					
<i>To ensure teachers have good knowledge of mathematics and the Leader of Learning provides effective support for those teaching outside their main areas of expertise resulting in mathematics outcomes continue to be outstanding.</i>	- Thorough audit identify staff needs and ensure that they have sufficient subject and pedagogic knowledge to plan the next steps towards the curricular targets as well as language development and organise CPD accordingly; - Monitor planning and ensure that all staff are using the agreed short term planning for reading and that they are appropriate; - Enhance further strategies for day to day assessments (e.g. focused questions, evidence from focused observations, oral and written language samples) and ensure that they are planned for and used in lessons/learning activities; - Criteria for observations provided for all staff to follow planned improvement for reading using OfSTED Guidance; - Lesson monitoring carried out by SLT and mathematics lead feedback to staff and targets for improvement; - Lesson Observation Policy developed by all staff and accepted by Governors; - Over view sheet of observations provided by SLT and HT with judgement grades, areas for development and strengths; - Leader of mathematics action plans target areas for improvement as a result of mathematics Analysis; - Where appropriate, short term plans are annotated to identify the mathematical demands of objectives/activities; - Ensure the school and classroom environments provide essential prompts and displays to support mathematics as well as the learning and teaching of mathematics and the wider curriculum; - Teachers use the learning environment to model the learning process and promote high expectations; - Displays continue to promote mathematics throughout school and support children in their understanding of assessing work and expectations of that particular attainment point; - Ensure that within lessons a wider range of scaffolding strategies Moderation of mathematics assessments; - Ensure that additional adults are used effectively in lessons; - Liaise with IT Lead to ensure that staff and additional adults are trained to further improve their a range of ICT – audio/video	July 2023	October 2023 December 2023 March 2024 June 2024	Rhys Jones	Staff Meeting Time Planned Pupil Progress Meetings Performance Management Meetings School Pupil Tracker	SLT Curriculum Subcommittee School Improvement Partner

	tapes, a range of curricular and multi-lingual software, digital cameras, visualisers, 4D Room - to support mathematics development and access to the curriculum and that IWBs are used to provide visual support. ■ Implement the Monitoring and Assessment Timetable of Activities. Planning is in line with the Planning Policy and includes modelling the mathematics process; ■ Liaise with the community, parents and outside agencies; Support ECT's with the teaching of English and effectively induct staff new to school.				
<i>To ensure all teachers are able to demonstrate deep curriculum knowledge and understanding of the curriculum and maintain the outstanding teaching designed to help pupils to remember long term the content they have been taught and to integrate new knowledge into larger ideas.</i>	■ Monitor the use of questioning during direct teaching and guided reading texts and how common misconceptions are corrected – Monitoring Activity; ■ Lessons are planned effectively and the modelling of writing is uses throughout the curriculum; ■ CPD for new staff and those staff who require refreshers; ■ Clear success criteria are used throughout the teaching process and teacher's model the use of it when assessing pieces of work – Monitoring Activity; ■ Monitor the use of High Quality Texts – Literature Spine and Poetry Spine; ■ Monitor environments to ensure that they support the children's learning and reflect strategies implemented.	July 2023	October 2023 December 2023 March 2024 June 2024	Leaders of Learning Deputy Head teachers Class Teachers Head teacher	Curriculum Subcommittee School Improvement Partner
<i>To further embed the highly effective teaching and learning of phonics and spelling to ensure that all pupils have the necessary skills to make outstanding progress.</i>	■ Monitor teaching and learning in phonics and spelling through the Assessment and Monitoring Timetable; ■ Continue to implement Monster Phonics and train staff that is new to the school; ■ Continue to focus on EYFS and Key Stage One phonics knowledge and comprehension skills; ■ Ensure that all classes have spelling banks on individual tables linked to the national curriculum; ■ Implement spelling logs for individual children which will be taken with them through each year group; ■ Ensure that the learning environments show national curriculum spellings and key stages reflect phonics throughout school both indoor and outdoor; ■ Purchase Rising Stars Spelling Tests for each year group; ■ Monitor progress through pupil progress meetings and SPTO; ■ Key vocabulary across the curriculum is displayed within each year group.	July 2022	October 2023 December 2023 March 2024 June 2024	Victoria Jones Samantha Walker	SLT Curriculum Subcommittee School Improvement Partner
