

## Curriculum and Standards Development Plan: April 2021 – April 2022

Ofsted Key Judgements	Whole School Action	Proposed Outcomes	Key Priorities
Leadership and Management	To create a whole school culture of high expectations, aspirations and academic excellence	<ul style="list-style-type: none"> <li>➤ To diminish any differences in the progress and attainment of disadvantaged pupils</li> <li>➤ The quality of teaching is highly effective across the school and precise CPD identified to meet the needs of individuals and staff as a whole</li> <li>➤ Subject leadership is effective</li> <li>➤ Governors continue to effectively hold the school leaders to account</li> <li>➤ Governors ensure that the school has a clear vision and strategy</li> <li>➤ Governors identify their own areas for development</li> <li>➤ The school culture prepares pupils positively for life in modern Britain and promotes the fundamental British Values</li> </ul>	<ul style="list-style-type: none"> <li>➤ A detailed Pupil Premium Strategy is in place to secure substantial improvement in diminishing the difference with progress and attainment of disadvantaged pupils</li> <li>➤ Leaders are aware and take account of the pressures on staff, considering staff well-being</li> <li>➤ Subject leaders to further develop their roles to ensure high quality teaching and learning of their curriculum</li> <li>➤ Review the school Vision and Mission with the whole community</li> <li>➤ Governors continue to gain an accurate and comprehensive understanding of the quality of education in school</li> <li>➤ Maintain a whole school culture which promotes resilience and British Values</li> </ul>
The Quality of Education	To be judged as at least 'good' as the school will provide a curriculum that is ambitious and designed to give all pupils the knowledge and cultural capital they need to succeed in life	<ul style="list-style-type: none"> <li>➤ To develop and embed a rich curriculum, which provides our children with the knowledge, skills and cultural capital needed to succeed in life.</li> <li>➤ Teachers embed Maths, Reading and Writing and communication across the whole curriculum</li> <li>➤ To develop pupils' fluency, confidence and enjoyment in reading</li> <li>➤ To develop the learning journey for writing, from Reception to Year 6</li> <li>➤ Pupils are provided with challenge</li> <li>➤ All pupils make at least expected progress</li> <li>➤ To adapt, design or develop the curriculum to meet the needs of pupils with SEND ensuring they develop fluency and independence</li> <li>➤ To embed the new EYFS reform</li> </ul>	<ul style="list-style-type: none"> <li>➤ Evaluate and adjust the intent of the whole school curriculum to match the needs of our pupils</li> <li>➤ Implement a broad and balanced curriculum which develops pupils' disciplinary skills and subject knowledge</li> <li>➤ Monitor and refine the new reading system to ensure the children are reading books which match their knowledge phonics</li> <li>➤ Identify learning gaps across the whole curriculum that have occurred during the pandemic and revise the intent accordingly.</li> <li>➤ To ensure reading is modelled and celebrated throughout the school</li> <li>➤ To develop a learning pathway for writing with a clear sequential approach, providing strong foundations for sentence level</li> <li>➤ To review and develop the current support for pupils with SEND</li> <li>➤ To respond to individual interests and needs and help them to build their learning over time.</li> <li>➤ To further develop challenge for higher attaining pupils</li> </ul>

