upil 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
glish E19ENG		Sue Lloyd			, , , , , , , , , , , , , , , , , , ,	5,	
prove reading outcomes in KS1 and KS2							
II numerical targets set for 2019/20 but could removed/changed depending on impact of kdown.	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 a based on these. A 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. EVFS: 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 2 2020 - Closing the Reading Gao, 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.				
rove 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.				
	C Use of whole books for reading, rather than extracts.	Monitor the use of Book Study. Ensure that reading	Reading INSET - November 2020 - Closing the Reading				
	C use of whole books for reading, rather than extracts.	matter is given a specific context, background etc to improve children's understanding of the texts.	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 ncluded in £5000 book budget				
prove 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.				
prove 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 opprotunities 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,	Monitor the teaching of spelling, punctuation and grammar and how it is being implemented in children's writing.					
	summer 2022. C Greater links to be made with other subject areas and whole text study to stimulate purpose for writing.	Rewrite spelling lists for lower KS2 and monitor. Monitor books to look for links with other subject areas. Work with subject leaders to develop links between the curriculum and writing.	Re-issue GPS expectations for each year group. Re-write guidance and expectations for writing and issue them to staff.				
		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				
rove 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 handwriitng and presentation to be maintained in all subjects.	Re-issue guidelines for handwriting. Monitor joined writing in books.	As above.				
	T Dedicated handwriitng 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.					
ths E19MATH		Rachel Maynard					
prove pupil reasoning							
te: Some of these targets refer to 'old'	P:75% of pupils taking statutory assessment (Y2 and Y6) to make 4-6 points' progress during the year in	Monitor Y6 books and lessons. Ensure that pupils making slower progress are targeted for specialist					

Voodcroft School Improvement and							
welopment Plan 2021-22 upil 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	1				
	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. Liase 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	Liase 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/marking (document made with S.Lloyd)	Inset: Spring/Summer term on Differentiation/marking				
		Integrate all Maths documents/policies/Insets into one Shared folder					
		Resource-check the entire school for the year	£500 for resources	500.00			
ience E19SCI		Katharine Gignac					
sesntials Curriculum							
e curriculum is carefully planned to teach the juired knowledge and skills in a sequence that ables thier sufficient retention for the next stage	P Key performance Indicators are identifed to demonstate the required knowlege and skills for each	Identify essential KPIs and implement them within the					
learning.	programme of study (KPIs)	new Arbor assessment module.	Arbor Induction. Consulation 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 currciculum 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 consulation 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			
		2					
arning Technolgies E19COMP		Dan Guest					
		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%					

Learning Technolgies E19COMP		Dan Guest				
Develop Maths progress and attainment through embedding the 'Online Maths Hour'.	T - Embed and formalise expectations for 'Online Maths	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, Y3 = 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, 3.5k/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, 6.5k/q. Engagement with Y3 (2021-22) at 100%, 60 minutes played on average per month, 84/q.	INSET - inform teachers of auto-analysis tools for recall speed and accuracy; inform of promotional tools	1 hour release		Monitor progress towards end-of-year goals as part of whole-school monitoring cycle (year group, Maths and Computing subject reviews.	
