**NORTHWOOD BROOM ACADEMY, SPORT PREMIUM, 2017-2018**

**Sport Premium Action Plan**

Plan Lead: N. Clark (PDBW lead), J. Bateman Price (sport lead)

**Coding:** Green (Achieved); Yellow (Partly achieved); Red (Not achieved)

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| **SEPTEMBER 2016** | **OCTOBER 2016** | **NOVEMBER 2016** | **DECEMBER 2016** |
| Sports clubs to start  All clubs/lessons to be adequately risk assessed | Parental/child questionnaires sent out to gauge viewsabout current family fitness levels and sporting interests  MAT 3.4.2 – Ensure that all sports clubs and sports lessons are adequately risk assessed (JBP lead)  MAT 3.4.4 – All teachers of sport to be aware of medical needs of pupils (JBP lead) | Look at MTP grids and weekly planning grids from FS1-KS2 to see what is already in place.  MAT 1.1.1 - Baseline fitness assessment tool to be created (DW lead)  MAT 1.1.2 - Baseline skills assessment tool to be created (DW lead)  MAT 1.2.4 - Develop assessment toolkit (PE assessment) (DW lead)  Collate feedback from parental/child questionnaires  Healthy displays to be developed around school | Research other PE planning pro-formas  Gather a range of different ideas and examples of planning  PE leads from across MAT to meet and share proformas  PE planning scrutiny to check for planning for children to talk about the effect of exercise on their bodies.  Planning/drop ins - healthy lifestyle debate  Audit staff confidence with PE and develop CPD needs grid  Begin to plan ‘up-levelled’ sports day from 2017  MAT 3.4.1 Develop risk assessment format to be shared with SLT (JBP lead)  MAT 3.4.4 – Develop consistent proforma to ensure that all teachers of sport are aware of medical needs of pupils to be shared with SLT (JBP lead) |
| **JANUARY 2017** | **FEBRUARY 2017** | **MARCH 2017** | **APRIL 2017** |
| Acting on feedback devise new planning pro-forma to be used across the MAT from FS1 – KS2. Fitness/skills tests to be completed  MAT 1.2.3 - Begin to develop scheme of work (differentiated for all year groups/abilities) to be rolled out ready for September 2018 (JW lead)  MAT 1.5.1 - Develop consistent PE MTP system for the MAT (JW lead)  MAT 3.5.4 - Establish links with high school specialists (JW lead)  Develop subject specific drop in sheet for PE TLA/school specific lead  Forest school training to begin in EYFS  MAT 3.4.1 Respond to feedback from SLT re Risk assessments (JBP lead)  MAT 3.4.4 – Respond to feedback from SLT re medical/register proforma (JBP lead) | SLT to share new planning pro-forma with SLT and obtain feedback/scrutiny  SLT to share with ELT  MAT 3.5.5 - Lead effective CPD for all staff in the teaching of sport (JW lead)  MAT 3.5.5 - Monitor and coach staff in the teaching of PE (JW lead)  Permanent football/netball pitch marking on the KS1 playground  MAT 3.4.1 Risk assessments to be shared with ELT (JBP lead)  MAT 3.4.4 –Medical/register proforma to be shared with ELT (JBP lead) | PDM needed to share new planning pro-forma with staff.  Competition 1 (inter-school)  Competition display board to be set up  Good practise to be videoed and shared across the MAT  MAT 1.1.7 - ICT to be used to evidence achievement (DW lead)  Monitor PSHE coverage (MTP and class drop ins) to ensure that healthy lifestyles are covered  Plan to be created further to Forest school training  MAT 3.4.1 ELT to provide feedback re Risk assessments (JBP lead)  MAT 3.4.4 – ELT to provide feedback re Medical registers for pupils taking part in sports (JBP lead) | Sports Day Practise to commence  MAT 3.4.1 Risk assessments to be amended based on feedback from ELT (JBP lead)  MAT 3.4.4 – Medical registers for pupils taking part in sports to be amended based on feedback from ELT (JBP lead) |
| **MAY 2017** | **JUNE 2017** | **JULY 2017** |  |
| Sports Day  Competition 2 (inter school)  Implement forest schools plan  MAT 3.4.1 Risk assessments to be rolled out (JBP lead)  MAT 3.4.4 – Medical registers for clubs to be rolled out (JBP lead) | Fitness/skills tests to be completed  Moderation | Competition 3(inter school)  Analyse PE data and progress measured |  |

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| 1. **Summary information** | | | | | |
| **Academic Year** | 2017-2018 | **Total PLAN budget** | **£16,000** | **Date of Plan review** | July 2018 |
| **Total number of pupils** | 221 | **Number of pupils eligible if appropriate** |  | **Date for next internal review of this plan** | 13.12.17 / 08.06.17 |

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| **Plan BUDGET £16,000**  Sports coach management time - £2,000  Sports coach salary – clubs - £2,000  Sports coach lunch time activities - £1,833  Sports coach lessons - £4,744  CPD / good practise visits - £1,000  Resources - £2,000  Outdoor environment - £2,000  Sports Day £423 | | | | |
