

Development Priority	Lead	Key Actions	Intended Impact/ Outcomes	Monitoring	Evaluation
4.1 Establish strong, assessment systems in English and Maths to track and accelerate progress	DC/CD	<p>Introduce new assessment materials for assessing without levels in reading, writing, maths and science.</p> <p>Support teachers in using the new assessments and review their usefulness and manageability.</p> <p>Introduce Target Tracker software for storing and analysing data from new assessments to track pupil progress.</p> <p>Support teachers and senior leaders in using assessment data to analyse pupil progress and identify pupils needing additional intervention.</p> <p>Facilitate opportunities for teachers to standardise and moderate assessment judgements both across the Federation and with other schools.</p> <p>Support Y2 and Y6 teachers with new teacher assessment procedures and in preparing pupils for the new KS tests.</p> <p>Explore possible new assessment materials for grammar and spelling in line with new curriculum requirements.</p> <p>Support teachers in teaching the new grammar and spelling curriculum.</p>	<p>Teachers feel confident assessing pupils with new materials</p> <p>Teachers can use assessment data to quickly and effectively identify gaps in pupils' learning and target interventions for vulnerable groups.</p> <p>Senior leaders can quickly and confidently analyse the progress of classes and vulnerable groups within them.</p> <p>Assessment judgements are reliable and consistent across the Federation and with other schools.</p> <p>Y2 and Y6 teachers feel confident with end of key stage requirements and pupils feel well prepared.</p>	<p>Staff meeting time</p> <p>Senior management meeting time (with assessment data focus each half term)</p> <p>Discussions with phase leaders</p>	



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4.2 Further develop the impact of feedback on children's learning and progress in English	DC/CD	<p>Recap writing marking and target setting systems agreed last year so they continue to be used consistently by all staff.</p> <p>Review writing books/topic folders regularly to ensure writing marking and targets are being used consistently and effectively.</p> <p>Refine and adapt systems as necessary to ensure strong impact on pupil progress in writing, especially for vulnerable groups.</p>	<p>Marking and feedback is used effectively and consistently in an age-appropriate way throughout the Federation.</p> <p>Pupils are clear about their key next steps in writing and are motivated to try to achieve them.</p> <p>Progress in writing is accelerated, especially for vulnerable groups.</p>	Frequent SM meetings to review writing books/folders to monitor effectiveness of marking and target setting, fed back in half-termly phase meetings.	



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4.2 Further develop the impact of feedback on children's learning and progress in Maths	NB/CW	<p>Staff meetings to share effective ways of providing feedback .</p> <p>Encourage staff to follow guidance in 'Maths Feedback Policy' and complete a weekly piece of in-depth marking.</p> <p>Review children's work to look for effective feedback and children's responses.</p> <p>Encourage staff to drop-in to maths lessons to look for and share examples of feedback.</p> <p>Investigate the ways in which new half termly assessments can be used to provide useful feedback to children and parents.</p> <p>Encourage use of working walls that display key models/vocabulary/images that children could incorporate into their work.</p>	<p>Teachers feel confident in the feedback they provide.</p> <p>Feedback leads to an improvement in children's understanding and progress.</p> <p>Children understand what they have been successful in and what they need to work on.</p> <p>Evidence of feedback and children acting on it found in their work.</p>	<p>Termly review of children's work.</p> <p>Termly staff meetings to discuss and share progress.</p>	



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4.3 Continue to develop a creative curriculum, with the support of an exciting learning environment, parents and the local community	CD/DC	<p>Encourage each year group to have a trip/expert visitor linked to topic themes.</p> <p>Encourage each year group to involve parents in the curriculum.</p> <p>Make links with the local community to enrich the curriculum.</p> <p>Strengthen connections made at Learning Saturday to use in the curriculum in the future.</p> <p>Provide creative approaches to allow more able children to reach depth and mastery in their learning.</p>	<p>One trip/visitor per topic</p> <p>One parent event each term, specifically for the class/year group.</p> <p>More diverse curriculum opportunities for children.</p> <p>Children have a greater understanding of how the curriculum fits within the local community and wider world.</p> <p>Greater opportunities for G&T children.</p>	<p>Staff meeting to feedback.</p> <p>Phase meetings and discussions with phase leaders.</p> <p>PPA time – plan trips/special events.</p> <p>Learning Saturday</p>	
4.4 Continue to extend the range of extra-curricular opportunities and develop the impact of the Sports Premium	AB	<p>Continue to monitor the range of activities available to each year group across the federation and extend provision where possible.</p> <p>Ensure details of clubs are shared with staff in a timely fashion to ensure this can happen – on the server and in the staffroom – as well as with parents – via websites and newsletters.</p> <p>Track the clubs and opportunities accessed by children across the federation and share data with staff using 'Opportunities' spreadsheet.</p>	<p>Range of clubs on offer has increased and more children have accessed extra-curricular opportunities.</p> <p>Clubs and other extra-curricular opportunities are shared effectively with staff, parents and governors.</p> <p>Effective systems for monitoring the opportunities accessed by individual children and groups are in place across the federation.</p>	<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> <p>Regular monitoring of data</p> <p>Impact of Sport Premium funding to be shared with parents and posted on school websites</p>	



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		<p>Embed 'Pupil Passports' at Queen Edith and introduce at Queen Emma to celebrate children's achievements, and opportunities they have accessed, as well as highlighting areas where provision could be improved.</p> <p>Introduce the new Cambridgeshire Scheme of Work, integrating with existing curriculum map and ensuring units of work in KS2 continue to feed into intra and inter school competition.</p> <p>Continue to participate in a wide range of inter school competitions, including for KS1 and MY, with regular fixtures between Queen Edith and Queen Emma, at the end of units of work. Develop new 'Leadership Academy' in partnership with Netherhall, to help lead and deliver this</p> <p>7Establish and develop clear and meaningful links between the federation and community clubs – establishing a clear pathway from curriculum teaching to clubs and competitions.</p>	<p>Teachers feel more confident teaching PE and children's progress and motivation increase.</p> <p>Increased opportunities for and participation in intra and inter school competitions.</p> <p>Range of clubs and access to these increases and children are supported to develop their skills through competition and in community clubs.</p>		