	population mean for reasoning Year 5: 70% at pop. mean for reasoning Year 6: 85% achieved expected in	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 adminstration - 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 fuency for pupils with SEND & E	P - Pupils with SEND to progress in reading fluency	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		

evelopment Plan 2021-22	IMPACT Indicators of success - Improvement				Interim IMPACT milestones (improvement	IMPACT Outcomes (improvement of	
	Measures of Progress, Attainment, Curriculum,			Costs	measures of progress, attainment and	attainment , progress and quality of	Evolution / Neut Stens
pil Learning Objective (development purpose)	Teaching	Key Actions (what you need to do - key jobs)	Resources / Training / Release / INSET	Costs	curriculum and quality of teaching)	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 soluiton, 1 hour training.	£3477.5			
	I - improved outcomes for phonics, reading & maths via	Provide 6x individually allocated assistive technology					
velop phonics reading & Maths fluency for SEND p	targetted intervention monitoring.	(touchscreen chrome tablets with suite of learning tools.	TA training, 2 hours set up release time.	£1,492.50			
duce cognitive load via training teachers in effectiv	50% of staff to complete Certified Google Educator - Level 1 certification.	Promote self-learning - deadline of June 2021	1 hour release	400.00	Increase percenatge of staff achieveing Certified Google Educator training towards 50% target (30% by May 2021)		
prove 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			
mputing E19COMP	revisit learning.	Dan Guest	Tox chromebooks & admin licences.	23,220.50			
	C - Remap curriculum to establish links with DT, and	Dan Guest					
	adding an additional module using technology to control				Completed review - KPIs in new assessment	Computing curriculum aligned with CQ	
view curriculum	devices. C - Remap curriculum to ensure embedded use of	remap curriculum	As part of whole-school curriculum review		system.	Milestone model Computing curriculum aligned with CQ	
	Computer Science terminology.	test teachers on understanding of key terms.				Milestone model	
	C - Remap curriculum to ensure clearly defined			awaiting required number of devices from	Completed review - KPIs in new assessment	Computing curriculum aligned with CQ	
	progression through Year One to Year Six	remap curriculum	As part of whole-school curriculum review	SENDCo	system.	Milestone model	
tend HA pupils through offering STEM (Robo)	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		
	- no calabilari or Elleritobo ciub to exterio nA pupils.	CONSTRUCTION OF A CONSTRUCTION OF A CONSTRUCTION	ionop,	2.1055.25	ongoing review		
E E19PE		Craig Tallon					
e curriculum is carefully planned to teach the							
uried knowledge and skills in a sequence that ables thier sufficient retention for the next stage learning.	P Key performance Indicators are identifed to demonstate the required knowlege and skills for each programme of study (KPIs)	Identify essential KPIs and implement them within the new Arbor assessment module.	Arbor Induction. Consulation re: agreement of KPIs	0.00			
	A Pupils demonstrate sufficient knowledge and skills for their next stage of learning.		SPP Review Outcomes: Effective assessment and				
	C The surgiculum redesigned to effectively economic	Formulate agreed assessment protocols	feedback	0.00			
	C The currciculum redesigned to effectively sequence the required knowledge and skills in the National Curriculum.	Create a revised curriculum map and agree the unit expectatoins (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			
	new learning.	Contribue to a shared vision for the curriculum and	Connection working Farty directed and	0.00			
		learning that can underpin revised policies and practice	Whole staff consulation 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			
		Involved your pupils in planning and delivering class					
crease daily levels of physical activity	C Plan a termly, pupil led, interclass competition	sports competition Encourage physical activity in line with the Chief Medical Officer's (CMO) recommendation to enable	BPSS Bronze Ambasador Training	0.00			
	A Enable minimum of 60 active minutes a day	minimum of 60 active minutes a day		0.00			
				0.00			
ts E19AIM		Rhiannon Baldwyn					
evelop pupil vocabulary and knowledge through							
ts engagement.	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 Porjects Online performances identified and promoted to year groups / whole school.	1,000.00			
	A using inference skills and range of vocabulary disucss						
	different focus arts works / movements C identified curriculum scopes. Arts used to support and	Schedule Art Week celebrations (via videos / Google	Range of appropriate texts / books to support projects	250.00			
	extend a knowledge based curriculum . Specifically STEM. (Link art weeks.)	Classroom announcements or assemblies) Performances linked to STEM?	Staff inset to support Art Week Porjects				
	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.	,				
usic E19MUS		Rhiannon Baldwyn					
sentials curriculum - building schema across the usic curriculum.							
	P Pupils can discuss music with correct vocabualry from a range of time and place - observed and assessed in						
prove musical vocabulary and reading around the	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	Featured composer/musician for topics displayed in					
	and tracking. Monitored via music posters, google	classrooms (via music posters) and on Google					

	IMPACT Indicators of success - Improvement				Interim IMPACT milestones (improvement	IMPACT Outcomes (improvement of	
upil Learning Objective (development purpose)	Measures of Progress, Attainment, Curriculum, Teaching	Key Actions (what you need to do - key jobs)	Resources / Training / Release / INSET	Costs	measures of progress, attainment and curriculum and quality of teaching)	attainment , progress and quality of teaching)	Evaluation / Next Step
pir Learning Objective (development purpose)	Teaching	Create Treehouse page for pupils to share own	Resources / Haining / Release / MoE1	00313	curriculum and quanty or teaching)	teaching)	Evaluation / Next Otep
	C Identified music links tp build on schema. Monitored through discussions, questioning, POP tasks.	research. Train Treehouse keepers and Arts Council to maintain relevant Treehouse pages	Time to meet with Arts Council. Time to train on use of Treehouse				
	T Enriched curriculum extends and challenges pupils' understanding of music from a range of time and place - observed in class music lesson, class topic progress	Music posters with milestones and POP tasks.					
	and attainment	Composer of the week celebrated and identified.					