## Curriculum and Standards Development Plan: April 2021 – April 2022

Ofsted Key Judgements	Whole School Action	Proposed Outcomes	Key Priorities
Personal Development	For pupils to be equipped with the skills, knowledge and understanding that society demands for their future lives	<ul style="list-style-type: none"> <li>➤ Pupils will be inspired through the opportunities that are offered to them</li> <li>➤ Provide pupils with the skills to enable them to become responsible, respectful, self-assured citizens</li> <li>➤ Pupils will be reflective and develop a sense of enjoyment about learning about themselves</li> <li>➤ Pupils understand, appreciate and respect differences in the world and its people, including the things we share in common across cultural, religious, ethnic and socio-economic communities.</li> <li>➤ Pupils will recognise the interaction between feelings, thoughts and behaviour.</li> <li>➤ Pupils will behave with integrity and cooperate consistently well with others</li> </ul>	<ul style="list-style-type: none"> <li>➤ Provide pupils with rich opportunities and experiences which stretch their own talents, interests and aspirations</li> <li>➤ Develop pupils’ emotional literacy, enabling them to express their feelings</li> <li>➤ Develop the transition process for pupils to ensure they are ready for the next stage of learning</li> <li>➤ Further establish mindfulness as a regular activity throughout the school</li> <li>➤ Raise awareness of differences within the world and its people</li> <li>➤ Embed Protective Behaviours across the school.</li> </ul>
Behaviour and Attitudes	For pupils to have positive attitudes towards learning, be resilient to problems they may face and to make a positive contribution to the life of the school and the wider community	<ul style="list-style-type: none"> <li>➤ Pupils will have a consistently positive attitude to learning</li> <li>➤ Pupils will remain motivated and persistent in the face of difficulties</li> <li>➤ Attendance will remain in-line or above National average</li> <li>➤ Punctuality be of high importance to the whole school community</li> <li>➤ Pupils will be proactive in their contribution to school life and the wider community</li> <li>➤ Develop personalised reward systems for each classroom</li> </ul>	<ul style="list-style-type: none"> <li>➤ Continue to embed Growth Mindset as an approach throughout the school</li> <li>➤ Raise pupils’ and parents’ awareness about importance of attendance</li> <li>➤ Pupils will recognise the importance of punctuality and the positive impact this has on learning and readiness for life</li> <li>➤ Pupils will participate in activities which enhance school and community life</li> </ul>

## Curriculum and Standards Development Plan: April 2021 – April 2022

### Leadership and Management

#### **Whole school action:**

To create a whole school culture of high expectations, aspirations and academic excellence

KB

#### **Overview of key priorities:**

- A detailed Pupil Premium Strategy is in place to secure substantial improvement in diminishing the difference with progress and attainment of disadvantaged pupils
- Leaders are aware and take account of the pressures on staff, considering staff well-being
- Subject leaders to further develop their roles to ensure high quality teaching and learning of their curriculum
- Review the school Vision and Mission with the whole community
- Governors continue to gain an accurate and comprehensive understanding of the quality of education in school
- Maintain a whole school culture which promotes resilience and British Values

#### **Proposed Outcomes:**

- To diminish any differences in the progress and attainment of disadvantaged pupils
- The quality of teaching is highly effective across the school and precise CPD identified to meet the needs of individuals and staff as a whole
- Subject leadership is effective
- Governors continue to effectively hold the school leaders to account
- Governors ensure that the school has a clear vision and strategy
- Governors identify their own areas for development
- The school culture prepares pupils positively for life in modern Britain and promotes the fundamental British Values

## Curriculum and Standards Development Plan: April 2021 – April 2022

<b>Effectiveness of Leadership and Management</b>						
<b>Priority Development</b>	<b>Actions</b>	<b>Resources/Costs</b>	<b>Personnel</b>		<b>Timescale</b>	
			Responsible	Impact	Start	End
➤ A detailed Pupil Premium Strategy is in place to secure substantial improvement in diminishing the difference with progress and attainment of disadvantaged pupils	<ul style="list-style-type: none"> <li>- Regularly review of the Pupil Premium Strategy to be discussed with staff and shared with governors</li> <li>- Link governor to monitor progress towards the strategy and report back to governors</li> <li>- Pupil progress meetings to discuss attainment and progress of all disadvantaged pupils and achievement reported back to governors</li> <li>- Evaluation of 2020 – 2021 Pupil Premium Strategy to feed into 2021 – 2022 Strategy, alongside the Education Endowment Foundation</li> <li>- School to identify whether there are further families who would be entitled to free school meals</li> </ul>	HT Time	KB	All	Ongoing	Ongoing
		Staff meeting Time Gov/HT Time	TH	KB		Termly
		Staff/ HT Time Internal Supply £150 x 6	KB	All Govs	Termly	
		HT Time/Data analysis	KB	Teachers	July 21/ Sept.21	Sept. 21
		Time	AF	Parents & pupils		Ongoing
➤ Leaders are aware and take account of the pressures on staff, considering staff well-being	<ul style="list-style-type: none"> <li>- Develop the role of Mental Health Lead (MHL) through establishing a clear Action Plan</li> <li>- Listen to and act upon staff feedback from questionnaires</li> <li>- Complete subject leader role activities at staff meetings where possible</li> <li>- Review current practice to identify if further changes can be made</li> </ul>	MHL Time	KB/MHL	Staff	Sum. 21	Spr. 22
		Internal Supply £75 x 3	MHL/KB	All	Termly	Termly
		Time	Subject leaders/KB	Subject leaders	Termly	Termly
		Staff meeting time	Staff/KB	All		Ongoing
		Staff meeting time				
➤ Review the school Vision and Mission with the whole community	<ul style="list-style-type: none"> <li>- Share the staff and governors' current progress with the pupils and the wider community</li> <li>- Implement new vision and mission</li> </ul>	Time	Govs./KB	All	Sum. 21	Ongoing
		Time- Inset Day TA overtime £400	School Council Lead All	All	Aut. 21	

