

Woodcroft School Improvement and Development Plan 2021-22							
Pupil Learning Objective (development purpose)	IMPACT Indicators of success - Improvement Measures of Progress, Attainment, Curriculum, Teaching	Key Actions (what you need to do - key jobs)	Resources / Training / Release / INSET	Costs	Interim IMPACT milestones (improvement measures of progress, attainment and curriculum and quality of teaching)	IMPACT Outcomes (improvement of attainment, progress and quality of teaching)	Evaluation / Next Steps
English E19ENG							
Sue Lloyd							
Improve reading outcomes in KS1 and KS2 *All numerical targets set for 2019/20 but could be removed/changed depending on impact of lockdown.	P 75%* of Year 6 to make 6 points' progress during the year to summer 2022, in reading.	Introduce whole class texts and Book Study sessions based on these. 3 x reading comprehension sessions, 2 x Book Study weekly in KS2 (introduced in Year 3). KS1: continue with guided reading sessions and whole class comprehension lesson weekly; introduce Book Study and whole class texts. EYFS: core texts - update Introduce ReadWorks and Ed puzzle during lockdown. Write and implement 'Back to School' plan - basic skills focus	INSETs July 2020 - English expectations - and November 2020 - Closing the Reading Gap. Re-write and issue reading lesson guidelines for the whole school. Implement 'Back to School' plan - basic skills focus	5,000.00			
	P 75%* of Year 2 to make 6 points' progress during the year to summer 2022, in reading.	As above	As above.				
Improve reading progress and outcomes by boys.	P 60%* of boys to make 6 points' progress in reading, to summer 2022.	As above	Purchase more books with appeal to boys.	1,000.00			
	A 75%* of Year 6 to reach 'working at' in KS2 teacher assessment/SATs, summer 2022.	As above	As above.				
	A 80%* of Year 2 to reach 'working at' in KS1 teacher assessment/SATs, summer 2022.	As above	As above.				
	C Use of whole books for reading, rather than extracts.	Monitor the use of Book Study. Ensure that reading matter is given a specific context, background etc to improve children's understanding of the texts.	Reading INSET - November 2020 - Closing the Reading Gap.. Continue to update texts.				
	C Greater links to be made between texts and the wider curriculum, including the context of the texts.	Ensure that reading matter is given a specific context, background etc to improve children's understanding of the texts.	Re-write and issue reading lesson guidelines for the whole school. Continue to update texts used in reading, linked to the wider curriculum. Update class libraries.	1,000.00			
	T Improvement in children's responses to questioning with a particular focus on inference, achieved through the use of whole books and careful use of a variety of questions.	Monitor Book Study and reading comprehension lessons, also use of Edpuzzle. Check the use of whole books through asking for feedback from staff.	Continue to update texts used in reading, linked to the wider curriculum especially Science, History, Geography. Costs included in £5000 book budget				
Improve writing outcomes in KS1 and KS2	P 75%* of Year 6 to make 6 points' progress during the year to summer 2022 in writing.	SPP English review focusing on writing, October 2019. Develop the points raised and monitor their implementation. Monitor writing throughout the school, focusing on the end of year targets and how they are being achieved. Write and implement 'Back to School' plan - basic skills focus.	English expectations INSET July 2020 Implement 'Back to School' plan - basic skills focus.				
	P 70%* of Year 2 to make 6 points' progress during the year to summer 2022 in writing.	As above	As above.				
Improve writing progress and outcomes by boys	P 65%* of boys to make 6 points' progress in writing to summer 2022.	Review curriculum to ensure that there are writing opportunities that inspire boys. Introduce 'free writing,' giving all children a choice of their own writing subject.	Re-write guidance and expectations for writing.				
	A 75%* of Year 6 to reach 'working at' in KS2 teacher assessment/SATs, summer 2022.	SPP English review focusing on writing, October 2019. Develop the points raised and monitor their implementation. Monitor writing throughout the school by asking teachers for feedback, focusing on the end of year targets and how they are being achieved. Monitor use and effectiveness of whole class feedback for English.					
	A 70%* of Year 2 to reach 'working at' in KS1 teacher assessment/SATs, summer 2022.	As above					
	A 85%* of Year 6 to achieve 'working at' in GPS, summer 2022.	Monitor the teaching of spelling, punctuation and grammar and how it is being implemented in children's writing. Rewrite spelling lists for lower KS2 and monitor.	Re-issue GPS expectations for each year group.				
	C Greater links to be made with other subject areas and whole text study to stimulate purpose for writing.	Monitor books to look for links with other subject areas. Work with subject leaders to develop links between the curriculum and writing.	Re-write guidance and expectations for writing and issue them to staff.				
