

Development Priority	Lead	Key Actions	Intended Impact/ Outcomes	Monitoring	Evaluation
4.1 Establish strong, progressive curriculum planning in English	CD/DC	1. Staff meeting to share principles for planning with new English curriculum 2. Staff meeting time given for teachers to rewrite planning 3. Staff meeting time to discuss objectives in new curriculum that are trickier to teach 4. Staff meeting time to clarify grammar terminology and share ideas for teaching it creatively 5. Encourage new approaches and wider use of real texts for teaching literacy, through Primary Times subscription and sharing of ideas 6. Encourage teachers to promote texts and writing styles taught through display and reading corners 7. Share list of texts taught in different year groups to avoid duplication	- English national curriculum is being fully taught in all year groups - Teachers feel confident planning creative and progressive units of work from the new curriculum - Children experience and create a wide range of texts, meaningfully linked to work in topic - Classroom environments show greater evidence of texts being shared and created	Half termly record of objectives covered, texts used and writing tasks from each year group Termly review of literacy planning	Across the federation, teachers in Y1 and Y3-5 have now planned for a whole year using the new English NC objectives. Staff meetings throughout the year have covered planning principles, teaching of sentence level (especially in KS2) and use of quality texts. We now have a long-term map of writing genres taught topic by topic in those year groups and of texts used. Reviews of planning and writing books have shown a good range of evidence, with individual points for development passed on to specific teachers/year groups. Next year, key priorities will be ensuring clear progression in spelling & grammar, developing class reads and planning in Y2 & Y6.



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4.1 Establish strong, progressive curriculum planning in Maths	NB/CW	1. Staff meeting to share principles for planning with new Maths curriculum. 2. Staff meeting time given for teachers to rewrite long term, medium term and weekly planning. 3. Staff meeting time to discuss and share ideas for incorporating “mastery”, including appropriate methods of differentiation. 4. Staff meeting time to share, discuss and adopt a new calculation policy. 5. Provide support for year groups teaching new topics for the first time, e.g. algebra in KS1. 6. Encourage continuation and further development of maths displays in classrooms and elsewhere in school. 7. Update website with relevant maths documents and resources for parents.	- Maths national curriculum is being fully taught in all year groups. - Teachers feel confident planning comprehensive and progressive units of work from the new curriculum. - Children able to “master” topics before moving on, with majority of children moving on together. - Classroom and other displays show greater evidence of maths in action.	Half-termly review by year groups or maths sets, noting areas from medium term plans that were planned but not taught/mastered. Termly review of maths planning.	1, 2 & 3. Staff meetings have provided support for staff, and time for them to plan Termly Progression documents, and breaking those down into Weekly Overviews from which Weekly planning is done. 4. Calculation policy prepared and reviewed by staff – ready for upload to website. 5. Has not been required this year. 6. Learning environments have been discussed in Performance Management review meetings with staff. 7. New maths page for the website has been created, aligned with the template being used for other areas – currently awaiting review. This will include the Calculation Policy and the Termly Progression documents so that parents can access them. The intended half-termly review of maths areas not taught/mastered has not taken place formally, but staff have adapted planning to work towards a “mastery” approach. Responses from 3 teachers: “I liked the curriculum overviews. I found those easier as to what to do with the children, especially coming into a new year group” “Love the idea of mastery before moving on. Helpful in lower ability groups. Staff meetings were helpful and to-the-point, giving us the info we needed to get going.” “The NCETM resource tool was also very useful for quickly finding effective resources that allowed their maths skills to be applied to a task.”



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4.2 Continue developing a new and engaging skills-based curriculum	CD/DC	<ol style="list-style-type: none"> 1. Discuss and agree with staff a common format for planning in foundation subjects 2. Create planning proformas that include key skills for different subjects for teachers to use 3. Whole-school key skills display with examples from different classes 4. Encourage planning of 'big events' (e.g. visit, parent event, visitor) as part of every half-termly topic 5. Review visits in each year group to ensure they best fit classroom learning and expand where possible 6. Update website to reflect new Federation curriculum 	<ul style="list-style-type: none"> - Consistent and skills-based planning is taking place in all year groups across the curriculum - Teachers feel more confident organising 'big events' for topics - Children can see their learning in a more meaningful, real-life context 	<p>Termly review of highlighted skills grids to monitor coverage</p> <p>Termly review of foundation subject planners</p>	<p>Across the federation, teachers have now taught all the new curriculum topics for their year group. Where there are year groups in both schools, sharing of resources has also taken place. A consistent format for planning documents has been agreed and these are in the process of being written for each foundation subject unit (Science is already in place) - this will be completed next year. Some development of visits and big events has taken place this year, although this will need to be a bigger priority next year. Subject leaders are reviewing their website pages to ensure they more fully reflect learning in school ready for September.</p>
4.3 Review assessment and reporting systems in line with the new curriculum	CD/DC	<ol style="list-style-type: none"> 1. Investigate different options for assessment without levels in English and Maths 2. Agree an approach to use across the federation 3. Share new assessments with staff and support them in using them 4. Moderate judgements to ensure consistency 5. Staff meeting time to agree new reporting arrangements and update subject skills statements 	<ul style="list-style-type: none"> - Manageable assessment systems are in place to show progress in Reading, Writing and Maths - Teachers are gaining in confidence using the new systems - Reporting to parents reflects the requirements of the new curriculum 	<p>Updates to FLT and governors</p>	<p>DC has investigated many different possibilities for assessment without levels in RW&M, both nationally and through links with local schools. An approach has been agreed for 2015-16. We will use the updated Big Writing criteria (DC has already adapted these to fit our school format) and Assertive Mentoring tests in Maths. We have begun to develop a partnership with Ridgefield (who are also using these materials) with a view to moderating judgements together. For Reading, DC has updated our guided reading criteria based on the Big Reading assessment materials. However, we still need to find suitable materials for periodic reading assessments. Our report statements have been updated to reflect the new curriculum, but further work informing parents of the new expectations for Maths and English will be needed next year.</p>



