



Park Hall Academy

Development Plan 2020-2021

Member of The St Bart's Multi-Academy Trust



**Continuing The
Learning Journey
Together**



Key Priorities for our Academy 2020-2021



Continuing The Learning Journey Together

Priority 1: Intent:

To ensure that all learners are engaged in an ambitious curriculum, which identifies and swiftly addresses gaps in knowledge. (Covid recovery plan).

Priority 2: Intent

To further improve children's fluency and inference skills in order to raise standards in reading at the end of Key Stage 2, so that the number of pupils achieving the expected and greater depth standard is in line with pupils nationally.

Priority 3: Intent:

To further develop children's ability to apply their skills and knowledge to reasoning and problem solving in order to raise standards of attainment at the end of Key Stage 2 so that the number of pupils achieving the expected and greater depth standards is in line with pupils nationally.

Priority 4: Intent:

To incorporate the innovative and creative use of technologies to further enhance learning and teaching, immersing and enriching children's learning journeys.

Priority 5: Intent:

To effectively implement "My Happy Mind", developing resilience, confidence and self-esteem, embedding a culture of positive mental well-being.



Continuing The Learning Journey Together.



Priority 1: Intent

To ensure that all learners are engaged in an ambitious curriculum, which identifies and swiftly addresses gaps in knowledge. (Covid recovery plan).

Intent	Implementation	Impact
<p>To adopt an evidence based approach to ensure maximum impact upon pupil outcomes. Evidence Based Approach</p>	<p>Specific Activities Monitoring Resources Timescales</p> <ul style="list-style-type: none"> Undertake research, focusing upon the EEF evidence based research. (Covid-19 Support Guide for Schools). https://educationendowmentfoundation.org.uk/covid-19-resources/ 1 Inset day for SLT to undertake research £300 Adopt a tiered approach, clearly identifying a small number of strategies that are likely to make the biggest difference. (See Tiered approach document – 1: Learning and Teaching, 2: Targeted Academic Support and 3: Wider Strategies. September 2020 DLT leadership time 1/2 day per week. 4 staff - £840 Share findings of EEF research with all members of the school community. September 2020 Half termly review of progress towards intentions using the EEF checklist to evaluate success and identify further improvements and any necessary changes as well as evaluating success. DLT leadership time 1/2 day per week. 4 staff - £840 	<ul style="list-style-type: none"> Using EEF research and the covid recovery plan, we have ensured that reading is our priority and have adopted the 3 tiered approach. Quality first teaching is our first strategy followed by targeted academic support. Within this second tier, we identify reading strategies as a priority and focus on a small number of them which make the biggest difference and have the biggest impact.
<p>To ensure that all groups of learners achieve the high expectations placed upon them and that any gaps between progress and attainment of learners are diminished. Targeted Academic Support</p> 	<ul style="list-style-type: none"> Senior Leaders, SENCO and DLT's will analyse assessment information to identify any attainment/progress gaps. (Boys/girls, PP/Non PP, SEN/Non SEN (School support and EHCP) across the academy. October 2020 DLT leadership time 0/5 day per week 4 staff - £840 DLT's and teachers will review and evaluate Raising Attainment Plans termly to ensure that the specific strategies identified to close specific gaps in learning are effective. (Interventions are reviewed continually, in any instances that these are not effective in securing good progress, teachers should discuss changes to plans to secure improvement) DLT Leadership time 1/2 day per week, 4 staff. £1680. Half termly review of RAP plans. Ensure the effective use of resources to ensure maximum impact and secure accelerated progress for pupils with identified needs. Audit and map interventions across the academy. Follow EEF approach of one or two well-chosen and well implemented TA led interventions to complement and extend class teaching. September 2020 DLT's, SENCO and Senior Leaders will engage in pupil conferencing to monitor pupil progress, identifying strengths and next steps for pupils. They will be supported by the Pupil Premium Link Governor. Ongoing, fortnightly. DLT Leadership time: 1/2 day per fortnight, 4 staff. £800 Pupil Premium Link Gov and JP to monitor impact of interventions half termly. Effective deployment of LSA's to match pupil need. Map out pupil needs across the academy, match areas of expertise to pupil need and ensure that LSA support is matched to cohorts needs (e.g. more support where need is greatest). (July 2020). Termly review. SENCO to evaluate impact of pupil passports and RAP's Termly meetings JP/VB to assess impact of interventions. All Teachers and all LSA to continually review impact to ensure effective use of time and maximum benefit as a result of targeted intervention. 	<ul style="list-style-type: none"> The purchase of myON allows staff to observe the gaps within reading relating to the domains in comparison to national averages. INSET day provided staff with the opportunity to identify strengths and areas of weakness when identifying the performance of year groups in relation to the question types and domains. <ul style="list-style-type: none"> Staff use the above information to teach to the children's gaps. Reading skills taught for the next term focus upon the domains and specific question types that children are underperforming in. This ensures that we are teaching to the gaps whilst still continually addressing the skills of reading through the teaching of our reading cycle. The reading intervention 'Reading Inference' has been rolled out throughout key stage 2 as a high impact positive intervention which builds on fluency intervention and focuses on inference. CW is our specialist learning support assistant in this field and has shared her expertise with key stage 2 staff through discussions and lesson observations to model the intervention, impacting upon the development and succession planning of other staff. Reading interventions have become a priority this academic year and the support of reading is evident on all pupil passports to reflect our priority of reading. This is showing the highest impact as children are moving from fluency interventions to inference. Pupils with passports spend more time with an adult when listening to children reading which is having a positive impact on the number of quizzes taken which are passed (at 80% or above). Pupil conferences are ongoing across phases to engage in discussions with children and monitor pupil progress, focusing on reading as a priority. SEN monitoring demonstrates that LSA's are supporting pupil groups to make progress against their individual targets.

<p>Continue to ensure that all pupils are exposed to year group expectations</p>	<ul style="list-style-type: none"> All pupils with the exception of those with EHCP plans will engage in directed teaching and learning with peers. This ensures that all learners are exposed to the correct year group expectations and aspirations are high for all. All learning and teaching MUST be based on current year group objectives. Teachers must ensure that they do not teach the previous year group objectives as a consequence of Covid. September 2020 ongoing. Monitor during lesson looks and book looks. Half termly. MATHS: Incorporate re-cap lessons to supplement year group objectives (White Rose lesson Overviews 20/21). September 2020 ongoing. Monitor during lesson looks and book looks. Half termly. EH to oversee as Math Lead. Curriculum leaders will identify any knowledge and skills not taught in year groups as a result of COVID and highlight these on our curriculum plans so that all staff are aware of missing knowledge and skills. These will raise awareness so that teachers are aware of the need to pre-teach as a result of missing gaps, These do not replace the current year group expectations but supplement. July 2020. Monitor during lesson looks and book looks. DLT leadership time 1/2 day per week 4 staff - £840 	<ul style="list-style-type: none"> A shared vision of high expectations within the teaching of reading is evident across the whole school. Children are exposed to their year group objectives for reading which impacts upon their ability to independently read texts. Children are exposed to high level quality texts which are taught through reading and writing to provide an exciting and cohesive approach to the curriculum. This positively impacts upon pupils ability to delve deeply within a text and really unpick the vocabulary and story being read over the duration of the reading cycle.
<p>Quality first teaching meets the needs of learners and where learners require additional interventions, these are successful in securing accelerated progress.</p>	<ul style="list-style-type: none"> Carefully plan transition, enabling teachers or learning support assistants who know children well to follow children into the next stage of their learning journey. July 2020 Focused discussions will continue to question the effectiveness of interventions in place. Key lines of inquiry to include: How well are learners progressing? Would high quality first teaching be the most appropriate approach to secure progress and closing gaps in pupils learning? What is the specific gap in learning and how can these gaps be closed? What has been the impact of interventions? Termly review, ongoing professional discussions with DLT's and teachers evaluating impact of strategies/interventions. DLT Leadership time 1/2 day per week x 4 Reduce teacher workload through the efficient use of resources. (e.g. where a number of pupils are completing an intervention, question whether a more effective means of addressing gaps would be through an additional taught session with a group or class) Termly review of provision maps. VB to monitor planned interventions identified on Pupil Passports. 	<ul style="list-style-type: none"> Reading interventions are being prioritised for all pupils with a passport (with the exception of EHCP pupils). This is having the highest impact on interventions with a reading focus. Children are being grouped in terms of their reading ability and interventions carried out which impacts upon also reducing staff workload and allows for staff to share resources. <ul style="list-style-type: none"> Quality first teaching is the initial approach to the teaching of reading with specific targeted interventions being carried out during an alternative time on the timetable. Gaps are closed through targeted support/ interventions of reading given outside of the reading cycle and daily reading for pleasure time to maximise the opportunity of reading. Transition has been carefully planned again for September 21' ensuring that teachers and/ or LSA's follow children into the next year group, ensuring a smooth transition. Assistant Principal/ Phase meetings followed the key lines of inquiry re: effective interventions. Send monitoring identified that planned interventions for pupils were addressing their needs well with the majority of pupils making good progress towards targets. Continued focus on reduction of teacher workload and efficient use of resources and technology. Send monitoring feedback to staff included examples of efficient and effective practice and general feedback to all to ensure most efficient running records are used for the intervention to demonstrate clearly progress in an efficient manner.
<p>To engage parents in supporting their child's learning journey, ensuring that home learning explicitly links to gaps in learning.</p>	<ul style="list-style-type: none"> Pupils with an identified SEND and Pupil Premium pupils receive home learning matched specifically to any area of need. September 2020 ongoing. DLT's and SENCO to monitor as part of book looks. Termly. Discussions with parents inform of any specific gaps and the parents/carers role in supporting their child's home learning. Resources are provided as appropriate to enable parents to support their child's learning journey. As required. All parents via Parent Consultations. October 2020, April 2021 	<ul style="list-style-type: none"> Specific apps on the ipads have been rolled out across key stage 1 and 2, where necessary (Teach my monster to read/ The hairy words phonic apps). The impact has been greater accessibility to additional resources for pupils. <ul style="list-style-type: none"> The ipads allow for a bank of resources to be available for children. Knowledge organisers are in showbie files for fiction and non-fiction texts. These are shared with children and parents alike on showbie impacting on the availability of a bank of information