E19ART		Rhiannon Baldwyn					
sentials curriculum - building schema across the curriculum.							
prove art vocabulary and reading around the ubject	P - pupils can identify and use a range of art specific vocabulary and terminology.	Vocabulary seen in writing - English, topic, reviews about art week, treehouse pages - Moderate Celebrate art work - discuss inference in classes, on	Art week inset scheduled in. Release time to moderate (once a term?) Updated books linking to Art Milestones to promote vocabulary.	250.00			
	A - using inference skills and range of vocabulary disucss different focus art works / movements	google classroom and google meets and in assemblies. Leading questions.					
	C - identified ways to build scehma around the subject. Art used to support all subjects.	Clear use of art topics and vocabulary linked to science on display. Art work inspired by selected artists, building knowledge of a range of artists and skills.					
	T - art inspired by science Artists,vocabulary and topic links displayed explicitly on Art Week gallery displays and celebrated in a range of ways accoding to the current circumstances (google classroom, videoes, google meets, assemblies). Monitored through sharing	Emphasis on science.Shown in displays, work shared	Art week inset scheduled in. Release time to moderate display boards etc(once a term?) Art week celebration and				
	of resources / google classroom / observations.	on google classroom and assemblies (Where possible).	assemblies.				
T E19DT		Craig Tallon					
sign and Technology Curriculum							
e curriculum is carefully planned to teach the quired knowledge and skills in a sequence that ables thier sufficient retention for the next stage	P Key performance Indicators are identifed to demonstate the required knowlege and skills for each unit	Identify essential KPIs and implement them within the new Arbor assessment module.	Arbor Induction. Consulation 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 currciculum redesigned to effectively sequence the required knowledge and skills in the National Curriculum.	Create a revised curriculum map and agree the unit expectatoins (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 Contribue to a shared vision for the curriculum and	Curriculum Working Party directed time	0.00			
		learning that can underpin revised policies and practice Planned CPD improves staff subject and pedagogical	Whole staff consulation CPD	0.00			
		knowledge to enhance the teaching and make appropriate use of assessment for learning.	Whole Staff CPD to implement Curriculum Charter	0.00			
istory E19HIS		David Rees					
prove children's understanding and interest in storical events and people.	and relevant.	Find out from year groups if there are any resources that they need to recreate historic people and events, e. g. costumes for the children to wear, costumes for the adults too.	Resources dependant on what each year group needs.	Dependent on what year groups need.			
	C - Review what history topics were covered by the year groups in the previous academic year to ensure that the NC units are being covered adequately.	were covered last academic year.	Release time needed to compile document.	Cost for release time.			
	P - End of unit quizzes to establish what chn have remembered about their history units.	Find suitable quizzes for at least one history unit per year group.	Release time needed to find quizzes.	Cost for release time.			