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<b>Effectiveness of Leadership and Management</b>						
<b>Priority Development</b>	<b>Actions</b>	<b>Resources/Costs</b>	<b>Personnel</b>		<b>Timescale</b>	
			Responsible	Impact	Start	End
➤ Subject leaders to further develop their roles to ensure high quality teaching and learning of their curriculum	- Subject action plans to provide smart targets to move the subject forward	Staff meeting time	Subject leaders	All SL		Ongoing
	- Identify suitable CPD for staff to ensure teachers have the expertise to teach with good subject knowledge and confidence	Supply + Courses £2000 TLA support £1332	SL	All	Ongoing	Ongoing
	- Joint lesson observations and deep dives to be used as a coaching tool for subject leaders	Supply £150 x 3	KB/HIP	All All	Sum. 21	Termly
	- Book looks and pupils voice to be completed - Monitor and evaluate the sequence of learning to ensure pupils develop disciplinary skills and subject knowledge	Staff meetings Staff meeting time/INSET Resources £150 per foundation subject	SL/KB SL		Ongoing Termly	Termly Termly
➤ Governors continue to gain an accurate and comprehensive understanding of the quality of education in school	- Governors to evaluate 2020 – 2021 schedule of work and use this to develop schedule of work for 2021 - 2022	Time	CoG	All	July 21	Aut. 21
	- Governors minutes to evidence challenge given to leadership	Times/HfL Clerk £1,920	Govs/Clerk	Govs		Ongoing
	- Governors to continue to provide questions in advance of meetings		Govs	All		Ongoing
- Governors to update Skills Matrix and use this to appoint further governing body positions	Time	CoG/Clerk	All		Ongoing	
➤ Maintain a whole school culture which promotes resilience and British Values	- Identify and monitor curriculum themes which promote resilience and British Values	Staff meeting time	SL	All		Ongoing
	- Use of Jigsaw assemblies to promote British Values	Dedicated lesson time	CT	All		Ongoing
	- Staff to understand how Jigsaw promotes British Values	Staff meeting time	SL	All		Ongoing

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The Quality of Education	
<b>Whole school action:</b>	
To be judged as at least 'good' as the school will provide a curriculum that is ambitious and designed to give all pupils the knowledge and cultural capital they need to succeed in life	KB

Overview of key priorities:
<ul style="list-style-type: none"> <li>➤ Evaluate and adjust the intent of the whole school curriculum to match the needs of our pupils</li> <li>➤ Implement a broad and balanced curriculum which develops pupils' disciplinary skills and subject knowledge</li> <li>➤ Monitor and refine the new reading system to ensure the children are reading books which match their knowledge phonics</li> <li>➤ Identify learning gaps across the whole curriculum that have occurred during the pandemic and revise the intent accordingly.</li> <li>➤ To ensure reading is modelled and celebrated throughout the school</li> <li>➤ To develop a learning pathway for writing with a clear sequential approach, providing strong foundations for sentence level</li> <li>➤ To ensure all pupils make at least expected progress in reading</li> <li>➤ To ensure all pupils make at least expected progress in writing</li> <li>➤ To develop fluency and mastery in maths to enable all pupils to make at least expected progress</li> <li>➤ To review and develop the current support for pupils with SEND</li> <li>➤ To respond to individual interests and needs and help them to build their learning over time ensuring all children have a chance at success (EYFS)</li> <li>➤ To further develop challenge for higher attaining pupils</li> </ul>

