

Curriculum and Standards Development Plan: April 2023 – April 2024

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"> ➤ 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 ➤ Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice. ➤ Subject leadership is effective ➤ Staff consistently report high levels of support for well-being issues. ➤ Governors continue to effectively hold the school leaders to account ➤ Governors and leaders ensure that the school has a clear vision and strategy ➤ The school culture prepares pupils positively for life in modern Britain and promotes the fundamental British Values 	<ul style="list-style-type: none"> ➤ Highly effective and meaningful engagement takes place with staff at all levels and issues are identified ➤ Leaders are aware and take account of the pressures on staff, considering staff well-being ➤ Subject leaders to monitor and evaluate their subjects to ensure series of lessons contribute well to delivering the curriculum intent ➤ Review, revamp and embed 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

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Ofsted Key Judgements	Whole School Action	Proposed Outcomes	Key Priorities
The Quality of Education	To further enhance the curriculum so that it remains ambitious and designed to give all pupils the knowledge and cultural capital they need to succeed in life	<ul style="list-style-type: none"> ➤ To embed our rich curriculum, which provides our children with the knowledge, skills and cultural capital needed to succeed in life. ➤ Teachers ensure levels of writing are consistently high across all subjects ➤ Pupils are provided with challenge and the % of pupils reaching greater depth increases ➤ All pupils make at least expected progress ➤ To adapt, design or develop the curriculum to meet the needs of pupils with SEND ensuring they develop fluency and independence ➤ To further enhance the Early Years curriculum and provision 	<ul style="list-style-type: none"> ➤ Evaluate and adjust the intent of the foundation curriculum to ensure it provides cumulatively sufficient skills and knowledge ➤ Consider how retrieval practice can be applied across all classes and through the school to ensure that pupils know and remember more over time ➤ To develop maths fluency through EYFS and KS1 ➤ Enhance pupils' vocabulary through explicit planning and teaching of tier 2 words ➤ Evaluate and adapt the learning pathway for writing, ensuring a clear sequential approach, providing strong foundations for sentence level ➤ Review and develop the curriculum for pupils with SEND and the CPD for staff supporting pupils with SEND ➤ To respond to individual needs and interests and help them to build their learning over time (EYFS) to ensure all children achieve and are fully prepared for future learning ➤ To develop opportunities for 'quick graspers' to think deeper and enable independent thinking

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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"> ➤ Pupils will be provided opportunities to develop their talents and interests and will be inspired as a result of these opportunities ➤ Provide pupils with the skills to enable them to become responsible, respectful, self-assured citizens ➤ Pupils will strive to improve themselves both within the curriculum and with extra-curricular opportunities ➤ 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 	<ul style="list-style-type: none"> ➤ Provide pupils with rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities which considerably strengthen the school's offer ➤ Pupils engage with views, beliefs and opinions that are different from their own in considered ways. ➤ Develop pupils' emotional literacy, providing them with richer vocabulary to express their feelings ➤ Ensure smooth transition processes for pupils to ensure they are ready for the next stage of learning, particularly year 1 ➤ Continue to raise awareness of differences within the world and its people
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"> ➤ Pupils will have a consistently positive attitude to learning ➤ Pupils will remain motivated and persistent in the face of difficulties ➤ Pupils will be proactive in their contribution to school life and the wider community 	<ul style="list-style-type: none"> ➤ Create a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated. ➤ Continue to embed Growth Mindset as an approach throughout the school ➤ Pupils will participate in activities which enhance school and community life ➤ Further develop a restorative justice approach to enable all staff to 'understand' behaviour, not just manage it – steps training

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Leadership and Management	
Whole school action:	
To create a whole school culture of high expectations, aspirations and academic excellence	KB

Overview of key priorities:
<ul style="list-style-type: none"> ➤ Highly effective and meaningful engagement takes place with staff at all levels and issues are identified ➤ Leaders are aware and take account of the pressures on staff, considering staff well-being ➤ Review, revamp and embed the school Vision and Mission with the whole community ➤ Subject leaders to monitor and evaluate their subjects to ensure series of lessons contribute well to delivering the curriculum intent ➤ 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:
<ul style="list-style-type: none"> ➤ 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 ➤ Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice. ➤ Subject leadership is effective ➤ Staff consistently report high levels of support for well-being issues. ➤ Governors continue to effectively hold the school leaders to account ➤ Governors and leaders ensure that the school has a clear vision and strategy ➤ The school culture prepares pupils positively for life in modern Britain and promotes the fundamental British Values