| **Academic Year 2017-2018** | | | | |
|  | ACTIONS | STAFF LEAD & ESTIMATED COST | SUCCESS CRITERIA | EVIDENCE |
| **Priority 1 Outcomes**  **Ensure all schools have ambitious targets & work consistently to secure good and better outcomes.** | | | | |
| 1.1.100% pupils make good or better progress from their individual starting points and each cohort attains in line with or above national. | 1. Collaborate to create a MAT baseline assessment tool/strategy to test pupil’s fitness to support planning for progression from each child’s individual starting point (AFL)   **MAT LEAD DW** | Sports lead  Management time of sport lead / Sport lead teaching time/salary £2000 | 100% pupils make good or better progress from individual starting point in PE  The vast majority of target children make substantial progress in all year groups  Also cross reference to TLA Priority 2  Formative and summative assessments, systems and processes are followed and accurate and quality assured in all year groups100% pupils make good or better progress from individual starting point (TLA, PDBW plan Inclusion)  Reception GLD attainment shows significant progress (30% increase) from their September baseline (12.3% - challenging cohort) (TLA) (physical dev.)  Data for pupils eligible for PP shows significant progress form their September baseline Children’s work evidences that ALL children are challenged to maximise progress and depth of learning (progression through stickers, fix it, challenges)  100% pupils make good or better progress from individual starting point in PE (TLA, PDBW plan Inclusion)  The vast majority of target children make substantial progress in all year groups  There is a consistent primary approach to the teaching of PE  Children’s work evidences that ALL children are challenged to maximise progress and depth of learning (progression through stickers, fix it, challenges)  There is a consistent approach to long, medium and short term planning that is understood and implemented by teachers  Learning Objectives, Bronze, Silver and Gold Success Criteria and BAD learning activities are explicit, understood, articulated by the children and impact positively on outcomes (as appropriate)  Children’s peer and self-evaluation is understood and mostly accurate  100% pupils make good or better progress from individual starting point  All pupils are able to discuss and debate lifestyles and the effect of exercise  Children’s work evidences that ALL children are challenged to maximise progress and depth of learning (progression, fix it, challenges)  Pupils have weekly opportunities to discuss, debate and articulate how exercise and fitness are important for a healthy life (age-appropriate) (Priority 4))  Children’s work evidences that ALL children are challenged to maximise progress and depth of learning  There is a consistent primary approach to the teaching of PE  (Priority 2)  The child is celebrated within classroom and school environment (PDBW 4.6) (TLA, PDBW, Inclusion, Pupil Premium, Safeguarding Plans)  (Priority 4)  The environment supports quality learning and celebrates current children (all environment displays including safeguarding, sport, health, SMSC  ( Priority 4)  Formative and summative assessments, systems and processes are followed and accurate and quality assured in all year groups. (Priority 2) | Data analysis  Videos of pupils / evidence base on 2Build a Profile for EYFS pupils  Vulnerable group tracking  Videos of pupils / evidence base on 2Build a Profile for EYFS pupils  Club/PE registers  Hard to Read monitoring/  Registers  Assessment observations  Drop in observations  Pupil interviews  Planning scrutiny  Drop in records  CPD logs/records  CPD needs grid  Progress data and analysis  Registers / data analysis  Scheme of work scrutiny  Pupil videos  MTP scrutiny.  Weekly planning scrutinies  MTP scan  Questionnaire analysis  Sport club plan/overview  Supervision notes  Sport lead meeting notes  Sport premium action plan progresses/  objectives being met  Risk assessments for clubs  Pupil alerts  Questionnaires  Analysis  Weekly planning  Assessment tool  Photographs / video  Risk assessments  Questionnaires / analysis  Registers / analysis  PDM records  Audit  Talent grid  Club registers  Weekly planning  Discussion videos  PSHE displays  CPD audit  Talent grid  School council minutes  Lunch time display  Display  Weekly planning  Behaviour monitoring book  MT Planning  Weekly planning  Drop ins  Observations  Weekly planning  MT planning  Drop ins  Observations  Assessment |