Proposed Outcomes:
<ul style="list-style-type: none"> <li>➤ To develop and embed a rich curriculum, which provides our children with the knowledge, skills and cultural capital needed to succeed in life.</li> <li>➤ Teachers embed Maths, Reading and Writing and communication across the whole curriculum</li> <li>➤ To develop pupils' fluency, confidence and enjoyment in reading</li> <li>➤ To develop the learning journey for writing, from Reception to Year 6</li> <li>➤ Pupils are provided with challenge</li> <li>➤ All pupils make at least expected progress</li> <li>➤ To adapt, design or develop the curriculum to meet the needs of pupils with SEND ensuring they develop fluency and independence</li> <li>➤ To embed the new EYFS reform</li> </ul>

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The Quality of Education						
Priority Development	Actions	Resources/Costs	Personnel		Timescale	
			Responsible	Impact	Start	End
➤ Evaluate and adjust the intent of the whole school curriculum to match the needs of our pupils	- Identify how each subjects' intent feeds into the whole school vision and mission	Staff meeting time	SL	ALL		Ongoing
	- Seek evidence and feedback from pupils and staff to ascertain how our curriculum is meeting the needs of our pupils	Staff meeting time	SL	All	Termly	Termly
	- Further review the coverage of skills and knowledge within the curriculum and ensure EYFS is linked - Remain focussed on end points of learning for each educational phase	Subject leader release time £2000	SL	All	Termly	Termly
➤ Implement a broad and balanced curriculum which develops pupils' disciplinary skills and subject knowledge	- Continue to review and refine subject intent to develop well sequenced components of learning and overcoming gaps from the pandemic	Inset Day	SL	All	Sept. 21	Termly
	- Monitor and evaluate the teaching of the whole school curriculum through observations, pupil voice and book looks	Time/Supply £180 x 6 HIP visit – deep dives	SL	All	Ongoing	Ongoing
	- Identify individual staff needs and provide appropriate CPD support for staff	Time/Supply/Courses £3000	SL/KB	Individuals		Ongoing
	- Review assessment of foundation subjects so it is a tool to inform future teaching and enhance learning	Staff meeting time	SL/CT	All		ongoing
	- Provide home learning projects that further consolidate understanding and create a desire to learn more	Teachers' time	SL	All	Sum. 21	Ongoing
➤ Identify learning gaps across the whole curriculum that have occurred during the pandemic and revise the intent accordingly.	- Identify areas of learning which were either not secured or did not occur during the pandemic.	Staff meeting time	SL	All	Sum. 21	Aut. 21
	- Establish how these areas can be addressed in future years and map these onto the curriculum intent.	Subject leader time £360	SL	All	Sum. 21	Aut. 21
	- Monitor coverage of the adapted intent and support teachers accordingly.		SL	All	Ongoing	Sum. 22
	- Ensure a broad curriculum is taught.		CT	All	Ongoing	

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The Quality of Education						
Priority Development	Actions	Resources/Costs	Personnel		Timescale	
			Responsible	Impact	Start	End
➤ Monitor and refine the new reading system to ensure the children are reading books which match their knowledge phonics	- Train key member of staff to take lead in Accelerated Reader across the school	Time	KB	All	Sum. 21	Aut. 21
	- Hold parent sessions to give guidance on how they can support their child/ren	Time	Reading SL	All	Aut. 21	Aut. 21
	- Ensure all staff know how to match the books to the needs of the pupils	Time	Reading SL	All	Ongoing	Termly
➤ To ensure reading is celebrated and modelled throughout the school	- Reading assembly once a week to be taken by different staff throughout the year	Time	All staff	All		Ongoing
	- Develop book club for older children as well as youngers	Time	Reading SL	Pupils	Aut. 21	Ongoing
	- Author visit to school	£500	English SL	All	Aut. 21	Spr.21
	- Raise the profile of children completing targets on Accelerated Reader	Time £200 for reprographics	Accelerated Reader Lead	Pupils		Ongoing
➤ To ensure all pupils make at least expected progress in reading	- Continue to evaluate and refine current guided reading procedures, looking at data to identify impact of changes made	SL Time	SL Reading SL	CT All	Aut. 21	Aut. 21
	- Audit, rationalise and update reading stock. - Identify suitable interventions for pupils e.g. phonics, reading for comprehension – pupil progress meetings	Time Staff/ HT Time Internal Supply £150 x 6	All staff Class teachers	Pupils	Ongoing Ongoing	
➤ To ensure all pupils make at least expected progress in writing	- Explore options for developing grammar skills and understanding	Staff meeting time	English SL	All	Sum. 21	Termly
	- Set high expectations for writing skills across the subjects	TLA support £1320	All	All	Ongoing	
	- Take writing back to the basics in EYFS and KS1 - Embed the spelling scheme, teaching rules through discrete spelling sessions. Ensure new staff are familiar with this.	TLA support £1320 SL time/Staff meeting time	All English SL	All All	Ongoing Ongoing	