<i>To maintain an outstanding environment that reflects the school's ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills.</i>	■ All English Leads to Implement a guidance for learning environment expectations and disseminate to staff via staff meeting; ■ Continue to implement monitoring and assessment timetable; ■ Displays in classrooms reflect the English NC and reflect progressive grammar expectations; ■ Key words from the NC are displayed in classrooms; ■ Handwriting is modelled within displays alongside exemplar pieces of marked work; ■ Success criteria for specific types of writing are displayed; ■ Outdoor reading and writing areas containing high quality displays are implemented; ■ Investigate and implement genre sacks for specific texts including small world and role play; ■ Create a timetable of creative experiences through the use of outside professionals e.g. Shakespeare Plays, visiting authors etc. to stimulate writing opportunities.	September 2023	October 2023 December 2023 March 2024 June 2024	Middle Management Team	SLT Curriculum Gobs School Improvement Partner

<i>To continue to reading is prioritised, by ensuring that teachers plan a rigorous and sequential approach to the reading curriculum, which further develops pupils' fluency, confidence and enjoyment in reading whilst ensuring reading books connect closely to the phonics knowledge pupils are taught when they are learning to read.</i>	- Implement guidance discussed at MMT Meetings regarding planning and marking; - Ensure that all policies are updated and reflect teachers' standards and expectations; - Planning shows modelling of reading by the teacher; - Planning is delivered through quality texts (FOCUS Education) as a resource; - Reading records are up to date; - Marking of comprehension ensures pupils misconceptions are addressed and enable them to move forward; - Monitoring of reading and phonics through the monitoring timetable of activities; - At all stages, reading attainment is assessed and gaps are addressed quickly and effectively for all pupils.	July 2022	October 2023 December 2023 March 2024 June 2024	English Team Victoria Jones Samantha Walker Deputy Head teachers Class Teachers Head teacher	SLT Curriculum Subcommittee School Improvement Partner
<i>To continue to use assessment well and do not use it in a way that creates unnecessary burdens on staff or pupils whilst addressing identified gaps in attainment in core subjects within specific/vulnerable groups and implement effective and timely intervention strategies and groups.</i>	- Undertake analysis of teacher assessment data in order to identify gaps in attainment; - Further develop TAs through quality first teaching and Wave 2 and 3 support; - Interventions; - Address and monitor girls absence; - Reading books, libraries; - Focus for Action Plans.	July 2023	October 2023 December 2023 March 2024 June 2024	Deputy Head teachers Class Teachers Head teacher Leaders of Learning	HT Curriculum Subcommittee School Improvement Partner
<i>To ensure that staff planning demonstrates high expectations for all pupils is demanding and matches the aims of the curriculum in being coherently planned and sequenced towards cumulatively sufficient knowledge.</i>	- Review of staff planning by Leaders of Learning focusing on teacher expectations /ability match Liaison / development with colleagues to support to improve where needed; - Use of 1/3 Rule when planning and deploying additional staff; - Use of quality interventions to support specific and vulnerable groups. - Continue to monitor staff planning by More Able Coordinator focusing on teacher expectations /ability match Liaison / development with colleagues to support to improve where needed; - Use of quality interventions to support the more able. - Monitoring teachers own speaking, listening, writing and reading of English support pupils in developing their language and vocabulary well.	April 2023	October 2023 December 2023 March 2024 June 2024	Deputy Head teachers Head teacher Middle Management Team	Curriculum Subcommittee School Improvement Partner HT
<i>To implement improvements to the wave three interventions available to exceptionally able pupils.</i>	- Establish a bank of mentors both from within school and outside to motivate and enrich the most able pupils in their specific interest; - Provide opportunities for pupils accessing the wave three intervention to access external visits/visitors to school linked to their specific interest; - Establish a provision in which the most able pupils can debate, discuss and socialise with similarly able children across year groups; - Establish a system of enrichment in which the most able can have the time and resources to work on projects of their choosing; - Staff Meeting to train staff in the wave three interventions and which children should be accessing them; - Revise the policy for the provision of the more able to reflect the improvements to the recording and wave three intervention systems.	April 2023	October 2023 December 2023 March 2024 June 2024	Class teachers Subject Coordinators	Curriculum Subcommittee Pupil Welfare Subcommittee School Improvement Partner