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Effectiveness of Leadership and Management						
Priority Development	Actions	Resources/Costs	Personnel		Timescale	
			Responsible	Impact	Start	End
➤ Highly effective and meaningful engagement takes place with staff at all levels and issues are identified	<ul style="list-style-type: none"> ➤ Weekly updates for staff ➤ Identification of CPD through the appraisal process ➤ School development plan shared with staff ➤ Staff survey completed once a year and used to identify areas for further development 	HT time HT/Staff time TA time £144 Time	HT HT HT HT	Staff Wh. sch Wh. Sch Staff	Weekly Spr. 23 Spr. 23 Dec. 23	Aut. 23 Aut. 23 Feb. 24
➤ Leaders are aware and take account of the pressures on staff, considering staff well-being	<ul style="list-style-type: none"> ➤ Well-being governor to keep-in-touch with staff at least termly ➤ Staff surveys to be completed ➤ Listen to and act upon staff feedback from questionnaires where appropriate ➤ Review current practice to identify if further changes can be made 	Gov. time Staff time Staff meeting time Staff meeting time	Well-being gov. HT HT/Gov. Staff/KB	Staff All All All	Termly Dec. 23 Spr. 24	Termly Dec. 24 Spr. 24 ongoing
➤ Review, revamp and embed the school Vision and Mission with the whole community	<ul style="list-style-type: none"> ➤ HT to develop mission and vision based on work so far ➤ Ideas to be taken to wider community ➤ Implement new vision and mission 	Time Time- Inset Day TA overtime £400	Govs./KB School Council Lead All	All All	Sum. 23 Sum. 23 Aut. 23	Sum. 23 Sum. 23 ongoing

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Effectiveness of Leadership and Management						
Priority Development	Actions	Resources/Costs	Personnel		Timescale	
			Responsible	Impact	Start	End
➤ Subject leaders to monitor and evaluate their subjects to ensure series of lessons contribute well to delivering the curriculum intent	➤ Robust subject action plans to be in place with financial planning	Staff leader time £4680	SL	All SL	Sum. 24	Sum. 24
	➤ Identify suitable CPD for staff to ensure teachers have the expertise to teach with good subject knowledge and confidence	Supply + Courses £500 TLA support £1400	SL/KB	All	Ongoing	Ongoing
	➤ Joint lesson observations and deep dives to be used as a coaching tool for subject leaders	SL cover £300	KB/HIP	All All	Aut. 24	Spr. 24
	➤ Book looks and pupils voice to be completed with a particular focus on lesson objectives and links with activities	Subject leader time	SL/KB	All	Ongoing Termly	Termly Termly
	➤ Monitor and evaluate the sequence of learning to ensure pupils develop disciplinary skills and subject knowledge	Subject leader time £4860	SL	All	Termly	Termly
	➤ Ensure high quality resources are available for subject	Resources £1300	SL	All	Termly	Termly
➤ Governors continue to gain an accurate and comprehensive understanding of the quality of education in school	➤ Governors to evaluate 2022 – 2023 schedule of work and use this to develop schedule of work for 2023 - 2024	Time	CoG	All	Sum. 24	Sum. 24
	➤ Governors' minutes from committee meetings to evidence challenge given to leadership in more detail	Times/HfL Clerk £2027	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
	➤ Subject leader links to challenge subject leaders and hold them to account	Time	Govs.	All		Ongoing
➤ Maintain a whole school culture which promotes resilience and British Values	➤ Further raise the profile of curriculum themes which promote resilience and British Values	Staff meeting time	PSHE SL	All		Ongoing
	➤ Use of Jigsaw assemblies to promote British Values	Dedicated lesson time	CT	All		Ongoing
	➤ Language of British Values to be used across the school and for pupils to be familiar with this	Staff meeting time/lesson time	PSHE SL	All		Ongoing

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The Quality of Education

Whole school action:

To further enhance the curriculum so that it remains ambitious and designed to give all pupils the knowledge and cultural capital they need to succeed in life

Overview of key priorities:

- Evaluate and adjust the intent of the foundation curriculum to ensure it provides cumulatively sufficient skills and knowledge
- Consider how retrieval practice can be applied across all classes and through the school to ensure that pupils know and remember more over time
- Enhance pupils' vocabulary through explicit planning and teaching of tier 2 words
- Evaluate and adapt the learning pathway for writing, ensuring a clear sequential approach, providing strong foundations for sentence level
- To develop maths fluency through EYFS and KS1
- Review and develop the curriculum for pupils with SEND and the CPD for staff supporting pupils with SEND
- To respond to individual needs and interests and help them to build their learning over time (EYFS) to ensure all children achieve and are fully prepared for future learning
- To develop opportunities for 'quick graspers' to think deeper and enable independent thinking