ography E19GEOG		Charlotte Jackson					
rove children's geogrpahical vocabulary and dwork skills	P - For pupils to develop fieldwork skills and use technical vocabulary	Vocabulary lists (taken from knowledge organisers) displayed on year group treehouse pages and then utilised in lessons. Should be able to see evidence of vocabulary in topic work and linked writing - find evidence in topic books	release time to look at planning, pop tasks, treehouse pages and books	£200			
	A - Pupils are able to use technical vocabulary, atlases, compasses and make relevant observations indepedently as part of pop tasks	Ensure staff have appropriate resources in classrooms - atlases, compasses, maps and provide a suggested list of vocabulary for topic books	release time to audit current resources and (potentially order news resources)				
	C - Teachers should look for opportunities to link geography to the wider world/current affairs in writing	Suggest ideas for geography activities linked to major sporting events (year of sport) political events etc.	Inset and planning time for teachers.	0.00			

Noodcroft School Improvement and							
Development Plan 2021-22	IMPACT Indicators of success - Improvement Measures of Progress, Attainment, Curriculum,				Interim IMPACT milestones (improvement measures of progress, attainment and	IMPACT Outcomes (improvement of attainment, progress and quality of	
Pupil Learning Objective (development purpose)	Teaching	Key Actions (what you need to do - key jobs)	Resources / Training / Release / INSET	Costs	curriculum and quality of teaching)	teaching)	Evaluation / Next Steps
	T - Teachers looking for outdoor learning opportunities to develop fieldwork skills	Remind teachers of the Mill Hill railway nature reserve, promote other outdoor learning opportunities	training - geography subject leadership course	400.00			
		3 1 1 1					
E E19RE	P. Bunile develop their understanding and learning	Jackie Valoti	Discovery R.F. shared with all teachers teacther with a				
ear 6 through an enquiry based RE programme.	P - Pupils develop their understanding and learning through an enquiry based R.E. programme.	pupil learning.	Discovery R.E. shared with all teachers together with a further SOW.	0.00			
	A - Pupils are able to identify key information for the religion being taught.	Monitor books, observe lessons and model lessons if requested.	Discuss with KG including RE assessment on Arbor.	0.00			
	C - Cross curricular links made to support and develop pupil understanding.	Discuss with teachers and monitor planning.	Discussion with new Barnet RE Adviser.	0.00	Online meeting with RE Adviser 28.01.21 would not recommend cross curricular teaching in RE.		
	 T - Teachers identify opportunities to support pupil progress through the creative curriculum approach to learning. 	Discuss with teachers opportunities to plan for workshops, displays and visits with a cross curricular themed approach.	Meet with year group teachers to discuss workshops/parental involvement/visits.	0.00			
MSC / PSHE E19SMSC		Jackie Valoti					
Pupils to continue to develop their understanding of ow to achieve positive relationships, enhanced ealth/wellbeing together with citizenship.	C - Implementation of the PSHE SOW will need to be fully embedded by September 2020. This will need to be given weekly curriculum time.	Implementation of the full Barnet PSHE SOW supported through aspects of the PSHE Association lessons - separate to weekly AIM@PSHE poster discussions. RSE fully embedded supported through the Christopher Winter Project SOW.	Meet with year group teachers to discuss aspects of the Barnet PSHE SOW which can be implemented through the science curriculum.	100.00			
	P - Progress in line with PSHE assessment	Assessment will need to be included on new tracking system.	Barnet PSHE SOW / PSHE Association assessment guidelines.	0.00			
	A - Pupils able to recall key information through cross curricular links.	Currently using teaching evaluations.Discuss with KG using PSHE assessment criteria on the new tracking system.	Cross curricular aspects can be assessed through the science curriculum.	0.00			
	T - Teachers indentiy enhanced learning opportunities through a creative curriculum approach to learning.	Liaise with teachers to support learning opportunities.	Meet with year group teachers to discuss aspects of the Barnet PSHE SOW which can be implemented through the science curriculum.	0.00			
oundation Stage E19FDEV		Mark Russell / Avis Powell					
oundation Stage E19FDEV		Mark Russell / Avis Powell					
	P - Develop and follow a schedule (half termly) to moderate. review progress and attainment.	Data analysis half termly with interventions. Moderation	Release for staff for moderation activities and data reviews and input.	1,200.00	Moderation calendar on schedule for Summer inteority data review.		
prove Reading and Writing outcomes.	P - Develop and follow a schedule (half termly) to moderate, review progress and attainment. A Improve achievement (Expected or Exceeding) in Writing to 60% for 2021 and Reading to 65% for 2021.		Release for staff for moderation activities and data reviews and input. Indoor and outdoor writing materials. CPD for writing - in house expertise, WEBB partnership Replacement and enhancement of outdoor fine and gross motor resources, (this will also include some sand/water equipment), plus a dedicated reading area and activities linked to weekly work or children's interest.		Moderation calendar on schedule for Summer integrity data review. Review of termly intervention groups. Data analysis termly to review progress inline or above expected. Review of outdoor provision for writing opportunities.		