| 1. Collaborate to create a MAT baseline assessment tool/strategy to test pupil’s skills/ability to support planning for progression from each individual child’s starting points (AFL) **MAT LEAD DW** | Sports lead  Management time of sport lead / Sport lead teaching time/ salary management time |
| 1. Assess children’s fitness as a baseline (fitness test) to be used to establish pupils’ starting points in fitness. | Sports lead |
| 1. Complete fitness test three times yearly to monitor progress of pupils. | Sports lead |
| 1. Assess children’s fitness as a baseline (skills test) to be used to establish pupil’s starting points in skills and ability. | Sports lead |
| 1. Complete skills tests three times yearly to monitor progress of pupils. | Sports lead |
| 1. Produce video to show baseline fitness / progression of skills. | Sports lead |
| 1. Encourage all pupils have correct kit for PE sessions (uniform sales etc). | Class teachers /Sports lead / HSLW |
| 1.2.ENSURE consistent systems across all schools to show that progress of all vulnerable groups currently on roll matches or is improving towards that of other pupils with the same starting points. (DATA, MOBILITY) | 1. Develop an assessment system with DC Pro for the MAT so that vulnerable groups can be easily tracked. | Sport lead/salary management time  TLA lead/ |
| 1. Collaborate to create a MAT baseline assessment tool - See Sports Plan Priority 1.1 | Sports lead |
| 1. Develop the scheme of work so that it is differentiated for all abilities/groups including vulnerable groups – EAL / SEN .   **JW MAT LEAD** | Sports lead / salary management time |
| 4.Develop MAT Assessment Toolkit to include all PE assessment documentation **MAT LEAD DW** | Sports lead / MAT lead |
| 5.Analyse PE data and progress measured (at least start and end of year) | Sports lead |
| 6.From PE data identify and target vulnerable pupils to access health and fitness clubs (sports and cooking) | Clubs leader salary / running costs£2000 |
| 1.3.ENSURE pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. (COMMUNICATION) | 1. Planning evidences opportunities for children to talk about the effect of exercise on their bodies – evidence on MTP and weekly planning | Sports lead/CTs / PDBW |
| 2. Opportunities for children to talk about and debate healthy lifestyles are planned into MTP and weekly planning. | Sports lead/CTs / PDBW |
| 3. Monitor planning and drop in observations to assess children’s understanding and communication | PDBW LEAD  DW/SPORTS LEAD SPORTS LEAD |
| 4.Feedback to staff and monitor impact |
| 1.5.REVIEW assessment AND PLANNING systems to ensure consistency (FIX IT) | 1. Develop consistent MTP system across the MAT for PE J**W MAT LEAD** | Sports lead across MAT |
| 1. Develop consistent weekly planning system across the MAT for PE **JW MAT LEAD** |
| 1. Implement the use the ICT to celebrate achievement by videoing good practise and examples of work | SPORTS LEAD |
| 1. Implement the use of ICT to record assessment as evidence of achievement |
| **PRIORITY 2 Teaching, Learning and Assessment**  **To ensure all teaching, learning & assessment in our schools is consistently good and better.** | | | |
| **To ensure all teaching, learning & assessment in our schools is consistently good and better in PE** | 1. Audit needs and create a CPD needs grid. | Sport leads  Cover for good practice visits across the MAT or outside as needed  £1000  Sport leads/Management time | All leaders can demonstrate the impact of funding on outcomes and value for money from funding streams (All plans) All leaders lead by example at all times to manage their team effectively, building an elite team where colleagues are honest, trusting; and work collaboratively across the MAT for the benefit of pupils  All teaching and learning staff have accessed CPD and value for money impact is evident in outcomes (priority 1) (TLA, PDBW, Inclusion plans)  100% teaching is at least good in Reading, Writing and Maths (see PDBW 4.6)  No inadequate teaching  Formative and summative assessments, systems and processes are followed and accurate and quality assured in all year groups.  There is a consistent approach to long, medium and short term planning that is understood and implemented by teachers  Learning Objectives, Bronze, Silver and Gold Success Criteria and BAD learning activities are explicit, understood, articulated by the children and impact positively on outcomes (as appropriate) |
| 2.Lead effective CPD for all staff in the teaching of sport. |
| 3.sportMonitor and coach staff in the teaching of PE |
| 4.Monitor the impact of coaching on teaching and learning | Sport leads/Management time |
| 5.Research and implement schemes of work / devise scheme of work for the MAT **JW MAT LEAD** | Sport leads  Sport leads  Sport leads  Sport leads  Sport leads |
| 6.See Priority 1.1 (assessment systems) |