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The Quality of Education						
Priority Development	Actions	Resources/Costs	Personnel		Timescale	
			Responsible	Impact	Start	End
➤ To develop a learning pathway for writing with a clear sequential approach, providing strong foundations for sentence level	<ul style="list-style-type: none"> <li>- Continue to work with Herts for Learning (HfL) teaching and learning advisor (TLA) to review the school’s approach to early writing</li> <li>- Provide training for all staff to show progression and development through the years</li> <li>- Monitor the impact of support</li> </ul>	TLA support £1320	KS1 Team/SL	All	Aut. 21	Aut. 21
		INSET TA overtime £400	All	All	Aut. 21	Aut. 21
		Subject leader time	SL	All		Ongoing
➤ To develop fluency and mastery in maths to enable all pupils to make at least expected progress	<ul style="list-style-type: none"> <li>- Continue to use HfL planning to support maths</li> <li>- Use staff meetings as opportunities to share good practice</li> <li>- Ensure fluency sessions are embedded within practice</li> <li>- Develop a whole school approach to learning multiplication facts</li> <li>- Ensure working walls reflect appropriate use of vocabulary and model verbal reasoning</li> <li>- Provide pupils with speaking frames appropriately</li> <li>- Use manipulatives to develop pupils understanding</li> </ul>	PA Plus subscription £391	Maths SL	All	Ongoing	
		Class time	Teachers	All	Ongoing	
		SL time + supply £150	SL	All	Sum. 21	Aut. 21
		Staff meeting time	Maths SL/CT	All	Ongoing	Ongoing
		Resources	Teachers	All	Ongoing	Ongoing
Resources	Teachers	All	Ongoing	Ongoing		
➤ To refine current practices in place to support for pupils with SEND	<ul style="list-style-type: none"> <li>- Ensure clear systems for SEND referrals and detailed log of the procedures in place</li> <li>- Raise awareness of individual needs across the school, ensure children recognise and support differences in each other</li> <li>- Develop a nurturing space in school for pupils to take time out</li> <li>- Embed Protective Behaviours through the school</li> </ul>	Time	SENCO	All	Sum. 21	Ongoing
		Assemblies	SENCO/HT	All	Sum. 21	Ongoing
		Link with Library development	HT/SENCO	All	Sum. 22	
		Assemblies/PSHE	All Staff	All	Ongoing	Ongoing

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The Quality of Education						
Priority Development	Actions	Resources/Costs	Personnel		Timescale	
			Responsible	Impact	Start	End
➤ To respond to individual interests and needs and help them to build their learning over time (EYFS) to ensure all children have a chance of success	- Embed the new statutory framework and development matters non-statutory guidance for the Early Years outcomes	Time	EYFS Team	EYFS	Ongoing	Ongoing
	- Develop a language/ communication rich culture - Develop high quality child-initiated learning opportunities through working the EY advisor and other schools (Covid allowing)	Staff meetings TLA support	EYFS Team KB/EYFS Team	EYFS EYFS Team	Sum. 21 Ongoing	Ongoing Aut. 21
	- Deepen understanding of the characteristics of effective learning and self-regulation and executive function - Embed smooth transition procedures	Training	EYFS Team	EYFS	Ongoing	
➤ To further develop challenge for higher attaining pupils	- Continue to use HfL planning to support maths		Maths SL	All	Ongoing	
	- Use staff meetings as opportunities to share good practice - Ensure working walls reflect appropriate use of vocabulary and model verbal reasoning	Staff meeting time	Maths SL	All	Ongoing	
	- Provide pupils with speaking frames appropriately	Release time 3 x £180	Maths SL/CT	All	Ongoing	Ongoing