	moderate, review progress and attainment.	Data analysis half termly with interventions. Moderation activities internally and partnership WEBB schools. Review provision for reading and writing in the setting, including focus activities, resources and opportunities to write. To review pedagogy of all staff to support reading and writing. SLI (Ms V & Mr R) to provide weekly support for writing. All setting staff to model explicit language to pupils - following principles from Likina Project. Daily shared reading, focus phonics and language sessions and Guided Reading. Pupils identified for intervention including Trugs and Reading	and input. Indoor and outdoor writing materials. CPD for writing - in house expertise, WEBB partnership Replacement and enhancement of outdoor fine and gross motor resources, (this will also include some sand/water equipment), plus a dedicated reading area and activities linked to weekly work		Integrity data review. Review of termly intervention groups. Data analysis termly to review progress inline or above expected. Review of outdoor provision		
nprove Reading and Writing outcomes.	Moderate, review progress and attainment.	Data analysis half termly with interventions. Moderation activities internally and partnership WEBB schools. Review provision for reading and writing in the setting, including focus activities, resources and opportunities to write. To review pedagogy of all staff to support reading and writing. SLT (MV & M rR) to provide weekly support for writing. All setting staff to model explicit language to pupils - following principles from Elklan Project. Daily shared reading, focus phonics and language essions and Guided Reading. Pupils identified for intervention including Trugs and Reading Games. Review provision for PSED. Ensure weekly focus	and input. Indoor and outdoor writing materials. CPD for writing - in house expertise. WEBB partnership Replacement and enhancement of outdoor fine and gross motor resources, dedicated reading area and activities linked to weekly work or children's interest. Review Home Corner provision.Resources to support Emotional Development eg PSED programme , story books	2,500.00	Integrity data review. Review of termly intervention groups. Data analysis termly to review progress inline or above expected. Review of outdoor provision		
nprove Reading and Writing outcomes.	Moderate, review progress and attainment. A Improve achievement (Expected or Exceeding) in Writing to 60% for 2021 and Reading to 65% for 2021. C Review the PSED (PSHE) curriculum for pupil's understanding of emotions and feelings - what these look like and how to deal with them. Tstaff to ensure they are aware of and able to	Data analysis half termly with interventions. Moderation activities internally and partnership WEBB schools. Review provision for reading and writing in the setting, including focus activities, resources and opportunities to write. To review pedagogy of all staff to support reading and writing. SLT (MV & M rR)to provide weekly support for writing. All setting staff to model explicit language to pupils - following principles from Elklan Project. Daily shared reading, focus phonics and language sessions and Guided Reading. Pupils identified for intervention including Trugs and Reading Games. Review provision for PSED. Ensure weekly focus session is timetabled. Training on new ELG and implementation from Sept 2021	and input. Indoor and outdoor writing materials. CPD for writing - in house expertise, WEBB partnership Replacement and enhancement of outdoor fine and gross motor resources, (this will also include some sand/water equipment), plus a dedicated reading area and activities linked to weekly work or children's interest. Review Home Corner provision Resources to support Emotional Development eg PSED programme , story books , etc	2,500.00	Integrity data review. Review of termly intervention groups. Data analysis termly to review progress inline or above expected. Review of outdoor provision for writing opportunities.		
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sprove Reading and Writing outcomes.	Moderate, review progress and attainment.	Data analysis half termly with interventions. Moderation activities internally and partnership WEBB schools. Review provision for reading and writing in the setting, including focus activities, resources and opportunities to write. To review pedagogy of all staff to support reading and writing. SLT (MS V & M F R) to provide weekly support for writing. All setting staff to model explicit language to pupils - following principles from Elklan Project. Daily shared reading, focus phonics and language sessions and Guided Reading. Pupils identified for intervention including Trugs and Reading Games. Review provision for PSED. Ensure weekly focus session is timetabled. Training on new ELG and implementation from Sept 2021 Katharine Gignac Wark With Strugt Schwert Pupils . Mathem reports Work with English Subject teat to quickly load and make English (Reading and Writing) functional in oder begin using Arbor efficitively ASAP - 2) Lock at Q level data from 2019 SATs / testbase results for 3,4,5 to	and input. Indoor and outdoor writing materials. CPD for writing - in house expertise. WEBB partnership Replacement and