| 7. Differentiation based on previous assessment is planned in weekly planning (previous evaluated weekly planning) |
| 8. Bronze, Silver, Gold (dot, line, cross) to be developed to evidence progress and attainment over time (all ability groups) so that T,L,A to be captured/celebrated in children’s learning journeys termly  **MAT LEAD JW** |
| 9.New assessment tool to incorporate use of photographic evidence. |
| 10.Review PSHE scheme of work and ensure it include healthy lifestyles coverage (cross ref with PSHE/PDBW plan) | Sport leads | Formative and summative assessments, systems and processes are followed and accurate and quality assured in all year groups. |
| 11.PSHE scheme of work and programmes of study if necessary to include healthy life styles etc. cross ref with PSHE/PDBW plan) | Sport leads |
| 8.Ensure that the EYFS and KS1 National Curriculum requirements are met and that the academy curriculum enhances a broad and balanced curriculum. | * Audit and purchase of resources to ensure that all appropriate resources enable the teaching of PE and sport to be taught effectively * Permeant football/netball pitch markings on KS1 playground | £2000 budget  JW/PDBW Lead  £500 country grounds quote | The environment supports quality learning and celebrates current children (all environment displays including safeguarding, sport, health, SMSC**)** |
| **PRIORITY 3 Leadership and Management**  **To create effective and sustainable leadership & management teams in our schools** | | | |
| 3.2.Evidence how the views of pupils and parents are listened to and directly used to impact on our school’s effectiveness. | 1. Questionnaires to be sent to parents to gauge views about current family fitness levels and sporting interests. | Sport leads  Management time | Pupils and parents work with the school to strategically develop the role of homework (TLA 2.2, PDBW 4.2, PP)  Pupils and parents work with the school to define, measure and address any bullying (PDBW 4.2, 4.4, Inclusion ,Facilities  The community SLT team work collaboratively, independently and effectively to drive school improvement, raise standards and meet agreed outcomes (All plans)  Practices show that all staff follow the effective emergency evacuation procedures (fire evacuation, premises evacuation, lockdown procedure, bomb threat) and fire marshalls always check their areas of responsibility (4.1, facilities plan) |
| 1. Questionnaires to be completed with pupils to gauge views on PE, life styles and clubs and sporting interests. |
| 1. Collate evidence/feedback from questionnaires and analyse to find areas of need. |
| 1. Devise plans and lead (sport clubs, healthy eating clubs) to accommodate needs/interests of parents and pupils where possible. |
| 3.3.EMBED, skilled, permanent and sustainable leadership and management structures. | 1. School specific coaching and supervision between PDBW lead and PE/Sports lead (focus on EYFS objectives and success criteria) and bi-monthly for MAT PDBW leads and PE/Sport leads | PDBW/Sport leads |
| 2.Arrange collaborative management time across the MAT for PDBW and Sport Premium to ensure consistent approaches across the MAT. | Sport leads across MAT |
| 3.PE lead judgments to be quality assured internally and with other primary link schools/sport specialists | Sport leads |
| 3.4.ENSURE Safeguarding is a priority and continues to be highly effective with a culture of vigilance where pupils’ welfare is actively promoted and pupils are listened to and feel safe.  **MAT LEAD JBP**  **Cross reference Priority 4.1** | 1. Risk assessment format to be agreed as a model across the MAT for Sports Clubs, PE lessons,   *Cross ref to PDBW plan* | Sport lead/PDBW lead / office |
| 1. All sports clubs to be adequately risk assessed.   School specific sports/environment risk assessments to be developed in line with health and safety requirements/compliance lessons to be adequately risk assessed | Sport lead/PDBW lead / office |
| 1. Sport lessons to be adequately risk assessed.   School specific sports/environment risk assessments to be developed in line with health and safety requirements/compliance lessons to be adequately risk assessed. | Sport lead/PDBW lead / office |
| 1. Teachers of sport/clubs to be aware of any medical care plans (pupil alerts) via club registers. Club registers to be developed to include medical needs, vulnerabilities, dismissal and pupil alerts (registers to remain in school) | Sport lead/PDBW lead / office |
| 1. All staff working with children, including club leads, must have level 1 safeguarding, DBS and all safeguarding ‘working with children’ checks prior to working in schools (as safeguarding audit) | Sport lead/PDBW lead / office |