including vocabulary and definitions accessible for pupils and parents. These also impact positively as a pre-teach tool, allowing for pupils to understand vocabulary etc before beginning the text – reducing uncertainty.

- SEND reviews, initial consultations and Parent Meetings ensured that parents are able to understand and support their child’s learning journey. Individual pupil Showbie files contain supporting resources based on the needs of pupils, encouraging independence in pupils also.

Monitoring
Key Lines of enquiry
Are any groups of learners falling behind their peers?
Are interventions tightly focused and planned to secure good progress?
Does the curriculum meet the needs of all learners?

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring 2	Summer Term 1	Summer Term 2
<ul style="list-style-type: none"> • Analyse assessment information to identify attainment/progress. Sept 20 – SLT, SENCO, DLT’s • Book Looks (Showbie) SLT/ ND September 2020 • Home learning matched to level of need (SEND/ PP) DLT’s/ SENCO 	<ul style="list-style-type: none"> • EEF checklist review • Analyse assessment information to identify attainment/progress gaps. December 2020 • Lesson Looks – Maths (See math monitoring Intent 3) • Pupil passport targets monitoring, VB/ JP 	<ul style="list-style-type: none"> • EEF checklist review • Analyse assessment information to identify any attainment/progress gaps. • Book Looks (Showbie) SLT. • Home learning matched to level of need (SEND/ PP) DLT’s/ SENCO 	<ul style="list-style-type: none"> • EEF checklist review • Analyse assessment information to identify any attainment/progress gaps. • Review provision maps DLT’s/ Teachers • Pupil passport targets, VB 	<ul style="list-style-type: none"> • EEF checklist review • Analyse assessment information to identify any attainment/progress gaps. • Book Looks (Showbie) SLT 	<ul style="list-style-type: none"> • EEF checklist review • Analyse assessment information to identify any attainment/progress gaps. • Pupil passport target monitoring, VB

Focus for lesson/ book looks to include – pre-teaching as a result in gaps of knowledge and skills, re-cap lessons to supplement year group gaps (White Rose). Learning and teaching based on current year group objectives.

Priority 2: Intent

To further improve children's fluency and inference skills in order to raise standards in reading at the end of Key Stage 2, so that the number of pupils achieving the expected and greater depth standard is in line with pupils nationally.



Intent	Implementation	Impact
<ul style="list-style-type: none"> https://educationendowmentfoundation.org.uk/tools/guidance-reports/preparing-for-literacy/ https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-1/ https://educationendowmentfoundation.org.uk/tools/guidance-reports/literacy-ks-2/ 	<p style="text-align: center;">Specific Activities Monitoring Resources Timescales</p>	
<p>To immerse learners in a language rich, creative and cohesive curriculum, where high quality texts are at the heart of learning and teaching.</p> <p>EEF Strand 1.</p>	<ul style="list-style-type: none"> EYFS curriculum to be redesigned using high quality texts at the center of learning. Texts to be displayed within activities throughout the unit. £800 purchase of texts and £1500 curriculum resources. (July 2020). Ongoing monitoring of planning units by JJ. Daily reading aloud by children and modelled by teachers ensuring discussion around text, identifying new vocabulary which extends and enriches language development. Create Knowledge Organisers around key texts and subjects to pre teach new vocabulary. July 2020, October 2020, December 2020, January 2021, March 2021, May 2021. All teaching staff/subject leaders. Subject Leadership time ½ day per half term. £3600 Reading Stem sentences will be used by all learners, displayed in all environments, resources on 1:1 iPads ensure that these are used regularly by all learners, ensuring that all are able to articulate their understanding fully, understanding the intention of the author etc. Daily practice. Lesson observations half termly and pupil interviews - October 2020, January 2021, March 2021, May 2021. Stem sentences for each phase/ year group, information for parents to support learners at home £50 Leadership Cover - £150. Stem Sentences October 2020. Word of the week will continue to be embedded from FS1 (Year 6 word of the day). All learners to apply the WOW in writing. Success Criteria will include reference to the word of the week and expect learners to apply their vocabulary within all aspects of learning. Weekly application of WOW. September 2020 and ongoing, words explored weekly. Book looks termly to identify WOW. Idioms linked to CLJ units to be matched by subject leaders and Reading Lead (NS) to ensure that learners are exposed to a rich vocabulary and understand the origins of aspects of language. (Use https://www.mracdpresent.com/idioms). These to be explored during explorations of texts and to enhance wider subject knowledge. Each class to display an idiom alongside their WOW on learning walls. Learning Walks, weekly idioms and WOW, begin September 2020 - ongoing £50 purchase of idioms resources. MYON purchased to engage and promote a love of reading. Links with Accelerated reader enabling assessment of children's understanding of the texts. (£1900) <div data-bbox="454 1153 871 1430" data-label="Image"> </div>	<ul style="list-style-type: none"> A whole school approach of a cohesive curriculum taught around specific texts has been adopted. High quality texts are at the centre of learning and provides cross curricular links across other subjects. Knowledge organisers have been created for years 1-6 for fiction and non fictions texts. These are shared with children and parents via Showbie and provide the opportunity to pre teach new vocabulary and develop an understanding of the text in terms of it's genre, potential themes understood, the plot etc. Word of the week has been established and is impacting on the understanding and use of new vocabulary evidenced in pupils responses to questions. This is introduced within the reading cycle and words are chosen from the topical texts where possible. Children use the new vocabulary in their own writing and develop an understanding of synonyms of these words through their focused vocabulary reading lesson. Impact has been children are showing more confidence with the domain 2a Victor Vocabulary and specifically when answering vocabulary comprehension questions. Word of the week is applied to writing and is specific to genres to taught, this is evidenced in the success criteria. MyON has given children the opportunity to access thousands of books. These can be read independently or as a class and have positively impacted on the amount of reading time for classes. This is monitored and rewarded by teachers. Most of the books on myON are AR books and can be quizzed. MyON allows children to all access the same texts and supports the reading cycle greatly. Stem sentences are displayed in learning environments and are used by children. Staff place higher expectations on pupils responses to questions, showing the understanding of the skills/ domains of pawsome pals.