## Curriculum and Standards Development Plan: April 2021 – April 2022

### Personal Development

Whole school action:

For pupils to be equipped with the skills, knowledge and understanding that society demands for their future lives

KB

Overview of key priorities:

- Provide pupils with rich opportunities and experiences which stretch their own talents, interests and aspirations
- Develop pupils' emotional literacy, enabling them to express their feelings
- Develop the transition process for pupils to ensure they are ready for the next stage of learning
- Further establish mindfulness as a regular activity throughout the school
- Raise awareness of differences within the world and its people
- Embed Protective Behaviours across the school

Proposed Outcomes:

- Pupils will be inspired through the opportunities that are offered to them
- Provide pupils with the skills to enable them to become responsible, respectful, self-assured citizens
- Pupils will be reflective and develop a sense of enjoyment about learning about themselves
- Pupils understand, appreciate and respect differences in the world and its people, including the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Pupils will recognise the interaction between feelings, thoughts and behaviour.
- Pupils will behave with integrity and cooperate consistently well with others

## Curriculum and Standards Development Plan: April 2021 – April 2022

Personal Development						
Priority Development	Actions	Resources/Costs	Personnel		Timescale	
			Responsible	Impact	Start	End
➤ Provide pupils with rich opportunities and experiences which stretch their own talents, interests and aspirations	<ul style="list-style-type: none"> <li>- Develop the range of clubs available to pupils</li> <li>- Complete additional enrichment activities such as Young Voices, School Debates, K'Nex challenge</li> <li>- Encourage visitors to school for 'aspiration' assemblies</li> <li>- Organise a 'Careers Awareness Workshop'</li> <li>- Develop the role of Peer Mediators so they provide support for pupils with the whole of school life</li> </ul>	Teacher time/TA time £300	KB/SL	All	Aut. 21	Ongoing
		Time	KB/SL/CT	All Pupils	Aut. 21	Ongoing
		HT time	All	All Pupils	Aut.21	Ongoing
➤ Develop pupils' emotional literacy, enabling them to express their feelings	<ul style="list-style-type: none"> <li>- Early morning work to be focused on emotional literacy once a week</li> <li>- Monday assembly to introduce 3 new words a week – each based on a them for the half term- display centrally</li> <li>- PSHE lessons used to enhance pupils, ability to share feelings using appropriate vocabulary</li> </ul>	Class time	CT	All	Sum. 21	Ongoing
		Assembly time	HT	All	Sum. 21	Ongoing
		PSHE lessons	CT	Pupils	Sum, 21	Ongoing
➤ Develop the transition process for pupils to ensure they are ready for the next stage of learning	<ul style="list-style-type: none"> <li>- Identify the main differences between the systems in our primary and secondary schools and identify which of these we can plan towards e.g. trips on the bus, school lockers being used</li> <li>- Invite ex-pupils in to speak to Year 6 children about Secondary School - virtually</li> <li>- Attend secondary school transition sessions</li> <li>- Use feedback from previous year's transition evening to improve this year</li> <li>- Organise question and answer sessions for the pupils</li> <li>- Review transition at the end of September. Gain feedback from Leavers 2021 to ascertain 'prepared' they felt.</li> </ul>	Staff time	KB CT	All		Ongoing
			CT	Year 6	Sum. 21	Each summer
			HT/CT	Year 6	Sum. 21	Aut. 21
➤ Further establish mindfulness as a regular activity throughout the school	<ul style="list-style-type: none"> <li>- Train new staff in the use of Jigsaw</li> <li>- Evaluate current practice for Jigsaw PSHE and areas this could be further improved</li> <li>- Provide further understanding of mindfulness for parents</li> </ul>	Teacher time	KB	All	Sum. 21	Ongoing
		SL time				Sum. 21
		Time	SL	Parents	Sum. 21	