	T Increase on focus on new vocabulary through specific vocabulary development lessons linked to whole texts.	Monitor planning - check that there are specific vocabulary lessons. Introduce 'word(s) of the week,' linked to that week's writing.	Re-write guidance and expectations for writing and issue them to staff. £500 for new dictionaries.	500.00			
	T Develop shared pedagogy principles to effectively teach writing	Develop writing guidance that include the latest research to support effective feedback, editing, and teacher modelling.	School Partnership Programme - Peer Review - training focus				
Improve handwriting standards across the school.	P Joined handwriting to be maintained once children show that they can.	Monitor books to ensure that joined handwriting is maintained and that standards are consistent throughout the school.	Re-introduce guidelines and Nelson handwriting scheme (INSET?)				
	A 50%* of Year 2 and 85%* of Year 6 to be using joined writing consistently by the end of the year.	As above.	As above.				
	C Standards of handwriting and presentation to be maintained in all subjects.	Re-issue guidelines for handwriting. Monitor joined writing in books.	As above.				
	T Dedicated handwriting lessons each week in Years 2 - 6, daily during phonics lessons in Rec and Year 1.	Monitor handwriting in books. Check that KS2 are using pen when ready.					
Maths E19MATH							
Rachel Maynard							
Improve pupil reasoning	P:75% of pupils taking statutory assessment (Y2 and Y6) to make 4-6 points' progress during the year in Maths	Monitor Y6 books and lessons. Ensure that pupils making slower progress are targeted for specialist interventions.	To be completed in core coordinator release time				
<i>Note: Some of these targets refer to 'old' progress measure of Target Tracker</i>							

Woodcroft School Improvement and Development Plan 2021-22							
Pupil Learning Objective (development purpose)	IMPACT Indicators of success - Improvement Measures of Progress, Attainment, Curriculum, Teaching	Key Actions (what you need to do - key jobs)	Resources / Training / Release / INSET	Costs	Interim IMPACT milestones (improvement measures of progress, attainment and curriculum and quality of teaching)	IMPACT Outcomes (improvement of attainment, progress and quality of teaching)	Evaluation / Next Steps
	A: KS2 to achieve over 50% at population mean in the end of year reasoning assessments Summer 2022(Y3, 4,5)	Communicate to staff about our weakest areas in reasoning: Geometry, Position and Statistics. Promote iSeeMaths as a class reasoning tool.					
	A: Y6 to sustain over 80% at 'working at' in the SATS 2022	Monitor Y6 books and lessons, promote iSeeMaths as a reasoning tool					
	A: Y2 to achieve 75% at 'working at' in the Y2 Sats 2022	Monitor Y2 books and lessons. Ensure there is appropriate balance between arithmetic and reasoning. Liaise with Y2 staff about possible SATs practice papers.					
	A: 80% of Year 4 to pass the MTC checks 2022	Continue to promote TTRS app. Assist Y4 in setting up practice runs before the assessment.					
	C: More explicit links to Science evident to cover statistics units in more depth	Liaise with Science co-ordinator and explain findings from the Summer 2019 reasoning data analysis					
	C: At least 2 correctly pitched reasoning opportunities per week evident in year group monitoring	Book scrutiny/Eedi analysis during the monitoring cycle					
	C: Ensure curriculum and policies are accessible to teachers and parents via the Drive/website	Review curriculum and update website					
	T: Teacher observations/monitoring indicate teachers are referring to 'The Woodcroft Way' and the 'Back to School' plan post-lockdown	Refer to 'The Woodcroft Way' document in monitoring/observation feedback. Deliver Inset on 'Back to School Plan'					
	T: Improved quality of teaching observed across the school during the monitoring cycle	Autumn 2021/ Spring 2022: Demonstration Maths lessons open to staff, specifically less experienced class teachers	Release for 'x' number of teachers who wish to attend the demonstration lesson	1,600.00			
		Observe each class teacher once during the year 2021/2022	Release: 2 lessons per half term for lesson observations				
		Lead an Inset on effective differentiation/markings (document made with S.Lloyd)	Inset: Spring/Summer term on Differentiation/markings				
		Integrate all Maths documents/policies/Insets into one Shared folder					
		Resource-check the entire school for the year	£500 for resources	500.00			
Science E19SCI							
Katharine Gignac							
Essentials Curriculum							
The curriculum is carefully planned to teach the required knowledge and skills in a sequence that enables their sufficient retention for the next stage of learning.	P Key performance Indicators are identified to demonstrate the required knowledge and skills for each programme of study (KPIs)	Identify essential KPIs and implement them within the new Arbor assessment module.	Arbor Induction. Consultation re: agreement of KPIs	0.00			
	A Pupils demonstrate sufficient knowledge and skills for their next stage of learning.	Formulate agreed assessment protocols	SPP Review Outcomes: Effective assessment and feedback	0.00			