Proposed Outcomes:

- To embed our rich curriculum, which provides our children with the knowledge, skills and cultural capital needed to succeed in life.
- Teachers ensure levels of writing are consistently high across all subjects
- Pupils are provided with challenge and the % of pupils reaching greater depth increases
- All pupils make at least expected progress
- To adapt, design or develop the curriculum to meet the needs of pupils with SEND ensuring they develop fluency and independence
- To further enhance the Early Years curriculum and provision

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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 foundation curriculum to ensure it provides cumulatively sufficient skills and knowledge	<ul style="list-style-type: none"> ➤ Identify how each subjects' intent feeds into the whole school's new vision and mission ➤ Seek evidence and feedback from pupils and staff to ascertain how our curriculum is meeting the needs of our pupils ➤ Review the teaching sequences for Geography and History and ensure learning activities develop pupil disciplinary practise ➤ Remain focussed on end points of learning for each educational phase 	Staff meeting time	SL	ALL		Ongoing
		Staff meeting time	SL	All	Termly	Termly
		Subject leader release time/staff meeting time	SL	All	Termly	Termly
		Staff meeting time	SL	All	Termly	Termly
➤ Consider how retrieval practice can be applied across all classes and through the school to ensure that pupils know and remember more over time	<ul style="list-style-type: none"> ➤ All staff to have a good awareness of the knowledge and skills progressions for each subject and use these when planning ➤ Develop strategies within lessons that enable children to refer to and build on prior learning, particularly in subjects where this is less apparent e.g. Geo./Hist. ➤ Work in books to be referred back to over time and children to see this as a learning resource, not just a recording device 	Teacher's time	Staff	All		Ongoing
		Subject leader time Staff meeting time	Teachers – JR to lead	All	Sum. 23	Aut. 24
		Lesson time	Teachers/pupils	All		ongoing
➤ Enhance pupils' vocabulary through explicit planning and teaching of tier 2 words	<ul style="list-style-type: none"> ➤ Ensure progression in vocabulary documents are completed for all subjects ➤ Review progression in vocabulary documents as topics are taught ➤ Mindmaps on flipcharts at the start of each topic to be built on as lessons progress – this should include key vocab. ➤ Key vocab. to be written in books at start of topics or as they progress 	Subject leader time	SL	All	Sum. 23	Sum. 23
		Staff meeting time	Teachers	Pupils		Ongoing
		Flip chart - £200	Teachers	Pupils		Ongoing
		Lesson time	Pupils	Pupils		Ongoing

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The Quality of Education						
Priority Development	Actions	Resources/Costs	Personnel		Timescale	
			Responsible	Impact	Start	End
➤ Evaluate and adapt the learning pathway for writing, ensuring a clear sequential approach, providing strong foundations for sentence level	<ul style="list-style-type: none"> ➤ Continue to work with Herts for Learning (HfL) teaching and learning advisor (TLA) to review the school's approach to early writing ➤ Moderate books across the school as a whole staff ➤ Moderate books with other schools ➤ Monitor quality of learning in books and feedback/support staff accordingly ➤ Make use of learning resources to support early writing e.g. cut up sentences, clicker ➤ Embed shape sentences (a form of colourful semantics) as an early writing teaching strategy 	TLA support £1400	KS1 Team/SL	All	Sum. 23	Aut. 23
		Staff meeting	All	All	Termly	Termly
		Moderation course £200	HT/English SL	All	Sum. 23	Spr. 24
		SL time	Teachers	All	Termly	Termly
		Resources £400 – photocopying	HT/English lead	Pupils		Ongoing
Training £200		Pupils		Ongoing		
TA overtime £200						
➤ To develop pupils maths fluency through EYFS and KS1	<ul style="list-style-type: none"> ➤ Implement the NCETM Maths fluency programme into EYFS and KS1 ➤ Lower KS2 teacher to observe fluency practice so it can be continued in LKS2. ➤ Work with other schools if needed to identify effective practice already established 	Time	EYFS/KS1 teachers	EYFS/KS1	Aut. 23	Ongoing
		Time – TA overtime £50	LKS2 teacher	LKS2	Spr.24	Sum. 24
		Time	EYFS/KS1 teacher	EYFS/KS1	Aut. 23	Spr. 24
➤ Review and develop the curriculum for pupils with SEND and the CPD for staff supporting pupils with SEND	<ul style="list-style-type: none"> ➤ Ensure clear systems for SEND referrals and detailed log of the procedures in place ➤ Raise awareness of individual needs across the school, ensure children recognise and support differences in each other ➤ Complete staff audit to identify current needs ➤ Ensure all SEND pupils have a professionals page to easily access external support ➤ Access external support to enhance staff CPD 	Time	SENCO	All	Ongoing	Ongoing
		Assemblies	SENCO	All	Sum. 23	Ongoing
			SENCO	All	Sum. 22	Ongoing
		Time	SENCO	All		Ongoing
		Time	SENCO/teachers	Pupils		Ongoing