enhancement of outdoor fine and gross motor resources, (this will also include some sand/water equipment), plus a dedicated reading area and activities linked to weekly work or children's interest. Review Home Corner provision. Resources to support Emotional Development eg PSED programme , story books etc. Training /release to organise any changes to assessment, etc. As per schedule. Migration of data cost (daily rate from Arbor if req) Testbase tests for Y3-4-5 to ensure that end of year data is consistently drawn upon andchildren have an opportunity to experience standardised tests L7070 (ES50:20) for Y2-6	2,500.00	Integrity data review. Review of termly intervention groups. Data analysis termly to review progress inline or above expected. Review of outdoor provision for writing opportunities. New assessment for ELG in place English (S_L) Reading, Writing and Maths KPI to be decided by Dec 2019 Spring 2 report to highlight children falling behind and allow for interventions to be put into place All other subjects KPIs to be completed and loaded onto Arbor by Feb 2020	Autumn 2021; Testbase Summer 2021 when	assessment to take place in order to effect
nprove Reading and Writing outcomes.	Moderate, review progress and attainment. A Improve achievement (Expected or Exceeding) in Writing to 60% for 2021 and Reading to 65% for 2021. C Review the PSED (PSHE) curriculum for purplis understanding of emotions and feelings - what these look like and how to deal with them. TStaff to ensure they are aware of and able to implement new ELG P Develop and implement Arbor (new assessment system) transfer selected data from Target Tracker and back up any data deemed possibly useful Enable KS2 to achieve 80% 'working at' at end of key stage (currently 70%) and KS1 to achieve 85% 'working at' at end of key stage (currently 33%). C To review curriculum mites Nyletel leads and S1 to	Data analysis half termly with interventions. Moderation activities internally and partnership WEBB schools. Review provision for reading and writing in the setting, including focus activities, resources and opportunities to write. To review pedagogy of all staff to support reading and writing. ALI (We & M r R) to provide weekly support for writing. All setting staff to model explicit language to pupils - following principles from Elkian Project. Daily shared reading, flocus phonics and language sessions and Guided Reading. Pupils identified for intervention including Trugs and Reading Games. Review provision for PSED. Ensure weekly focus session is timetabled. Training on new ELG and implementation from Sept 2021 Katharine Gignac Work with English Subject lead to quickly load and make English Reading nucleus data from 2019 SATs results are cross referenced in here wKPIs Ensure cross curricular skills are cross referenced in the System to allow for skills to be shown in more than 1	and input. Indoor and outdoor writing materials. CPD for writing - in house expertise. WEBB partnership Replacement and enhancement of outdoor fine and gross motor resources, (this will also include some sand/water equipment), plus a dedicated reading area and activities linked to weekly work or children's interest. Review Home Corner provision. Resources to support Emotional Development eg PSED programme , story books , etc Training /release to organise any changes to assessment, etc As per schedule. Migration of data cost (daily rate from Arbor if req) Testbase tests for Y3-4-5 to ensure that end of year data is consistently drawn upon andchildren have an opportunity to experience standardised tests.£1700 (E850x2) for Y2-6	2,500.00	Integrity data review. Review of termly intervention groups. Data analysis termly to review progress inline or above expected. Review of outdoor provision for writing opportunities. New assessment for ELG in place English (S_L) Reading. Writing and Maths KPI to be decided by Dec 2019 Spring 2 report to highlight children falling behind and allow for interventions to be put into place All other subjects KPIs to be completed and loaded onto Arbor ty Feb 2020 Track usage and effectiveness of the data being entered onto Arbor for Writing (KS2) and cross check with Subject Lead Mathrough book	Autumn 2021; Testbase Summer 2021 when pupils in school History / GeographyScience/ were mapped in Autumn 2020 - Arbor setup to mirror Essentials	assessment to take place in order to effect use the data before the end of the Summitterm
sporve Reading and Writing outcomes.	moderate, review progress and attainment. " A Improve achievement (Expected or Exceeding) in Writing to 60% for 2021 and Reading to 65% for 2021. C Review the PSED (PSHE) curriculum for pupil's understanding of emotions and feelings- what these look like and how to deal with them. T.Staff to ensure they are aware of and able to implement new ELG P Develop and implement Arbor (new assessment system) transfer selected data from Target Tracker and back up any data deemed possibly useful Enable KS2 to achieve 80% 'working at' at end of key stage (currently 70%) and KS1 to achieve 85% 'working at at end of key stage (currently 83%). C To review curriculum mits Subject leads and SLT to determine new KPIs for Arbor	Data analysis half termly with interventions. Moderation activities internally and partnership