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4.4 Extend the range of extra-curricular opportunities	AB	<ol style="list-style-type: none"> 1. Closely monitor the range of activities available to each year group 2. Encourage teachers to support extra-curricular activities – e.g. by offering a club, by taking an active interest in the clubs and opportunities accessed by children within the class, especially by groups such as Pupil Premium children 3. Continue to embed Child-initiated clubs, with 2-4 running each term, supported by school staff 4. Track the clubs and opportunities accessed by children and share data with staff 5. Ensure details of clubs are shared with staff – on the server and in the staffroom – and with parents – via the website and newsletters 6. Introduce new ‘pupil passport’ to celebrate children’s achievements and opportunities accessed, as well as highlighting areas where provision could be improved 	<ul style="list-style-type: none"> - Range of clubs on offer has increased and more children have accessed extra-curricular opportunities - Clubs and other extra-curricular opportunities are shared effectively with staff, parents and governors - Effective systems for monitoring the opportunities accessed by individual children and groups are in place 	<p>Updates to be shared with staff, governors and FLT and end of year review for parents to be sent home and posted on website.</p>	<ol style="list-style-type: none"> 1. Close monitoring has happened, with a range of activities offered to each year group and provision extended/ amended as appropriate. 2. Provision of clubs has continued to increase throughout the year, with 6 staff run clubs in Autumn 2 and 15 in the second half of the summer term. A number of Pupil Premium children have regularly attended clubs – including sports and child-initiated clubs and those run by school staff – but this is quite variable between classes. 3. Child-initiated clubs have continued to run (5 in total this year – one of which has continued to run throughout the spring and summer terms). 4. A new spreadsheet has been developed to monitor children’s attendance at clubs and access to wider opportunities. Data from this and the existing spreadsheet for sports clubs has been shared with staff in open agenda meetings. 5. Information about clubs has been shared regularly with different groups. Staff and parents have been advised of sports clubs which will be running in the following term. The website has also been updated to reflect the range of clubs on offer. 6. The ‘Pupil Passport’ has been introduced and shared in a whole school assembly. It will be passed up to the next class teacher.



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4.5 Develop the impact of the Sports Premium	AB	1. Continue to develop the PE curriculum in the light of recent changes, using new planning. Focus particularly on developing Dance teaching. 2. Continue to offer opportunities for children to lead intra school competitions 3. Develop inter school competition for KS1 and MY by holding fixtures between Queen Edith and Queen Emma, at the end of units of work 4. Continue to participate in a wide range of inter school competitions 4. Extend the range of clubs available to children and closely monitor groups of children who are not currently accessing extra-curricular opportunities 5. Develop clear and meaningful links between school and community clubs – establishing a clear pathway from curriculum teaching to clubs and competitions	- Teachers feel more confident teaching Dance and children's progress and motivation increase - Increased opportunities for and participation in intra and inter school competitions - Range of clubs and access to these increases and children are supported to develop their skills through competition and in community clubs	Staff confidence audit Regular monitoring of data Impact of Sport Premium funding to be shared with parents and posted on school website	1. Simplified planning has been produced for each year group, stating key skills for each unit of work to allow greater flexibility. AB trialled a child-led approach to dance teaching, linked to topic. Results/ lessons learned will be shared with class teachers in early 2015/16. 2. Intra school competition has continued to happen for all KS2 classes at the end of units of work, including with Year 3 at Queen Emma. Sports Captains and Bronze Ambassadors have also helped with inter school fixtures between Queen Edith and Queen Emma. 3. A Year 2 football tournament and a Year 3 tag rugby tournament were held this year. A combined Year 3 sports day is scheduled for July. 4. Queen Edith teams have participated in a range of inter school sports competitions this year (37 in total – with multiple teams entered in many of these). These included: athletics, cricket, cross country, football, hockey, korfbal, netball, tag rugby and tennis. 5. A greater range of clubs have been offered this year, with significantly more children accessing these (73% across the school – up from 55% last year). A new system for allocating places, introduced in the summer term, saw 46 children who had not previously attended a sports club do so. 6. It has proved difficult to engage sports clubs in establishing formal links. A number of children have been directed towards sporting opportunities, including clubs, through conversations with and information shared by AB.