<p>To further develop pupil's fluency, ensuring that readers can read quickly and with accuracy.</p> <p>EEF strand 2.</p>	<ul style="list-style-type: none"> • Ensure that quick words are referred to daily, woven throughout the curriculum. Teachers make explicit reference throughout the curriculum to these. • Implement Fluent in 5 Reading strategy, from EYFS. Display 5 quick/high frequency words weekly and add to these, revising previously taught words to commit to long term memory. • Share words of the week through social media (film child reading out our Fluent in 5 words to enable parents/ carers to support their child's home learning. • Ensure that quick words are explicitly taught, daily in EYFS and Year 1. Personalised keyrings of phonic stage words and high frequency words are given to all children and are updated according to their development stage. GF, JP, NS, Link Gov, DLT's to monitor half termly. £100 • Ensure that these are referred to across the curriculum, are displayed around the environment and are made reference to throughout the day. Daily ongoing. • Ensure that quick words are identified in reading texts (home and school) and that all children and parents understand that these words are to be learned by heart, e.g. not decoded. Highlight quick words in appropriate new home reading texts to ensure that early readers begin to recognise that these should be instantly recalled. Make and send home quick word keyrings, highlight texts. £400 September 2020. DLT's to hear lowest 20% reading quick words in termly PP coaching sessions/1:1 reading sessions. • Daily Modelling of fluency by an adult in all key stages, through rhymes, stories, modelled comprehension texts. 	<ul style="list-style-type: none"> • Huge emphasis on quick words in FS and KS1. These are displayed around whiteboards in ks1 and are regularly referred to during teacher exposition. • SLE delivered Early Inset Reading training to FS- impact- all staff aware of expectations and structure to daily phonics, including the teaching of quick words • SLE shared video with parents regarding the teaching of phonics and quick words allowing parents a deeper understanding of our expectations and to support parents when supporting remote learning to follow the same strategies • Word of the week is embedded throughout the whole school. Words are shared on display boards each week and a vocabulary task is completed to impacting up on their understanding of new and unfamiliar vocabulary. • Children in ks2 are assessed on quick words and words are sent home to learn daily as in KS1- this supports with the fluency of reading • Quick words have been identified in reading texts through the use of a highlight to indicate that these words should be read on sight and are not to be sounded out allowing children to be more confident when identifying quick words and reading them on sight • Fluency is modelled through the reading cycle and though other subjects, also through daily reading of half termly class texts.
<p>To ensure that a consistent approach to the teaching of reading is embedded ensuring that reading skills are explicitly taught.</p> <p>(Evidenced Based Approach – See EEF Preparing for Early Literacy & Improving Literacy in Key Stage 1 and 2).</p>	<ul style="list-style-type: none"> • Revisit with all Key Stage 2 staff agreed Reading cycle (revised following visits to Hillside). Ensure all staff are aware that this must be followed by all, non-negotiable. GF, JP, NS, Link Gov., DLT's to monitor half termly. Allocated leadership time. 1.5 days per half term. £600 • Key Stage 1 to implement agreed Reading Cycle following successful implementation in Key Stage 2. Year 2 September 2020, Year 1, Autumn Term 2. . GF, JP, NS, Link Gov., DLT's to monitor half termly. Allocated leadership time. 1.5 days per half term. £600 • Key stage 1 to observe the teaching of reading in Key Stage 2. NS to facilitate triads and conduct follow up observations across key stages. • High quality CPD will continue to engage all learning and teaching staff, upskilling teachers. This will ensure a consistent approach enabling staff to engage in professional discussion and learning to further improve outcomes for learners. Staff Meeting/ Leadership Time, Core 4 (SBMAT) September 2020, EC and JC School 2 School Support. £500 additional SLE. INSET CPD provided by EC/NS • The creation of triads will enable colleagues to share and disseminate good practice, enhancing their own and others teaching across the academy. Staff feedback from triads. Termly triad observations. Cover costs £300 • Tailored professional development will ensure that teachers have the opportunity to further develop skills by observing good practice within and beyond the trust. Monitoring, triad observations. Additional time to observe outstanding practice within Park Hall and academies across the Trust - £500 cover costs. October & November • Home Learning Journeys in Key Stage 1 and 2 will include evidence of home reading, journeys signed by parents/carers. Teachers will monitor booklets, text/conversations with parent, letters home to ensure children engage in home reading. Weekly monitoring of home learning by Teachers. 	<ul style="list-style-type: none"> • KS2 reading cycle impacting positively on children's knowledge of reading skills linked to domains (through our Pawsome Pals). Children showing an increased knowledge of domains and can identify these within comprehension questions more easily. • Year 2 have adopted a similar cycle as KS2 and are moving towards a whole class teaching approach so that the children are familiar with this style of teaching in preparation for transition into KS2. • Home learning journeys provide opportunities for parents to share when children have read. However, this is monitored by teaching staff through myON and AR as this gives more information regarding the levels of texts read, the length of time spent reading, the understanding of texts read through percentage of correct answers. • Purchasing of 'GoRead' app – virtual reading diary- has been implemented from LF – Yr6 (summer term). Children and parents engaged in the launch of the app to encourage reading and enthusiasm with a reading challenge throughout May half term. App enables parents, staff and pupils to easily comment on pupils progress and enable staff/parents to share words/ phonemes that the child needs to learn or has struggled with . Incentives for pupils to read (gems) are encouraging pupils to engage in home reading.

		<ul style="list-style-type: none"> • Core4 CPD sessions have been attended by English lead and provides resources and discussions of current pedagogy. This is to be relayed to teaching staff during the summer term.
<p>To ensure that children are exposed to all reading domains and effective questioning develops children's higher order thinking skills.</p>	<ul style="list-style-type: none"> • Reading characters will be displayed in all classrooms in Years 1-6. Autumn Term 1 2020 Learning Walk – September 2020. • Teaching and learning will be linked to specified reading domains, these will be balanced in line with NCT's. • Learners will identify key reading skills and these will be evidenced when answering comprehension questions/verbally and in writing. Staff meetings October 2020. Assemblies (Autumn Term) to re-introduce new reading characters to pupils. • Each year group to produce an information advertisement to introduce reading characters and domains for parents. (NS and ND to create social media adverts) Leadership Time for NS and ND £300. October 2019 • Reading dogs are displayed in home learning journals and children are set a range of comprehensions in the journals which relate to the specific domains. 	<ul style="list-style-type: none"> • Reading dogs displayed in all classrooms are referred to regularly during the reading cycle resulting in children showing more confidence when discussing the domains and the skills required to answer comprehension questions. • Key skills are identified and evident through the reading cycle when answering comprehensions showing understanding of skills needed to answer questions. The reading skills are identified in comprehensions- the name of the pawsome pal is written next to the question to show children's understanding of the skill required to answer the question. • A range of comprehensions are given in home learning booklets, mainly 60 second reads which focuses on a range of domains. The pawsome pals are identified in each question to support the children with identifying the skills needed to answer each question.
<p>To further develop children's comprehension skills. EEF Strand 3</p> 	<ul style="list-style-type: none"> • Reading cycle ensures that through whole class shared reading and analysis of challenging texts, learners further develop their understanding of language and therefore improve their understanding and comprehension skills. September and ongoing. Weekly access to challenging comprehension texts. Book looks, observations (Half Termly). • Implementation of the agreed reading cycle ensures that high quality learning and teaching and effective modelling, scaffolding and questioning of learners enable all to progress to independent learning and application of reading skills. Leadership Time £300 Inset training September • Higher expectations placed on length of texts shared during day 1 of the reading cycle. Reading stamina is increased through the use of 60 second reads across key stage 1 and 2. Book look, daily timetable to evidence this, observations, paperless planning (Half Termly) • Specific reading comprehension strategies explicitly taught to remove barriers, including: prediction, questioning, clarifying, summarizing, inference, activating prior knowledge. Teachers to model these strategies prior to children practicing these. Daily through implementation of Reading Cycle. (+6months progress). 	<ul style="list-style-type: none"> • All year groups have a challenging yet engaging fiction and non fiction text for each topic taught throughout the academic year. This text is central to the learning throughout all subjects. The teaching of reading around the texts has impacted upon pupils gaining a deeper understanding of the text and language and supports the developing comprehension skills. • Higher expectations have been placed on the length of text that is read during day 1 of the reading cycle increased to chapters of great length in key stage 2. The texts that are read are saved on showbie for children to access individually during modelled/ shared reading. • The reading cycle is implemented across key stage 2 and year 2. A template for the reading cycle has been devised for key stage 1 and key stage 2 to ensure that all lessons follow the agreed cycle. • The teaching of specific reading skills is a focus within the reading cycle. During the 2 week reading cycle, a specific skill is taught and a comprehension is given based on the taught skill. This is also a skill which is featured in the comprehension which focuses on a variety of skills and also in the decontextualized text at the end of the reading cycle.
<p>To ensure that any gaps in learners knowledge/reading skills are clearly identified and learning and teaching is adapted to ensure that gaps are closed. Strand 6 EEF (EYFS and</p>	<ul style="list-style-type: none"> • Termly use of Rising Stars Assessments to inform learning and teaching. Identify gaps in skills and ensure efficient use of learning and teaching time, making sure that pupils spend time on gaps and do not waste time on areas in which they are confident. £1600 December 2020, March 2021, May 2021. All teaching and support staff to analyse assessment information, identifying gaps, strengths and next steps for learners. • Star reader assessments to be completed in Year 2 at start of Accelerated Reader to ensure pupils are reading texts at the correct level of challenge September 2020 AR costs £2800 • Report to Governors on impact of assessment procedures Termly (NS) 	<ul style="list-style-type: none"> • With the purchase on myON, star reader assessments are carried out half termly as it links children's reading range ZPD on myON which ensures that children are reading within the correct level and are being appropriately challenged • Rising stars assessments carried out in Autumn term with teachers identifying areas of strength and weakness through the gap analysis report. Teachers focus on teaching the skills that they are not secure with. The reading cycle allows for development of