| 3.5. Ensure staff have access to CPD that impacts on academy priorities, raising standards and improving provision  **MAT LEAD - JW** | 1. CPD audit/grid to be designed and completed identifying CPD needs of staff | PE LEAD  Senior LTS/LTSs  TSA Playleaders | All teaching and learning staff have accessed CPD and value for money impact is evident in outcomes (priority 1) (TLA, PDBW, Inclusion plans)  All leaders can demonstrate the impact of funding on outcomes and value for money from funding streams (All plans)  Academy evidence files (paper and electronic) support quality assurance and green plan outcomes (All Plans)    All leaders achieve the success criteria set out in their plan |
| 1. Create a talent grid from across the MAT for staff | MAT LEAD  PE LEADS |
| 1. Develop clubs / activities which use talents of staff to enhance learning. |  |
| 1. Establish effective links with high school sport specialists to enhance coaching/CPD capacity (lesson coaching, good practice visits) | PE LEAD |
| 1. Plan and deliver effective CPD/coaching for all staff in the teaching of PE/sport/improving health | PDBW LEAD/TLA  / PE LEAD  External providers  £1000 |
| Priority 4 **Personal Development, Behaviour and Welfare**  **Ensure a consistent approach to safeguarding and provision so that personal development, behaviour and welfare is at least good**. | | | |
| 4.2Pupils discuss and debate issues in a considered way, showing respect for others’ ideas and points of view.  TLA 1.3  PBDW 4.5 | 1.Monitor opportunities for discussion and debate in PSHE/PE/Health. Feedback and monitor impact  Cross reference SP Priority 4.5 | Sport Lead  PDBW lead  CTs | Pupils have weekly opportunities to discuss, debate and articulate healthy relationships and lifestyles (age-appropriate) (Outcomes 1.3) |
| 2. Children to be taught about healthy relationships and lifestyles through high quality PSHE – discussion / debate. Weekly planning evidence | Sport Lead  PDBW lead  CTs |
| 3. Children to be given opportunities to discuss and debate what it means to lead a healthy lifestyle - – discussion / debate. Weekly planning evidence | Sport Lead  PDBW lead  CTs Sport Lead |
| 4.Children to be encouraged to think about consequences of not leading a healthy lifestyle – discussion / debate. Weekly planning evidence | PDBW lead  CTs  Sports lead |
| 4.5 Pupils can explain accurately and articulate confidently an age-appropriate understanding of healthy relationships and lifestyles | 1. See Sports Plan Priority 4.2 | PDBW lead | Pupils have weekly opportunities to discuss, debate and articulate how exercise and fitness are important for a healthy life (age-appropriate) (Outcomes 1.3) (Sports Plan) |
| 1. Create displays to promote healthy lifestyles around school – dining hall / PSHE boards in classrooms. | PDBW lead  Sport lead |
| 5.Feedback to staff and monitor impact |  |
| 6.Pupil conversations also used as a measure/impact of teaching and learning (focus on drop in sheets) | PDBW lead |
| 7.School council to be consulted about active life style at playtime / lunchtime and suggestions implemented where possible | PDBW lead  Sport lead |
| 8.Play leaders (staff and children) to be in place to encourage active play. | PDBW lead  Sport lead  Playtime leaders |
| 4.6 The school environment celebrates how special and unique our children are. | 1.School displays to be developed   * Competition and achievement board – school activities / out of school achievements * Healthy eating / life styles * Fitness display outside – designed by pupils | PDBW lead  Sport lead  Signage £500  Northwood stadium hire – £200  /ice pops | The child is celebrated within classroom and school environment (PDBW 4.6) (TLA, PDBW, Inclusion, Pupil Premium, Safeguarding Plans)  The environment supports quality learning and celebrates current children (all environment displays including safeguarding, sport, health, SMSC**)** |
| * Arrange and lead ‘up levelled’ sports day taking into account improvement viewpoints of SLT, children, staff and parents from 2017 * Opportunity in PE lessons to practice for sports day * Participation in cross infant competition to be increased Sports competitions to be planned, organised and held across KS1 between NBA and HA * Sporting calendar for 2017-2018 to be in place evidencing increasing participation.   Sports Awards assemblies to be integrated as routine |
| **4.**9. Ensure that there is a consistent approach to behaviour management in all classes and throughout all parts of the day (playtime, dinner time, assemblies, moving around school) | 1. Attitudes to learning and behaviour in PE to be included on subject specific drop in sheet and monitored (including pace/changing/kit/water/movement) | PDBW lead  Sport lead | Clear and effective policies in place for behaviour and safeguarding  Behaviour policy is implemented consistently |