	C The curriculum redesigned to effectively sequence the required knowledge and skills in the National Curriculum.	Create a revised curriculum map and agree the unit expectations (essential knowledge and skills)	Curriculum Working Party directed time	0.00			
	T Teaching is always 'good' or better because lessons are effectively designed and delivered to ensure knowledge and skills are retained and integrated into new learning.	Develop a subject based Curriculum Charter document (Updated Passport to Success)	Curriculum Working Party directed time	0.00			
		Contribute to a shared vision for the curriculum and learning that can underpin revised policies and practice (Subject Curriculum Charter)	Whole staff consultation CPD	0.00			
		Planned CPD improves staff subject and pedagogical knowledge to enhance the teaching and make appropriate use of assessment for learning.	Whole Staff CPD to implement Curriculum Charter	0.00			
Learning Technologies E19COMP							
Dan Guest							
Develop Maths progress and attainment through embedding the 'Online Maths Hour'.	T - Embed and formalise expectations for 'Online Maths Hour'.	INSET - Inform teachers of expectations for pupil attainment in Online Maths Hour resources: Y3 = 50% Early Maths KA, Y4 = 100 Early Maths KA, Y5 = 50% Arithmetic, Y6 = 100% Arithmetic, Y3 = sub 10 s/q recall up to 12x12, Y4 sub 5 s/q up to 12x12.	1 hour release		INSET Completed / teachers and pupils active in Khan Academy / Eedi		
	P & A - target figures for Maths - Times Tables: Engagement with Y6(2021-22) at 100%, 60 minutes played on average per month, 3.5s/q. Engagement with Y5 (2021-22) at 100%, 60 minutes played on average per month, 5s/q. Engagement with Y4 (2021-22) at 100%, 60 minutes played on average per month, 6.5s/q. Engagement with Y3 (2021-22) at 100%, 60 minutes played on average per month, 8s/q.	INSET - inform teachers of auto-analysis tools for recall speed and accuracy; inform of promotional tools (certificates and leaderboards); continue online 'battles' outside of school hours over weekends and holiday periods.	1 hour release		Monitor progress towards end-of-year goals as part of whole-school monitoring cycle (year group, Maths and Computing subject reviews.		
	P & A - target figures for Maths - Reasoning = Year 3: 60% at pop. mean for reasoning. Year 4: 65% at population mean for reasoning Year 5: 70% at pop. mean for reasoning Year 6: 85% achieved expected in SATS (arithmetic and reasoning combined)	INSET - inform teachers of auto-analysis tools for maths content; inform of promotional tools (certificates and leaderboards); continue promotion of Khan Academy through achievement certificates.	1 hour release		Monitor progress towards end-of-year goals as part of whole-school monitoring cycle (year group, Maths and Computing subject reviews.		
Develop Reading progress and attainment through embedding online tools.	P & A - Engagement for KS1 & KS2 at 90% for weekly brain builder.	Edpuzzle & Readworks administration - set aside INSET time for teachers to import classes and set tasks.	1 hour release	800.00	Readworks - maintain 100% adoption from KS1 - KS2.		
	T - Embed and formalise expectations for online reading.	Monitoring - 1/2 termly monitoring report.	1 hour release		Edpuzzle - maintain 100% adoption from EYFS - KS2		
To improve reading fluency for pupils with SEND & EA	P - Pupils with SEND to progress in reading fluency from baseline intervention targets by 75%	Create resource for delivery of digital reading strategies (Read Along / Busy Things), mobile recording devices (audio & video) and coding tools.	16x chrome tablets / trolley / cases. Training in use of websites and devices for TAs. 2 hours administrative time	£4284.00			

Woodcroft School Improvement and Development Plan 2021-22							
Pupil Learning Objective (development purpose)	IMPACT Indicators of success - Improvement Measures of Progress, Attainment, Curriculum, Teaching	Key Actions (what you need to do - key jobs)	Resources / Training / Release / INSET	Costs	Interim IMPACT milestones (improvement measures of progress, attainment and curriculum and quality of teaching)	IMPACT Outcomes (improvement of attainment, progress and quality of teaching)	Evaluation / Next Steps
	T - improved accuracy of teaching through improved access to assessment systems.	Install resources (charging & storage, chrome tablets, focussed applications, training)	10 x chrome tablets, storage & charging solution, 1 hour training.	£3477.5			
Develop phonics reading & Maths fluency for SEND	I - improved outcomes for phonics, reading & maths via targeted intervention monitoring.	Provide 6x individually allocated assistive technology (touchscreen chrome tablets with suite of learning tools.	TA training, 2 hours set up release time.	£1,492.50			
Reduce cognitive load via training teachers in effective	50% of staff to complete Certified Google Educator - Level 1 certification.	Promote self-learning - deadline of June 2021	1 hour release	400.00	Increase percentage of staff achieving Certified Google Educator training towards 50% target (30% by May 2021)		
Improve retention of knowledge curriculum.	P - provide opportunity to access online homework to revisit learning.	Provide 16x Chromebooks and trolley for homework & after school club.	16x chromebooks & admin licences.	£3,226.56			