KS2): Strand 7 (KS1)



skills and specific question types within them as identified from rising stars assessment.

- Due to national lockdown, we have been focusing on quality first teaching as a priority. Assessments will be carried out during the summer term and impact will be analysed.

Monitoring Cycle – Focus – Lines of enquiry.

What is the impact of our approach to the teaching of reading?

Are Reading skills explicit in learning and teaching and is their evidence of this in pupil's books?

Are learners engaged in their learning journey, are their explicit opportunities for children to apply their reading skills across the curriculum? Are links between subjects explicit so that children are engaged in a cohesive curriculum which embeds knowledge and skills in long term memory?

Are learners fluent readers who demonstrate a sound understanding of what they have read?

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2.
Learning Walk (reading characters) – September 2020 Lesson Looks ,Pupil Interviews & Book Looks – September 2020 DLT's/ JP/JJ – explicit teaching of quick words -October 2020 Key Stage 2 guided reading cycle monitoring (implementation monitoring for KS1) – SLT/ DLT/governor – September 2020 Triad observations October 2020	Monitoring of EYFS curriculum planning linked to texts (JJ) November 2020 DLT's/ JP/JJ – explicit teaching of quick words monitoring December 2020 Lowest 20% readers coaching/ 1:1– DLT's Key Stage 1/2 guided reading cycle – SLT/ DLT November 2020	Lesson Looks, Pupil Interviews & Book Looks – January 2021 DLT's/ JP/JJ – explicit teaching of quick words January 2021 Key Stage 1/2 guided reading cycle– SLT/ DLT/ governor January 2021 Triad observations – January 2021	Lesson Looks, Pupil Interviews- March 2021 DLT's/ JP/JJ – explicit teaching of quick words- March 2021 Lowest 20% readers coaching/1:1 – DLT's Key Stage 1/2 guided reading cycle – SLT/ DLT March 2021	Lesson Looks &Pupil Interviews Book Look – May 2021 DLT's/ JP/JJ – explicit teaching of quick words – April 2021 Key Stage 1/2 guided reading cycle – SLT/ DLT/governor Triad observations – April 2021	DLT's/ JP/JJ – explicit teaching of quick words- June 2021 Lowest 20% readers coaching/ 1:1 – DLT's Key Stage 1/2 guided reading cycle – SLT/ DLT – June 2021

Priority 2: Intent:

To further develop children's ability to apply their skills and knowledge to reasoning and problem solving in order to raise standards of attainment at the end of Key Stage 2 so that the number of pupils achieving the expected and greater depth standards is in line with pupils nationally.



Intent	Implementation	Impact
<p>To ensure mathematical knowledge is embedded through a maths mastery approach.</p> 	<p style="text-align: center;">Specific Activities Monitoring Resources Timescales</p> <ul style="list-style-type: none"> Power ups ensure there are consistent opportunities for revisiting a variety of learnt knowledge, concepts and procedures, embedding learning in long term memory. Power Maths £900 Ongoing Fluent in Five, Rapid Reasoning and arithmetic ladders are used as part of daily routines to ensure sufficient revisiting of previously learnt knowledge in mathematics. Daily Power Ups. Ensure that teachers refer to each of the elements within Power Maths by Power Maths Language, e.g. Power Ups, Discover, Share, Thinking Together, I do, We do, You do. Power Maths Daily. Engage in evidence based research to ensure best practice. Maths Hub teaching for mastery programme (EH & LN attend 'Embedding mastery' development program, fully funded) 2020-21 Specialist Leader of Education network group will be used to share best practice, which in turn will impact upon the attainment of pupils at Park Hall and throughout the Trust. EH Leadership Time costs reimbursed through SLE work. Termly CPD engaging in Core Four (SBMAT). Ensuring this is fed back to all members of staff to ensure recent changes to learning and teaching positively impact on the attainment and progress of pupils. (EH) Termly To further develop subject knowledge of the development of the progression of the 4 operations and the 5 Big Ideas of Maths Mastery is enhanced. Staff to further reflect upon the ways in which the 5 ideas are reflected in Power Maths. Autumn term CPD lead by EH Online CPD- White Rose Wednesday Training FS-6- problem solving, number sense, fractions. Craig Barton online CPD- Intelligent Practice, 4 ingredients to problem solving. Gareth Metcalfe- IC maths- embedded reasoning, learning to problem solve. 2020-21 Recovery plan support for NQTs- access to support group through Stoke MEP- face to face, online events, support groups (AC/ AB) Power Maths videos are used as a CPD tool to develop subject knowledge for teachers and support staff. This will ensure that common misconceptions are pre-empted and addressed, ensuring that all learners achieve a deep and secure understanding of concepts. Allocated teaching time Mondays 9.00am Power Maths Maths problems are 'real life' problems in order to contextualise questions preparing our learners for adult life. Power Maths/ White Rose materials Concrete, Pictorial, Abstract maths approach enables pupils to understand the mathematics they are learning through the progression of skills and knowledge. Maths Toolkits are readily available for pupils to access independently each lesson, using and selecting the CPA materials which they choose to solve the problem. Ensure reference to CPA in paperless plans. Maths Toolkits, IT Pictorial resources. Daily. 'Prove it' tasks are used to demonstrate children not only understand how to complete a given calculation using the abstract approach, but can explain why the answer is correct through using concrete resources or pictorial representations, demonstrating conceptual understanding. Lesson observations, staff & pupil interviews, reference to CPA in paperless plans. Prove it laminated templates. Daily Stem sentences are displayed in every classroom in order to develop children's reasoning skills and mathematical vocabulary. Staff will continually model how to use 'mathematical talk' and insist that pupils respond to questions accordingly. Lesson observations, staff & pupil interviews, reference to CPA in paperless plans. Stem sentences Daily. Small step approach to teaching is applied to the teaching of maths through the use of Power Maths resources and planning in order to ensure that all children 'keep up and not catch up'. Lesson observations, paperless planning. 	<ul style="list-style-type: none"> Power ups and flash back four (whiterose) have improved number fluency and retrieval of known facts. Arithmetic data for whole school Autumn term is strong with all years groups y1-y6 achieving an average of at least 60% I do, we do, you do approach includes demonstration, prompt, and practice ensuring a greater depth of understanding and confidence with pupils as they apply the concepts independently All staff have received the online whiterose jigsaw training package. As training has been delivered online, staff are able to revisit the training videos before teaching particular concepts, improving the quality of teaching and learning. Enhancing subject knowledge has positively impacted on staff confidence and a shared vision has been established. Book looks and paperless planning monitoring shows that children are exposed to and are using visual representations and structures to enhance understanding. Also evident are stem sentences showing staff value and understand the need for mathematical talk. Photographs of work clearly indicate that children have access to concrete resources and are using pictorial approaches to explain their understanding and pupil conferencing revealed children are able to explain the CPA approach and how this is used in lessons. A consistent approach to the teaching of mathematics across the school and use of terminology used by staff and pupils is now evident. Knowing the progression of concepts allows staff to support all learners. They have the expertise to strengthen and deepen understanding but also stretch and extend. It is now understood why there is a need for a small step approach to teaching and the importance of children fully understanding a concept before moving on because of how all the steps link together. A shift in mindset has occurred, staff now recognise the power of thinking, not just doing. Manipulatives are used to explain mathematical knowledge and bar models as a tool for visualising problems.