| 1. Play leaders (staff) to be coached/support implementation of the behaviour policy | PDBW lead  Sport lead |
| **PRIORIY 5 Early Years Provision**  **To develop outstanding early years provision HIS/NB** | | | |
| 5.1.Outstanding provision to be developed by addressing all above actions in line with whole school priorities | 1. Audit current provision – Review ratio of adult directed / child initiated. T L A 1.1 | Sport lead  PDBW lead  LTS leads  EYFS lead  TLA/PDBW lead  COST £2000 towards improving environment for physical activity to take place.  £1000 for equipment | Teaching is consistently of a very high quality and inspirational which is highly responsive to children’s needs.  Provision across all areas of learning is planned meticulously. It is based on rigorous and sharply focused assessments of children’s achievement so that every child undertakes highly challenging activities  The environment supports quality learning and celebrates current children (all environment displays including safeguarding, sport, health, SMSC**)** (Priority 4)  Children are highly motivated and very eager to join in. They consistently demonstrate curiosity, imagination and concentration.  Assessment is accurate and based on high quality observations. Baseline  data captures an accurate picture of their starting point and parental views.  Children make consistently high rates of progress in relation to their starting points and are extremely well prepared academically, socially and emotionally for the next stage of their education  Assessment is accurate and based on high quality observations. Baseline data captures an accurate picture of their starting point and parental views.  Children make consistently high rates of progress in relation to their starting points and are extremely well prepared academically, socially and emotionally for the next stage of their education. |
| 1. Develop a plan to develop to address findings from above including influence on planning T L A 1.1 |
| 1. Implement the plan and monitor impact T L A 1.1 |
| 1. Explore and access forest school training with Christian Fox to develop outdoor learning, building on the children’s social, physical and educational skills. T L A 1.1 |
| 1. Develop a plan from the Forest School training T L A 1.1 |
| 1. Implement the plan. Consider changing EYFS drop in sheet to reflect curriculum developments T L A 1.1 |
| 1. Monitor for teaching and learning impact T L A 1.1 |
| 1. Cross reference Sports Plan priority 1 |
| 1. Identify target children to receive support with QFT in PE   T,L,A 5.1 |
| 1. Specific programme of intervention to be delivered to target groups, evaluated and adapted to ensure impact on progress T,L,A 5.1 |
| 1. Opportunities for gross motor development are provided in the outdoor environment – evidenced on planning / drop ins |
| 1. Monitor opportunities for gross motor development are provided in the outdoor environment   Feedback and review impact |
| 1. Opportunities for physical development, gross and fine, are provided in both indoor and outdoor environment |
| 1. Monitor opportunities for physical development, gross and fine, are provided in both indoor and outdoor environment |
| 5.2Ensure assessment systems accurately capture children’s very low starting points and include parental views | 1. Cross reference Sports plan Priority 2 | Sport lead  PDBW lead  EYFS lead |
| 1. To consult with staff on the new Autumn curriculum and Spring and Summer developments in all subject areas to develop an agreed annual overview of EYFS/KS1 curriculum. TLA 2.8 |
| 1. Allocate responsibility to subject leads to contribute curriculum development. TLA 2.8   (Development of subject leadership files including POS, schemes of work and curriculum coverage) |
| 1. Medium term planning for all subject areas to take place termly. Staff to respond to feedback and up level planning. TLA lead to coach teachers and quality assure. TLA 2.8 |
| 1. Planning to be reviewed weekly and coaching feedback given to staff where needed. TLA 2.8 Planning to include L.O, SC, Differentiated learning activities (BAD), TA deployment, lesson flow (lessons not in isolation) and evaluations. |
| 5.3Ensure all assessment is accurate and all staff are confident in making judgements | 1. .Ensure assessment systems accurately capture children’s very low starting points and include parental views TLA 5.2 |
| 1. Review triangulation monitoring for EYFS ‘work to include 2Build a profile , work scrutinies TLA 5.3   Drops in to capture children’s learning |
| 1. Moderation takes place to confirm accurate assessment   Cross reference T,L,A plan Priority 5.3 |