Computing E19COMP							
Review curriculum	C - Remap curriculum to establish links with DT, and adding an additional module using technology to control devices.	remap curriculum	As part of whole-school curriculum review		Completed review - KPIs in new assessment system.	Computing curriculum aligned with CQ Milestone model	
	C - Remap curriculum to ensure embedded use of Computer Science terminology.	test teachers on understanding of key terms.				Computing curriculum aligned with CQ Milestone model	
	C - Remap curriculum to ensure clearly defined progression through Year One to Year Six	remap curriculum	As part of whole-school curriculum review		awaiting required number of devices from SENDCo	Completed review - KPIs in new assessment system.	Computing curriculum aligned with CQ Milestone model
Extend HA pupils through offering STEM (Robo) Club	P - Re-establish STEM Robo Club to extend HA pupils.	Select HA pupils, deliver weekly STEM club	purchase 16x lego Wedo 2.0, training for staff, curriculum remap.	£1899.25	ongoing review		
PE E19PE							
The curriculum is carefully planned to teach the required knowledge and skills in a sequence that enables their sufficient retention for the next stage of learning.		Craig Talton					
	P Key performance Indicators are identified to demonstrate the required knowledge and skills for each programme of study (KPIs)	Identify essential KPIs and implement them within the new Arbor assessment module.	Arbor Induction. Consultation re: agreement of KPIs	0.00			
	A Pupils demonstrate sufficient knowledge and skills for their next stage of learning.	Formulate agreed assessment protocols	SPP Review Outcomes: Effective assessment and feedback	0.00			
	C The curriculum redesigned to effectively sequence the required knowledge and skills in the National Curriculum.	Create a revised curriculum map and agree the unit expectatoin (essential knowledge and skills)	Curriculum Working Party directed time	0.00			
	T Teaching is always 'good' or better because lessons are effectively designed and delivered to ensure knowledge and skills are retained and integrated into new learning.	Develop a subject based Curriculum Guidance	Curriculum Working Party directed time	0.00			
		Contribute to a shared vision for the curriculum and learning that can underpin revised policies and practice	Whole staff consultation CPD	0.00			
		Planned CPD improves staff subject and pedagogical knowledge to enhance the teaching and make appropriate use of assessment for learning.	Whole Staff CPD to implement Curriculum Charter	0.00			
Increase daily levels of physical activity	C Plan a termly, pupil led, interclass competition	Involved your pupils in planning and delivering class sports competition	BPSS Bronze Ambassador Training	0.00			
	A Enable minimum of 60 active minutes a day	Encourage physical activity in line with the Chief Medical Officer's (CMO) recommendation to enable minimum of 60 active minutes a day		0.00			
				0.00			
Arts E19AIM							
Develop pupil vocabulary and knowledge through Arts engagement.		Rhiannon Baldwin					
	P Pupils can identify and use a range of arts specific vocabulary and terminology. All pupils engage in music, dance, drama and visual arts every term as part of regular curriculum	Provide relevant vocab to class teachers to support Art Week projects Online performances made accessible to students	Staff inset to support Art Week Projects Online performances identified and promoted to year groups / whole school.	1,000.00			
	A using inference skills and range of vocabulary discuss different focus arts works / movements		Range of appropriate texts / books to support projects	250.00			
	C identified curriculum scopes. Arts used to support and extend a knowledge based curriculum. Specifically STEM. (Link art weeks.)	Schedule Art Week celebrations (via videos / Google Classroom announcements or assemblies) Performances linked to STEM?	Staff inset to support Art Week Projects				
	T Arts inspired by Science. Artists, vocabulary and topic links displayed explicitly on Arts Week gallery displays and celebrated in assemblies. Observed during lessons. - Shown on lesson slides prepped for lessons. Arts work assessed against Arts Charter termly (including in Year Group reviews)	Moderation through monitoring of Google Classroom, observations and checking work against Arts Charter. Model lessons taught for new staff to support structuring arts lessons					
Music E19MUS							
Essentials curriculum - building schema across the music curriculum.		Rhiannon Baldwin					
Improve musical vocabulary and reading around the	P Pupils can discuss music with correct vocabulary from a range of time and place - observed and assessed in music lessons, and work shared.	Create glossary of musical terms	Coordinator release for subject training	1,250.00			
	A Improved critical inference, vocab and understanding skills for reading - T observed and tracked in music lessons, reflected in whole school reading monitoring and tracking. Monitored via music posters, google classroom and work shared.	Featured composer/musician for topics displayed in classrooms (via music posters) and on Google Classroom / Treehouse	Updated resources for music library	250.00			