	<p>Power Maths Daily</p> <ul style="list-style-type: none"> • Pupils sit in mixed ability seating. This ensures that pupils are able to support each other's learning and act as mentors to their peers, in turn, further deepening their own understanding through teaching/talking through concepts to others. Daily • Opportunities to observe and share outstanding practice across the academy are planned for (organised by DLT's when required) <p>CPD opportunities for selected pupils through attending workshops to develop pupil's enquiry based learning and master concepts. Maths Hub and Moorside. (Dates to be agreed with MHS)</p>	<ul style="list-style-type: none"> • The 5 big ideas of mastery (https://www.ncetm.org.uk/teachingfor-mastery/mastery-explained/five-big-ideas-in-teaching-for-mastery/) are seen in lessons with staff having the confidence to use representations and structures which are appropriate to aid understanding. • Staff have access to whiterose premium resources (true or false cards) encouraging mathematical talk and reasoning skills • Problem solving posters are on display and available on showbie for children to use as strategies to allow them to identify the skill needed to answer questions • Tool kits have been updated with additional resources allowing staff to implement training delivered • EH supporting schools within the city sharing our best practice raising the profile of maths across the city.
<p>To continue to develop the knowledge of all members of the Park Hall family on the maths mastery approach.</p>	<ul style="list-style-type: none"> • SLE network group on the 5 big ideas of mastery to be delivered back to school in order for all staff to understand how to assist pupils in developing mastery skills. (EH) Staff Meetings, Leadership Time. (Fully funded) Autumn Term 1 • Analysis of NCT papers show an increase of Fractions, Decimal, Percentages questions. Training session to be delivered to ensure that all staff have the subject knowledge necessary to teach the concept in order for pupils to master FDP and demonstrate so using CPA approaches. Staff Meetings, Leadership Time. October, February, March Support for teachers new to the CPA approach, additional CPD opportunities led by EH. Maths subject knowledge audit. JP and EH to deliver previous training on CPA. September. <p>Maths Family Learning sessions will take place, equipping families with the necessary knowledge and skills to assist and support their child's home learning journey. EH to create parent videos for the four operations for key stage 1 with a focus on CPA. EH to create video guides for parents to model the abstract approach to the 4 operations including FDP for key stage 2. Leadership Time £100 Gold book comments. 2020-21.</p>	<ul style="list-style-type: none"> • Teaching staff have attended teaching fractions with understanding online training from whiterose enhancing subject knowledge to improve teaching and learning • Analyse of whiterose Autumn assesemnt showed reasoning as weaker area. DLT, maths leads and NQTS received Gareth Metcalfe online training embedding reasoning and learning to problem solve. Enhancing subject knowledge to improve teaching and learning • Exploring EYFS and early number. Exploring EYFS foundations for the four operations. Whiterose online training for EYFS staff enhancing subject knowledge to improve teaching and learning • Gareth Metcalfe EYFS early number sense online training for EYFS staff enhancing subject knowledge to improve teaching and learning • Teaching for mastery embedding group Autumn 2020-Summer 2021 for maths lead enhancing subject knowledge to improve teaching and learning. Attended by maths lead to feedback to staff • Inset Spring 2021 problem solving and reasoning led by EH enhancing subject knowledge to improve teaching and learning. Problem solving strategies to be introduced and explicitly taught and referenced to. Staff use the no problem problem solving strategy to improve children's abilities to identify problems and the skills needs. Children have access to prompt cards to enable them to successfully answer questions. • Summer 21- EYFS and KS1 numicon training to ensure secure foundations to early maths

		<ul style="list-style-type: none"> EH making effective use of showbie maths training which has been fed back to staff ensuring a consistent approach across the school
<p>To continue to embed assessment procedures that assesses fluency, competence and knowledge</p>	<ul style="list-style-type: none"> Termly phase meetings to review maths progress, identifying children of concern and interventions to be put into place to ensure attainment and progress remains on track or better (Raising Attainment Plans plans), Staff meeting time. RAP plans Termly 'Keep up not catch up' approach to ensure misconceptions are addressed immediately through peer support or additional support from the teacher/ TA throughout the lesson Daily mindset moments Weekly rock around the clock to continue be carried out in key stage 2; number bonds in key stage 1; Number Blocks in FS (Twice per week). <p>White Rose Arithmetic and Reasoning Assessments to be carried at the end of each term (December, April, July)</p>	<ul style="list-style-type: none"> Overviews have been adapted ensuring content that children have missed or may need longer on have been identified and match the DFE read to progress criteria. The ensures that gaps in knowledge are addressed and children successfully move onto next steps in learning. Whiterose assessments reveal arithmetic knowledge is strong across the school but the focus remains on applying the knowledge to solve problems. Engagement of TTRS and numbots is high and heatmaps show that all pupils have improved on the speed of recall of number facts - RATC adapted for rapid graspers to ensure continue to be challenged ensuring that all pupils are making progress and being stretched
<p>To further develop children's fluency and reasoning skills.</p> 	<ul style="list-style-type: none"> TT Rockstars relaunch through setting up an inter house and Trust tournament to enable children to improve the speed and accuracy when solving multiplication and division questions. Leadership Time £45 - TT Rockstars £160 Numbots introduced to FS and y1 (EHC children can access from other year groups). Winners of Numbots will also be announced during celebration assembly alongside TT Rockstar results. Class display to celebrate individual success. Year 4 to hold parent workshop on the multiplication check in November giving strategies to parents to assist their child in being able to rapidly recall all of the multiplication facts by the end of year 4. Leadership Time. TT Rockstars. CPD opportunities for selected y4 pupils through attending multiplication workshops to develop fluency. Maths Hub. (Dates to be agreed with MEP) Mini mentors (pupils) to support peers with rapid recall of bonds, multiplication and division facts within the classroom, developing the leadership and mastery skills of pupils and allowing pupils to learn from their peers. TT Rockstars. Interview Mini Mentors – 2020-21 	<ul style="list-style-type: none"> Supreme ultimate Rock Gods in each class have been identified through in class live battles. Raised the profile of TTRockstars and highlighted the importance of times table knowledge. Competitive element encouraged participation and engagement. Staff CPD of how to use the TTRS platform in new ways Maths week England. 7TH highest scoring school 1,089,019 correct answers. 291 pupils took part. Year 4 Stoke Rocks competition. Highest scoring school 390,839 correct answers. 59 pupils took part Year 5 stoke Rock competition. 7th highest scoring school 176,388 correct answers. 56 pupils took part Year 6 vs year 7 competition arranged. Encourage engagement with TTRS year 3 arranged. Encourage engagement with TTRS St Bart's trust league competition. Whole school team approach- competitive element encouraged participation and engagement. One battle completed (14 battles in total). 268 pupils took part Numbots celebration assembly raises the profile and encourages participation and the importance of accessing - Number blocks and sumaze apps purchased children to have the opportunity to further improve fluency skills <ul style="list-style-type: none"> We took part in the red nose day TTRockstars Year 2 won the TTRockstars city competition. Prizes for the school were awarded including £150 for resources which has been used to purchase concrete resources for staff to implement training