<i>To continue to implement Teachers New to School Induction and ensure that the teaching and learning policy is consistently applied by all who are new to the school as well as established staff.</i>	▪ Regularly evaluate the effectiveness of lessons and plan teaching to build on pupils' learning; ▪ Proactive & work consistently in all aspects of school life without prompting. To draw on advice and specialist support; ▪ ECT/Staff New to School to use statistical information to identify target groups/individuals within his/her class & their associated next steps in reading, writing & maths; ▪ Pitch lessons at appropriate levels to ensure all groups make progress; ▪ Clearly differentiated work is planned; ▪ Marking is up-to-date, developmental & in line with school policy.	July 2023	October 2023 December 2023 March 2024 June 2024	Deputy Head teachers Head teacher ECT Mentors Leaders of Learning		<i>Curriculum Subcommittee</i> <i>School Improvement Partner</i> <i>HT</i>
<i>To support ECTs Induction and ensure that the teaching and learning policy is consistently applied by all who are new to the school as well as established staff.</i>	▪ Regularly evaluate the effectiveness of lessons and plan teaching to build on pupils' learning; ▪ Proactive & work consistently in all aspects of school life without prompting. To draw on advice and specialist support; ▪ ECT to use statistical information to identify target groups/individuals within his/her class & their associated next steps in reading, writing & maths; ▪ Pitch lessons at appropriate levels to ensure all groups make progress; ▪ Clearly differentiated work is planned; ▪ Marking is up-to-date, developmental & in line with school policy.	September 2023 ECT Assessments	December 2023 March 2024 July 2024	Deputy Head teachers Head teacher		<i>Curriculum Subcommittee</i> <i>Personnel Subcommittee</i> <i>School Improvement Partner</i> <i>HT</i>
<i>To continue to embed the Bolton Agreed Syllabus for Religious Education through the monitoring of teaching and learning and access to high quality on-going CPD through the Local Authority and the Diocese CPD Programme 2023 to 2023.</i>	▪ Thorough audit identify staff needs and ensure that they have sufficient subject and pedagogic knowledge to plan the next steps towards the curricular targets as well as language development and organise CPD accordingly; ▪ Monitor planning and ensure that all staff are using the agreed short term planning for reading and that they are appropriate; ▪ Enhance further strategies for day to day assessments (e.g. focused questions, evidence from focused observations, oral and written language samples) and ensure that they are planned for and used in lessons/learning activities; ▪ Criteria for observations provided for all staff to follow planned improvement for reading using OfSTED Guidance; ▪ Lesson monitoring carried out by SLT and mathematics lead feedback to staff and targets for improvement; ▪ Lesson Observation Policy developed by all staff and accepted by Governors; ▪ Over view sheet of observations provided by SLT and HT with judgement grades, areas for development and strengths; ▪ Leader of mathematics action plans target areas for improvement as a result of mathematics Analysis; ▪ Where appropriate, short term plans are annotated to identify the demands of objectives/activities; ▪ Ensure the school and classroom environments provide essential prompts and displays to support Religious Education as well as the learning and teaching of mathematics and the wider curriculum; ▪ Teachers use the learning environment to model the learning process and promote high expectations; ▪ Displays continue to promote Religious Education throughout school and support children in their understanding of assessing work and expectations of that particular attainment point; ▪ Ensure that within lessons a wider range of scaffolding strategies Moderation of Religious Education assessments; ▪ Ensure that additional adults are used effectively in lessons; ▪ Liaise with IT Lead to ensure that staff and additional adults are trained to further improve their a range of ICT – audio/video tapes, a range of curricular and multi-lingual software, digital cameras, visualisers, 4D Room - to support development and	September 2023	December 2023 March 2024 July 2024	Shirley Black Joanne Scoble		<i>Curriculum Subcommittee</i>

	- access to the curriculum and that IWBs are used to provide visual support. - Implement the Monitoring and Assessment Timetable of Activities. Planning is in line with the Planning Policy - Liaise with the community, parents and outside agencies; Support ECT's with the teaching of RE and effectively induct staff new to school.					