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The Quality of Education						
Priority Development	Actions	Resources/Costs	Personnel		Timescale	
			Responsible	Impact	Start	End
➤ To respond to individual needs and interests and help them to build their learning over time (EYFS) to ensure all children achieve and are fully prepared for future learning	<ul style="list-style-type: none"> ➤ Further develop a language/ communication rich culture building on children’s baseline and previous experience ➤ Further develop high quality child-initiated learning opportunity e.g. woodwork area/kitchen area ➤ Prioritise social skills and social interaction to develop self-regulation and executive functions ➤ Continue to ensure smooth transition procedures ➤ Complete EYFS aims and ambitions to reflect school values 	Lesson time	EYFS Team	EYFS	Ongoing	Ongoing
		Lesson time	EYFS Team	EYFS	Sum. 23	Ongoing
			EYFS Team	EYFS	Ongoing	Ongoing
		Release time to visit previous settings £130	KB/EYFS Team	EYFS	Sum. 23 Aut. 23	Sum. 23 Aut. 23
➤ To develop opportunities for ‘quick graspers’ to think deeper and enable independent thinking	<ul style="list-style-type: none"> ➤ Use speaking frameworks to help children articulate their thinking ➤ Present pupil with misconceptions for them to reason with ➤ Provide pupils opportunities to discuss learning 	Teachers Lesson time	Teachers	Pupils	Ongoing	
			Teachers	Pupils	Ongoing	
			Teachers	Pupils	Ongoing	Ongoing

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Personal Development

Whole school action:

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

Overview of key priorities:

- Provide pupils with rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities which considerably strengthen the school's offer
- Pupils engage with views, beliefs and opinions that are different from their own in considered ways.
- Develop pupils' emotional literacy, providing them with richer vocabulary to express their feelings
- Ensure smooth transition processes for pupils to ensure they are ready for the next stage of learning, particularly year 1
- Continue to raise awareness of differences within the world and its people

Proposed Outcomes:

- Pupils will be provided opportunities to develop their talents and interests and will be inspired as a result of these opportunities
- Provide pupils with the skills to enable them to become responsible, respectful, self-assured citizens
- Pupils will strive to improve themselves both within the curriculum and with extra-curricular opportunities
- 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

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Personal Development						
Priority Development	Actions	Resources/Costs	Personnel		Timescale	
			Responsible	Impact	Start	End
➤ Provide pupils with rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities which considerably strengthen the school's offer	➤ Develop the range of clubs available to pupils	Teacher time/TA time	HT/SL	All	Aut. 23	Ongoing
	➤ Complete additional enrichment activities such as Young Voices, School Debates, K'Nex challenge and plan these into the curriculum	£300	HT/SL/CT	All		Ongoing
	➤ Encourage visitors to school for 'aspiration' assemblies	Time	All	Pupils		Ongoing
➤ Pupils engage with views, beliefs and opinions that are different from their own in considered ways.	➤ Organise a 'Careers Awareness Workshop'	Time	HT	Pupils	Aut. 23	Spr. 24
	➤ Develop the role of Peer Mediators so they provide support for pupils with the whole of school life	Time	HT	All		Ongoing
➤ Develop pupils' emotional literacy, providing them with richer vocabulary to express their feelings	➤ Ensure PSHE and RE lessons are used to their maximum potential to develop discussions and debates	Jigsaw and RE Curriculum	Teachers	Pupils		Ongoing
	➤ Use Newsround assemblies as opportunities for whole school discussions	Assemblies	HT/Teachers	Pupils		Ongoing
	➤ Invite visitors from different faiths to talk to the children.	SL time	RE subject lead	Pupils		Ongoing
➤ Develop pupils' emotional literacy, providing them with richer vocabulary to express their feelings	➤ Monday assembly to introduce and emotion for the week and reference made to each classes' emotional wheel	Assembly time	HT	All		Ongoing
	➤ Emotional wheels to be displayed in the hall and classes		Teachers	Pupils		Ongoing
	➤ PSHE lessons used to enhance pupils, ability to share feelings using appropriate vocabulary	PSHE lessons	Teachers	Pupils		Ongoing