- In house numbots competition held raising the importance of accessing the site and motivating pupils

Monitoring Cycle – Focus – Lines of enquiry.
 Are learners regularly exposed to the CPA approach?
 Are learners using pictorial representations to enhance knowledge, skills and understanding and subsequently applying the pictorial approach to demonstrate learning?
 Are learners routinely required to demonstrate their understanding using STEM sentences?
 Are pupils exposed to regular opportunities to develop their problem solving and reasoning skills linked to real life?
 Do learners have rapid recall of key instant recall facts and are they able to apply these to solve problems?
 Are learners embedding key knowledge and skills in long term memory and does the curriculum enable learners to make connections between their learning?
 Is Mathematical vocabulary applied and used across curriculum areas?

Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<ul style="list-style-type: none"> • Lesson Looks, pupil/ staff interviews , paperless planning look– October 2020 • RAP plans – September 2020 – DLT’s 	<ul style="list-style-type: none"> • RAP plan outcomes and new targets – December 2020 	<ul style="list-style-type: none"> • RAP plan progress – February 2021 • Lesson Looks, pupil/ staff interviews , paperless planning look– February 2021 	<ul style="list-style-type: none"> • RAP plan outcomes and new targets- end March 2021 • Monitoring of paperless planning (CPA links) – October 2020 	<ul style="list-style-type: none"> • RAP plan progress May 2020 Monitoring of paperless planning (CPA links) – October 2020 Lesson Looks, pupil/ staff interviews , paperless planning look– May 2021 	<ul style="list-style-type: none"> • RAP plan outcomes and new targets July 2021 • Monitoring of paperless planning (CPA links) – October 2020



Priority 4: Intent

To incorporate the innovative and creative use of technologies to further enhance learning and teaching, immersing and enriching children’s learning journeys.

To improve learning, technology must be used in a way that is informed by effective pedagogy. EEF



Intent	Implementation	Impact
	Specific Activities Monitoring Resources Timescales	
<p>To develop and extend knowledge and skills of both staff and pupils, upskilling all to ensure the most effective use of new technologies. Strand 1 EEF</p>	<ul style="list-style-type: none"> • Director of Innovation and Technologies to plan and deliver an extensive CPD package, planned in consultation with Kingsland and Belgrave. Create a bespoke package of CPD for all staff. £1900 October 2020 • Roll out programme to all leading to all staff gaining Apple Teacher status. July-November 2020. Complete skills audit to identify strengths and staff who need support. Provide peer mentors selected from iLeaders to provide bespoke CPD to match staff requirements. (ND to monitor completion of apple tasks) • Identify and create iLeader teams of both staff and children to coach and mentor all members of the team, continuing to upskill and share good practice across the academy. £250 iLeader jackets. ND, JP, GF. ND to oversee and evaluate impact of iLeader team, reporting to LGC termly. 	<ul style="list-style-type: none"> • ND & iLeader Apple School Manager training upskilling staff’s ability to deploy and manage the iPads... • All staff have Apple Teacher status following completion of the Apple Teacher Professional Learning Programme. Staff have developed iPad skills that they can directly apply to activities with pupils.

- Actively engage in St Bart's Trust network of support, learning from and challenging professionals across the trust, sharing good practice/learning from others.
- Consult with all staff to establish next CPD steps, working with GMB consultant to ensure most efficient use of bespoke CPD package purchased £1950. October 2020, January 2021, April 2021. Monitor impact through book and lesson looks and skills audits.
- Create a culture of creativity and a "have a go, make marvelous mistakes". Celebrate learning from mistakes as this is how together we grow.

- Three showbie training sessions facilitated by GBM and ND. Staff have created a collaborative and organised working environment which enables us to provide higher quality feedback and is reducing teacher workload.
- Apple Classroom training facilitated by GBM delivered to iLeaders. iLeaders then shared this practice across school. Apple Classroom has enabled staff to have total control over the pupil's technology and promotes effective behaviour management.
- Apple Leadership CPD facilitated by Caterham School delivered to GF, JP, ND & AMJA. This enabled us to take an in-depth look at 1:1 iPad deployment, leadership strategies and roles within the school.
- Each class has a designated iLeader who manages the staff/pupil's iPads including app deployment and updates.
- iLeaders have also taken on mentoring roles providing support to staff to meet individual requirements.
- Staff meetings have taken place throughout the term in which we have shared good practice and discussed 'marvelous mistakes' developing leadership skills in others.
- Pupil Ambassadors have been selected from an application process. PA's will support the pupils and staff within their own class and are identified by a blue tie with a PH apple logo to ensure that they are identifiable as having a special role.
- Networking meeting have taken place George (Belgrave), Ricky (GBM), ND, GF, JP to discuss the stage and progress of our iPad journey and to discuss the good practice that is taking place. Following the meeting it was agreed that separate to Core 4 (which covers the whole of the Computing curriculum) a discrete group is formed for Trust schools undertaking the iPad project will be developed to enable collaboration and sharing to take place.
- Summer 1 staff meeting refocused the initial philosophy and pedagogical approach to the innovative and creative use of iPads to enhance the curriculum based on research. Showbie monitoring had revealed, due to Covid, some practice that was no longer necessary or wanted – for example worksheets or the use of iPad's in

		<p>lessons when it did not enhance the lesson. Staff understand that during planning and preparation they should be asking themselves the questions – will this enhance/ innovate the teaching and learning in each lesson before using iPads.</p>
<p>To enhance learning and teaching through the creative and innovative use of new technologies.</p>	<ul style="list-style-type: none"> • Increase pupil access to Accelerated Reader and TTRockstars to further improve fluency and comprehension skills in reading and recall of key number facts. (Strand 3 EEF, Technology has the potential to increase the quality and quantity of practice that pupils undertake, both inside and outside of the classroom) £2000 AR Weekly monitoring of AR and TTRockstar quizzes. NH and EH weekly celebration assemblies. • Enhance creativity in learning and teaching and curriculum delivery through the use of innovative apps and resources to inspire and enthuse learners. (This will particularly support STEM subjects e.g. showing children a 3D rotating image of the body, giving the wow factor to learning. £1000 Apps Monitoring through book looks and lesson looks across all curriculum areas. Ongoing daily use of technologies. • Increase independence and ownership of learning by allowing children to select their own way of presenting their learning, e.g. through a video, leaflet, presentation etc. Ongoing daily use of technologies. Monitoring through book looks and lesson looks across all curriculum areas. • Make effective use of modelling to enhance teaching and learning making abstract ideas concrete and accessible. (EEF Strand 2) Ongoing daily use of technologies. Monitoring through book looks and lesson looks across all curriculum areas • Ensure that technologies, enhance not replace already effective teaching methods, hands on use of concrete resources are still essential aspects of learning, technology must not replace this. Ensure that all teachers understand this and that technology must enhance and innovate and not replace effective strategies already embedded in quality first teaching. Ongoing daily use of technologies. Monitoring through book looks and lesson looks across all curriculum areas • Enhance computing skills through 1:1 access to iPads across all curriculum areas, future proofing learning and enabling them to develop the cultural capital required in their lifelong learning journey. October 2020 February 2021, May 2021 Lesson looks and pupil interviews to assess impact on computing skills. • Commit learning to long-term memory by enabling pupils to access subject knowledge at all times, e.g. looking at subject knowledge related to Romans whilst creating their Roman diary. Building upon previous learning with ease, e.g. When looking at Fractions, look quickly back at our last encounter of fractions. (Strand 3 EEF – Using technology to support retrieval practice and self-quizzing can increase retention of key ideas and knowledge). Ongoing daily use of technologies. Lesson and book looks will identify cross curricular learning. • Personalise accessibility to the curriculum, e.g. larger print, different coloured backgrounds, use of voice recordings to provide verbal instructions as required. SEN book looks, November 2020, February 2021, April 2021 	<ul style="list-style-type: none"> • The iPads have provided all children with access to TTRockstars and numbots in school. This has enabled staff to dedicate times during the day where these apps can be accessed. This access has enabled us to be very successful in local tournaments we have entered. • The iPads have provided all children with access to Accelerated Reader enabling children to quiz easily throughout the day. We have also purchased ‘Myon’ as an interactive library and this is saved on the home screen on all iPads. The children now have hundreds of texts at their fingertips to impact on development of fluency and comprehension skills. • We have purchased licenses for ‘air server’ which enables staff to mirror iPads to our Interactive screens. This give staff/pupils the ability to model to enhance teaching and learning. • The children complete a ‘digital skills’ document each term that highlights iPad skills the children have developed and can be used across all curriculum areas. As the children’s digital skills are developing we are future proofing learning and preparing the children for a digital world. This document shows progression through school and provides staff with a guide of skills to introduce to the children encouraging them to take ownership of learning. • Showbie is enabling pupils to recap on knowledge as their whole learning journey is at their fingertips. Knowledge organisers are easily accessible for all pupils to refer to during topics. • Accessibility features have been introduced to staff to personalize the curriculum for pupils with additional needs e.g. colour tints & speak selection. • Spring/ Summer 1- TTRockstar use has been widely used and encouraged across the school. EH, alongside the Maths Hub has provided many incentivised City wide competitions for individual year groups – with many individual and year group successes. The successful competitions have also provided additional resources to the