WEBB schools. Review provision for reading and writing in the setting, including focus activities, resources and opportunities to write. To review pedagogy of all staff to support reading and writing. SLT (MV & M r R) to provide weekly support for writing. All setting staff to model explicit language to pupils - following principles from Elkian Project. Daily shared reading, flocus phonics and language sessions and Guided Reading. Pupils identified for intervention including Trugs and Reading Games. Review provision for PSED. Ensure weekly focus session is timetabled. Training on new ELG and implementation from Sept 2021 Katharine Gignac Prepare KPIs/Targets and load them into Arbor. Create full set of end of year/term reports Work with English Subject lead to quickly load and make English Reading and Writing) functional in order to begin using Arbor effectively ASAP - 2)Look at 0 level data from 2019 SAFIs textbase results of 3,4,5 to ensure that previous issues form part of our focus for mex KPIs Ensure cross curricular skills are cross referenced in the system to allow for skills to be shown in more than 1 realm Get training for teachers' self to utilize the new system	and input. Indoor and outdoor writing materials. CPD for writing - in house expertise. WEBB partnership Replacement and enhancement of outdoor fine and gross motor resources, (this will also include some sand/water equipment), plus a dedicated reading area and activities linked to weekly work or children's interest. Review Home Corner provision Resources to support Emotional Development eg PSED programme , story books etc Training /release to organise any changes to assessment, etc As per schedule. Migration of data cost (daily rate from Arbor if req) Testbase tests for Y3-4-5 to ensure that end of year data is consistently drawn upon andchildren have an opportunity to experience standardised tests.F.1700 (£850x2) for Y2-6 Release time for subject leads to meet with Assessment C	2,500.00	Integrity data review. Review of termly intervention groups. Data analysis termly to review progress inline or above expected. Review of outdoor provision for writing opportunities. New assessment for ELG in place English (S_L) Reading. Writing and Maths KPI to be decided by Dec 2019 Spring 2 report to highlight children falling behind and allow for interventions to be put into place All other subjects KPIs to be completed and loaded onto Arbor ty Feb 2020 Track usage and effectiveness of the data being entered onto Arbor for Writing (KS2) and cross check with Subject Lead Mathrough book	Autumn 2021; Testbase Summer 2021 when pupils in school History / GeographyScience/ were mapped in Autumn 2020 - Arbor setup to mirror Essentials Curriculum Arbor not being used for tracking (Spring 1 2021) INSETs to be scheduled ASAP follwing	To complete the Arbor set up to allow for

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 Attendance to reach target of 96%	Celebrate attendance weekly and termly, through assemblies and the newsletter. Celebrate punctuality termly. To monitor attendance and liaise with parents through Attendance Surgery.	Certificates, stickers and prizes.	400.00	To review attendance and punctuality using Arbor to identify groups and individuals who require support. To achieve 96% attendance termly (minus the Covid factor).		
	P Analyse attendance of reportable groups termly, particularly Pupil Premium, White British, White English & White & Black Caribbean. To lower Absence of pupis previously identified as Persistent Absenceism	Provide greater challenge to authorised and unauthosed absences, (appointments, request for leave of absence and absences) through evidence. EVVO, LM & SLT to review weekly requests for leave of absences and associated evidence. EWO, Learning Mentor & SLT naivyse attendance and punctuality patterns and invite parents to the Attendance Surgery. Learning Mentor requests feedback from class teachers, monthly for punctuality and attendance concerns. Letters sent out for four or more lates per month. Migrate to Arbor Attendance module Spring 2020, teachers to use electronic registration.			Persistent Absentism to fall below 11.91% (2018-2019).		
	C Share and clarify school systems and expectations. Migrate Behaviour protocols on to Arbor Behaviour Module.	Set up and review Behaviour Logs. Ensure protocols for individual pupils are a coordinated response and used consistently. Produce Behaviour Support Plans where necessary to coordinate proportionate and appropriate support involving, pupil, home and staff. To share Behaviour information on pupil's home page, (Arbor).	Arbor - training, iPad for behaviour records.	200.00			
	T Training of behaviour strategies including 123Magicl	Staff training of 123 Magic whole staff CPD. MTS training of 123Magic and behaviour strategies. Parent support Individually and to groups for 123Magic! Teacher and NGT training in the Behaviour Curriculum, releving works by Jom Bernet - Running the Room Companion - Issues In classroom management and strategies to deal with them also. Tom Sherrington - WalkThurs' - as key tests, to develop school and year group behaviour 'norms' and routines for teaching behaviour.	Inset - 123Magicl Key texts for staff & Inset	200.00			
Total			Total Costs	21,000.00	•		