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Personal Development						
Priority Development	Actions	Resources/Costs	Personnel		Timescale	
			Responsible	Impact	Start	End
➤ Ensure smooth transition processes for pupils to ensure they are ready for the next stage of learning, particularly year 1	<ul style="list-style-type: none"> ➤ 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 ➤ Invite ex-pupils in to speak to Year 6 children about Secondary School - virtually ➤ Attend secondary school transition sessions ➤ Develop independence of pupils in Class 1 to complete activities with limited adult guidance and start to timetable for Class 2 sessions ➤ Complete a handwriting in assessment in year 1 	Staff time	Year 6 teacher	Year 6	Ongoing	Ongoing
			HT	Year 6	Sum. 23	Each summer
			Pupils	Year 6	Sum. 23	Sum. 23
		Time	Rec. teachers	Year 1	Sum. 23	Aut. 24
		Time	Year 1 teacher	Year 1	Aut. 23	Aut. 23
➤ Continue to raise awareness of differences within the world and its people	<ul style="list-style-type: none"> ➤ Ensure opportunities are taken within the wider curriculum to share differences ➤ Celebrate differences for pupils within our school and share these in assemblies 	Time	All	All	Ongoing	Ongoing

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Behaviour and Attitude

Whole school action:

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

Overview of key priorities:

- Create a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
- Continue to embed Growth Mindset as an approach throughout the school
- Pupils will participate in activities which enhance school and community life
- Further develop a restorative justice approach to enable all staff to 'understand' behaviour, not just manage it – steps training

Proposed Outcomes:

- Pupils will have a consistently positive attitude to learning
- Pupils will remain motivated and persistent in the face of difficulties
- Pupils will be proactive in their contribution to school life and the wider community

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Behaviours and Attitudes						
Priority Development	Actions	Resources/Costs	Personnel		Timescale	
			Responsible	Impact	Start	End
➤ Create a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated	<ul style="list-style-type: none"> ➤ Use assemblies to share and celebrate commonalities and differences ➤ Use PSHE lessons and BGV assemblies to teach pupils to value each other ➤ Ensure unkind comments are addressed appropriately and a restorative justice approach is used 	Time	Staff	All		Ongoing
		Time	Teachers/HT	Pupils		Ongoing
		Time	Teachers/HT	Pupils		Ongoing
➤ Continue to embed Growth Mindset as an approach throughout the school	<ul style="list-style-type: none"> ➤ Further train staff in understanding a growth mindset approach ➤ Provide workshops for parents to ensure they understand the approach and support their child ➤ Use assemblies to celebrate achievements and share stories 	Inset day	HT	All	Aut. 23	Sum. 24
		TA overtime £400	Teachers	Parents	Aut. 23	Sum.24
		Staff meeting time to plan	Teachers	Pupils	Ongoing	Ongoing
Time	<ul style="list-style-type: none"> ➤ Complete additional enrichment activities such as Young Voices, School Debates, K'Nex challenge ➤ Continue to attend community events such as Chapel services, carol concerts ➤ Work with school councillors to identify ways to further support the local community ➤ Develop activities at lunchtime ➤ Use external companies to provide more opportunities to pupils ➤ Establish the school council add ensure regular meetings are held 	Time	All	All	Ongoing	Ongoing
		£300	All	All	Ongoing	
			All	All	Ongoing	
			HT/MSAs	All	Ongoing	
		Time		All		Ongoing
			CW/DMc			

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Behaviours and Attitudes						
Priority Development	Actions	Resources/Costs	Personnel		Timescale	
			Responsible	Impact	Start	End
➤ Further develop a restorative justice approach to enable all staff to ‘understand’ behaviour, not just manage it – steps training	<ul style="list-style-type: none"> ➤ Train all staff in STEPS ➤ Have termly meetings where restorative justice approach is recapped ➤ Monitor CPOMS to ensure approach is put into practice ➤ Train pupils as peer mediators 	Time/£300	All staff All staff KB MHL	All All All Pupils	Spr. 23 Ongoing Aut. 23	Termly Termly