<p>To engage parents, enabling all parents to proactively support home learning, working in partnership and closing gaps in learning.</p> <p>Strand 3 EEF</p> 	<ul style="list-style-type: none"> • Purchase Showbie to enable learning tasks to be distributed to each iPad. £800 Introduce May 2020 • Ensure consistent organisation of learning across the academy so that subject leaders are able to effectively monitor learning across the academy. May 2020 ND • Communicate with parents regarding the extended home learning package, outlining the benefits of accessing iPad technologies at home in ensuring parents are aware of their child’s learning outcomes daily and enabling parents to support their child in areas where they may require further support. July 2020 and September 2020 ND (Create social media small videos to ensure parents understand benefits of Extended Home Learning package- October 2020). • Continue to monitor the success of the extended home learning package, ensuring maximum uptake, supporting parents of FSM and vulnerable children financially. Engage with the parent and pupil voice to monitor the positive impact of the extended home learning package, feedback impact to all members of the school community. Complete monthly audit to monitor uptake. ND. Monitor uptake of Extended Home Learning Package • Share Pupil Passport Targets electronically with parents, create bespoke packages of apps and resources to support children in achieving their personalised targets. Create social media package to ensure that parents know how to access and use the resources to support their child. (£500) October half term. SENCO VB to monitor Pupil Passports termly. • Increase access to interactive programs used in school to support learners at home, effectively extending the school day. (e.g. language angels, pupils can access this at home, listening to pronunciation etc. therefore positively impacting upon attainment across other subject areas). Ongoing. 	<p>school through prizes on maths books and toolkits.</p> <ul style="list-style-type: none"> • 69% of pupils are part of the Extended Home Learning Package. The percentages are increasing each half term. • Showbie is accessible at home for pupils to share their learning journey with parents and enable parents to support their child where necessary. • Social Media Video created by ND demonstrated to parents the benefits of showbie and how to use this at home to support the children’s learning. • Pupil Passport Targets are shared electronically with parents and parents are able to annotate the review through showbie • Interactive programmes such as ‘language angels’ and ‘my happy mind’ are now accessible at home • Showbie & Zoom used effectively by staff to deliver a high quality remote learning experience.
<p>To further reduce teacher workload and further improve effective feedback to learners leading to improved outcomes.</p> <p>Strand 4 EEF – Using technology can increase the accuracy of assessment, and the speed with which assessment information is collected, with the potential to inform teachers’ decision making and reduce workload.</p>	<ul style="list-style-type: none"> • Review marking policy to ensure effective and efficient use of time, teachers feedback will both motivate learners and be clearly understood to ensure that learners act upon direct feedback, improving and enhancing their learning. (High quality feedback is likely to be accurate and clear, encourage further effort and provide specific guidance on how to improve EEF Strand 4). September 2020. Implement October 2020. Book looks monitor impact of Effective Feedback policy and its implementation across the academy. October 2020, December 2020, March 2020. Key focus in all book looks. • Communicate marking policy with all members of the academy, including parents to ensure that this is understood and consistently followed by all. October 2020 ND • Instant access to resources, the use of Showbie to transfer personalized learning tasks, creative use of personalisation/differentiated tasks, will significantly reduce workload and improve wellbeing further. (No books to take home Ongoing. 	<ul style="list-style-type: none"> • Staff surveys regarding feedback highlighted how showbie and the iPads have positively impacted on workload. Teachers no longer need to take books home and are able to use voice notes as opposed to writing lengthy comments • Our effective feedback policy has been reviewed and staff have been given a term to explore and experiment with different elements of feedback including voice notes and emojis. • Effective feedback policy – revisited Summer 1 with all staff to ensure efficient and effective use of high quality feedback to learners.
<p>To ensure the effective use of resources, ensuring maximum impact upon outcomes for learners.</p>	<ul style="list-style-type: none"> • Reduce costs (Saving £3170 minimum on photocopying charges and lease costs, paper, exercise books, whiteboards and other stationery items minimum £5600 savings). These savings can be reinvested into learning and teaching resources ensuring the most efficient use of resources to support all learners. Limit the use of photocopying to realise maximum savings. 	<ul style="list-style-type: none"> • Minimal photocopying is carried out due to the use of Showbie, Teams, ParentPay, SparkPage for newsletters – enabling the newsletter to be sent via a link in a text message and Facebook.

Monitoring

Lines of enquiry – How are new technologies enhancing and enriching learning and teaching?
 Are new technologies being embraced whilst also ensuring that these do not replace the use of practical and concrete approaches?
 Is feedback enhanced and effective in moving learners forward?
 Is provision for pupils with identified additional needs enhanced through access to personalised resources to support individual’s needs?
 What impact is the use of innovative technology having upon our key priorities (See all 5 key priorities)

<p>Autumn Term 1</p> <ul style="list-style-type: none"> • ND to compile audit identifying which 	<p>Autumn Term 2</p> <ul style="list-style-type: none"> • ND and DLT’s to 	<p>Spring Term 1</p> <ul style="list-style-type: none"> • ND to consult with all 	<p>Spring Term 2</p> <ul style="list-style-type: none"> • ND to consult with all staff 	<p>Summer Term 1</p> <p>Lesson Look and Book</p>	<p>Summer Term 2</p> <ul style="list-style-type: none"> • Report to LGC on impact
--	--	---	---	--	--

<p>tasks all staff have or need to complete in order to gain Apple Teacher status. September 2020</p> <ul style="list-style-type: none"> • ND to report to LGC on impact of iLeader team. October 2020 • ND to consult with all staff to assess next CPD requirements. October 2020 • Lesson Look and Book Look (Showbie) to evaluate impact (See key lines of enquiry.) October 2020 • Pupil passport and Showbie book look to ensure personalised resources support the needs of learners with identified additional needs. November 2020 • VB to ensure that all pupils with identified SEN have access to their PP on their iPads. October 2020 • ND and DLT's to create Effective Feedback policy in September, Implement October 2020. October 2020 monitor on Showbie, ND and DLT's 	<p>monitor books via Showbie to monitor impact of feedback policy. December 2020</p>	<p>staff to assess next CPD requirements. January 2021</p> <ul style="list-style-type: none"> • Lesson Look and Book Look (Showbie) to evaluate impact (See key lines of enquiry.) February 2021 • Pupil passport and Showbie book look to ensure personalised resources support the needs of learners with identified additional needs. February 2020 • Report to LGC on impact ND Feb 2020 	<p>to assess next CPD requirements. April 2021</p> <ul style="list-style-type: none"> • Pupil passport and Showbie book look to ensure personalised resources support the needs of learners with identified additional needs. March 2020 • ND and DLT's to monitor books via Showbie to monitor impact of feedback policy. March 2021 	<p>Look (Showbie) to evaluate impact (See key lines of enquiry.) May 2021</p>	<p>ND June 2021</p>
<p>Monthly audit of access to Extended Home Learning package. How can uptake be continually improved? Is access increasing/decreasing etc?</p>					