<i>To clarify further the theological roots of the school's Christian vision. This is so the school community better understands how biblical teaching underpins the life and work of the school.</i> <i>To further improve guidance and planning for collective worship to routinely include biblical teaching. This is so pupils understand the Bible's impact on inspiring the lives of believers.</i> <i>To further engage pupils in social action projects so they understand how they can challenge injustice by being agents for change. SIAMS School Inspection Report 2023</i>	- Investigate Christian theology that link to each of the character matters. - Create a bank of bible stories and quotes that link to each theme of character matters. - Differentiate stories so they are age appropriate for each key stage. - Create a weekly, termly and yearly plan for collective worship sessions, which include theme (character matter/value), bible reference, song link and using reference. - Sign up to the using trial in the summer term and purchase (if appropriate) in the autumn term. - Create a weekly timetable which sets out a programme of daily worship sessions- (timetabled in to the school day) - Staff training to disseminate new strategies and resources to school staff. - Set up an area on the server as a central resource for collective worship for staff to access. - Investigate psalms that link to the school vision and update the school vision accordingly. - Create a template structure for class collective worship shared in celebration assemblies and share this with teaching staff. - Purchase using planning cards for collective worship. - Staff training on how to use the cards with pupils to plan collective worship sessions. - Train school council to support in collective worship planning and delivery. - Set up an evaluation book, which rotates classes every 4 weeks. - School council to meet weekly to deliver the evaluation books and give feedback to classes on their evaluation. - Sign up to UNICEF Rights Respect in school award. - Courageous advocacy leads to attend training in gaining support in achieving the bronze award. - Secure a date to meet with RSSA professional ambassador. - Work with school council to support events in the RSSA calendar. - Add RSSA events to the PHSE whole school events calendar. - Set up a central area for collecting evidence of courageous advocacy over time. - Monitor and evaluate courageous advocacy events through the school year. - School council to feedback to pupils regularly in collective worship on the work being done through courageous advocacy. - School council to feedback to governors on a termly basis (governors meetings) on work completed and monies raised during courageous advocacy. - School council to feedback to parents in the school newsletter regularly to update them on courageous advocacy activities. - Purchase resources, which may be needed to successfully, carry out a courageous advocacy activity successfully (e.g. minibus costs to visit external sites). - Purchase of clipboards and recording books for school council.	September 2023	December 2023 March 2024 July 2024	Shirley Black Joanne Scoble Sam Walker Head teacher	Curriculum Subcommittee	

<i>To support RQTs and ensure that the teaching and learning policy is consistently applied by all who are new to the school as well as established staff.</i>	▪ Regularly evaluate the effectiveness of lessons and plan teaching to build on pupils' learning; ▪ Proactive & work consistently in all aspects of school life without prompting. To draw on advice and specialist support; ▪ ECT to use statistical information to identify target groups/individuals within his/her class & their associated next steps in reading, writing & maths; ▪ Pitch lessons at appropriate levels to ensure all groups make progress; ▪ Clearly differentiated work is planned; ▪ Marking is up-to-date, developmental & in line with school policy	September 2023 ECT Assessments	December 2023 March 2024 July 2024	Deputy Head Teachers Head teacher		<i>Curriculum Subcommittee</i> <i>Personnel Subcommittee</i> <i>School Improvement Partner</i> <i>HT</i>
<i>To further develop parents' understanding of how to support their child's development and further involve them in their child/children's learning.</i>	▪ Leaders of Learning to continue with a timetable of activities for Parent Workshops through liaison with the EYFS; ▪ Information for each element of the Curriculum to be the responsibility of individual leads, information and resources to be placed on school website; ▪ English Teams to create a booklet of key words, key vocabulary, anything for parents information to support their understanding of the primary English Curriculum to be sent out within the first two weeks of each Academic Year. ▪ Class teachers to support teachers with their child's learning through: ✓ Induction Evening; ✓ Letters home; ✓ Parents Evening; ✓ School Blog; ✓ Homework Support; ✓ Curriculum Maps; ✓ Letters home.	September 2023	October 2023 March 2024 June 2024	Deputy Head teachers Class Teachers Head teacher Leaders of Learning		<i>SLT</i> <i>Curriculum Subcommittee</i> <i>School Improvement Partner</i>