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Personal Development						
Priority Development	Actions	Resources/Costs	Personnel		Timescale	
			Responsible	Impact	Start	End
➤ Raise awareness of differences within the world and its people	<ul style="list-style-type: none"> <li>- Ensure opportunities are taken within the wider curriculum to share differences</li> <li>- Celebrate differences for pupils within our school and share these in assemblies</li> </ul>	Time	All	All	Ongoing	Ongoing
➤ Embed Protective Behaviours across the school	<ul style="list-style-type: none"> <li>- Train all staff at introductory level of Protective Behaviours (PB)</li> <li>- Train two staff members fully in PB to implement properly across the school</li> <li>- Establish a plan for embedding PBs throughout the whole school community</li> </ul>	Inset day £500	KB	All	Sum.21	Sum. 21
		2 x £150 course 1 x £80 cover	KB	All	Sum. 21	Sum. 21
		Time	KB/AB	All	Sum. 21	Aut. 21

## Curriculum and Standards Development Plan: April 2021 – April 2022

<b>Behaviour and Attitude</b>	
<b>Whole school action:</b>	
For pupils to have positive attitudes towards learning, be resilient to problems they may face and to make a positive contribution to the life of the school and the wider community	KB

<b>Overview of key priorities:</b>
<ul style="list-style-type: none"> <li>➤ Continue to embed Growth Mindset as an approach throughout the school</li> <li>➤ Raise pupils' and parents' awareness about importance of attendance</li> <li>➤ Pupils will recognise the importance of punctuality and the positive impact this has on learning and readiness for life</li> <li>➤ Pupils will participate in activities which enhance school and community life</li> </ul>



<b>Proposed Outcomes:</b>
<ul style="list-style-type: none"> <li>➤ Pupils will have a consistently positive attitude to learning</li> <li>➤ Pupils will remain motivated and persistent in the face of difficulties</li> <li>➤ Attendance will remain in-line or above National average</li> <li>➤ Punctuality be of high importance to the whole school community</li> <li>➤ Pupils will be proactive in their contribution to school life and the wider community</li> </ul>

## Curriculum and Standards Development Plan: April 2021 – April 2022

Behaviours and Attitudes						
Priority Development	Actions	Resources/Costs	Personnel		Timescale	
			Responsible	Impact	Start	End
➤ Continue to embed Growth Mindset as an approach throughout the school	<ul style="list-style-type: none"> <li>- Further train staff in understanding a growth mindset approach</li> <li>- Provide workshops for parents to ensure they understand the approach and support their child</li> <li>- Use assemblies to celebrate achievements and share stories</li> </ul>	Inset day TA overtime £400 Staff meeting time to plan Time	HT	All	Aut. 21	Sum. 22
			Teachers	Parents	Aut. 21	Sum.22
			Teachers	Pupils	Ongoing	Ongoing
➤ Raise pupils and parents awareness about importance of attendance	<ul style="list-style-type: none"> <li>- Work closely with families who are causing concern</li> </ul>	Time	HT	Pupils/Parents	Ongoing	
➤ Pupils will recognise the importance of punctuality and the positive impact this has on learning and readiness for life	<ul style="list-style-type: none"> <li>- Work to support individual families who are consistently late</li> <li>-</li> </ul>	Time	Teachers/HT	Pupils	Ongoing	
➤ Pupils will participate in activities which enhance school and community life (Covid allowing)	<ul style="list-style-type: none"> <li>- Complete additional enrichment activities such as Young Voices, School Debates, K'Nex challenge</li> <li>- Continue to attend community events such as Chapel services, carol concerts</li> <li>- Work with school councillors to identify ways to further support the local community</li> <li>- Sport TA to obtain coaching qualifications in specific sports and provide these as clubs</li> <li>- Develop activities at lunchtime</li> </ul>	Time £300  Courses £1000	All	All	Ongoing	Ongoing
			All	All	Ongoing	
			All	All	Ongoing	
			HT/Sports TA	All	Ongoing	
			HT/MSAs	All	Ongoing	

Curriculum and Standards Development Plan: April 2021 – April 2022

Behaviours and Attitudes						
Priority Development	Actions	Resources/Costs	Personnel		Timescale	
			Responsible	Impact	Start	End
➤ Develop personalised reward systems for each classroom	<ul style="list-style-type: none"> <li>- Obtain pupil voice via school council to identify what pupils would like</li> <li>- Establish and embed reward system</li> </ul>	Time – School council Time	Teachers	All	Aut. 21	Aut. 21
			Teachers	All	Aut. 21	Ongoing