Priority 5: Intent

To effectively implement “My Happy Mind”, developing resilience, confidence and self-esteem, embedding a culture of positive mental well-being

Intent	Implementation	Impact
--------	----------------	--------

	Specific Activities Monitoring Resources Timescales	
To ensure that all staff understand the science, research and concepts of positive mental health and well-being.	<ul style="list-style-type: none"> Appoint new leader of Well Being, (July 2020) to research My Happy Mind, RSE and PSHE to establish a progressive and cohesive curriculum which incorporates the PSHE curriculum, RSE and My Happy Mind (MHM). Clearly map out the curriculum adopting a question model approach to the teaching of PSHE which complements our Big Questions for Curious Minds approach. Share curriculum with staff and parents via the academy website. September 2020 Leader of Well Being (GW) to deliver CPD to ensure that all staff understand the importance of implementing MHM across the academy. September 2020 £5500 Purchase of MHM All staff to engage proactively in CPD modules, half-termy to upskill and improve own knowledge, skills and understanding. Half termly CPD modules completed. All staff to use scientific vocabulary to embed concepts, enhancing pupil and parent knowledge and understanding of the way in which our brains work, this will enable children to understand why they have a particular feeling and why they and others react in a particular way. This in turn improves relationships and a greater understanding of one another's character traits. Pupil Interview – November 2020 Leadership release time £150 	<ul style="list-style-type: none"> New leader (GW) has impacted positively on the cohesive curriculum mapping of MHM alongside the RSE and PHSE curriculum to ensure full and cohesive coverage across all year groups . CPD impact has demonstrated increase in staff knowledge of the subject of Mental Health and the associated scientific terminology required to confidently teach the subject. Correct terminology use is evident in classrooms, pupils work and pupil questionnaire results demonstrating the impact that MYM teaching has had on learners in 1 term. Sharing of MYM information via social media accounts has impacted on the wider audience we have reached with the information. Use of MYM throughout remote learning via Showbie is allowing parents/ carers to understand the MYM curriculum and the positive impact that well-being has on their child.
To ensure a structured and consistent approach to the teaching of My Happy Mind and PSHE/RSE	<ul style="list-style-type: none"> DLT's and Well Being Lead to timetable MHM each Monday at the start of the week. MHM and PSHE to be taught alongside each other, curriculum maps ensure adequate coverage of both curriculums. Pupil Interviews October 2020 Book Look and Big ?/PSHE book look October 2020 All staff to understand the importance of making links to MHM across all aspects of the curriculum. (E.g. a calming, breathing technique learned during MHM should be applied wherever possible, before a spelling challenge etc). Evidenced in pupil interviews. October 2020/November 2020 Characters introduced to all children across the academy and displayed around the environment. EYFS team to discuss the implementation of MYM to ensure that these concepts are introduced to learners from the outset. £300 resources Learning Walk in November 2020 	<ul style="list-style-type: none"> Pupil questionnaire responses demonstrate the application of MYM skills being used across the curriculum to support children. Skills are also explicitly linked to passport targets for pupils with additional SEMH needs. Classroom displays evidence the use of characters to support MYM lessons and independent application. EYFS deliver MYM through the use of stories related to each character. GW produces weekly videos for EYFS staff to introduce the pupils to each character impacting on both pupil and parent knowledge as these are shared via social media and Showbie. Parent consultation feedback demonstrated that their child and themselves had valued the nurturing and supportive acts and communications with staff and the school during and on transition back into school following January lockdown.
To create an environment where well-being and positive mental health are central to the academy vision and ethos.	<ul style="list-style-type: none"> Share MHM app and information with parents and carers via social media, letters, information videos to ensure that parents understand the academy vision for promoting positive mental health and well-being and ensure that they are informed and able to support their children and families at home by using the language and concepts of MHM. (Begin September 2020. All staff to share tweets and Facebook posts related to MHM and positive Mental Health and Well Being). Ensure that characters and concepts of MHM are reflected in visual displays across the academy to reinforce learning and key concepts, ensuring that the profile of MHM is evident, creating a culture of well-being and positive mental health. Opportunities across the academic year to raise the profile of well-being to be exploited. These will be timetabled and planned and celebrated by all members of the academy. Learning Walk in November 2020 	<ul style="list-style-type: none"> Classroom displays evidence the MYM culture. World Mental Health Day observed-raised awareness and profile of MHM used as a tool to support and develop well-being in pupils and adults. Social media feedback from parents demonstrated the positive impact of the event.
To invest in preventative	<ul style="list-style-type: none"> Transition, September 2020 to center around a whole school project "Be You", by Peter Reynolds, celebrating 	

<p>strategies in order to give children the skills and tools to thrive. (Reducing the need for children to access mental health services).</p>	<p>uniqueness and diversity. Developing an understanding of what is special and important in each individual. Create whole school displays, celebrating each member of the Park Hall Family and their unique character strengths. Share project with Parents and Carers via Social media to ensure that all parents are aware of the importance of our work around wellbeing and mental health.</p> <ul style="list-style-type: none"> • Structured teaching of MHM will equip children with knowledge and understanding of their own feelings, emotions and responses, in turn this will enable them to recognise the responses of others. Ongoing weekly explicit teaching. • Taught strategies provide children with the tools to manage emotions and their own behaviours. Pupil interviews with sample of pupils including those with exceptional behaviours for learning and those who find managing their behaviours challenging. Half termly by DLTS and GW. • Taught modules and embedding concepts and practices in daily teaching will enable children and staff to further develop a positive self-image, improved self-esteem, sense of worth, developing confidence, sense of identity and resilience. Pupil questionnaires to measure impact upon self-esteem. September 2020, March 2021, July 2021. • Positive celebrations of character strengths will ensure that children develop cultural capital, ensuring that they are the best version of themselves.(Principals pride to incorporate MHM as well as Growth Mindset). 	<ul style="list-style-type: none"> • See questionnaire results which demonstrate the positive impact of MYM after 1 term. • Very few incidents of verbal/ physical aggression are reported on cpoms. Summer 1 Pupil interviews demonstrated that pupils feel that they have been closer as a 'bubble' class and understand that they need to work together as a team. 'We are like a family.'
--	--	---

Monitoring - Key Lines of enquiry –

- Are learners able to identify their own character strengths and those of others?
- Are children able to use techniques and taught strategies to manage their own behaviours?
- Do learners have a positive self-image and self-esteem?

Can learners demonstrate an understanding of their brain and the way in which it works to promote positive mental well-being? Can they use the correct scientific vocabulary to demonstrate this?



Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<p>Pupil Interviews October 2020 GW Book Look Big Question – October 2020</p>	<ul style="list-style-type: none"> • Pupil Interviews November 2020 GW • Learning Walk November 2020 to evaluate profile of MHM across learning environments. GM & DLT's. 	<ul style="list-style-type: none"> • Pupil Interviews – Focus upon strategies to manage behaviours/improve relationships. 	<ul style="list-style-type: none"> • Pupil Interviews – Focus upon strategies to manage behaviours/improve relationships. 	<ul style="list-style-type: none"> • Pupil Interviews – Focus upon strategies to manage behaviours/improve relationships. 	<ul style="list-style-type: none"> • Pupil Interviews – Focus upon strategies to manage behaviours/improve relationships.



Continuing The Learning Journey Together

