

| Development Priority   | Lead  | Key Actions   | Intended Impact/<br>Outcomes   | Monitoring  | Evaluation |
|--|-------|---|--|---|------------|
| C1 Review Science teaching and learning to ensure more children achieve new age-related expectations | KF/VC | 1. Spark curiosity! – In order to enhance working scientifically as well as deeper thinking and questioning, encourage staff to have a range of more open-ended tasks, flexibility with planning and allow children the opportunity to follow their own interests and lines of enquiry<br>2. Plan and deliver a staff meeting to model how open ended enquiries can work in the classroom and re-ignite “awe and wonder”<br>3. Develop feedback marking to prompt and encourage children to think more deeply, challenge themselves and consolidate their knowledge.<br>4. Plan and deliver a school-wide science event/day to further explore the skills of working scientifically | - Children have additional choice and opportunities to make scientific decisions and talk more confidently about their ideas and theories<br>- Science books show greater range of scientific thinking and improved feedback marking which is responded to be pupils<br>- A greater number of children reach age-related expectations across the school<br>- Y2 and Y6 teacher assessment results are at least in line with national | - Termly book reviews, for evidence of feedback marking as well as child-led investigations and scientific thinking<br><br>- Learning walk and lesson observations. |            |



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| C2 Continue to raise standards across Nursery and Reception to ensure all children are suitably challenged and well prepared for the next stage in their learning | AI/CA | <ol style="list-style-type: none"> <li>1. Observe teaching and learning across the key stage to ensure high quality.</li> <li>2. Scrutinise planning on a half termly basis to ensure more all children are receiving suitably differentiated activities.</li> <li>3. Share good practice to challenge more able and support less able across the Federation.</li> <li>4. Analyse data (baseline and end of term) to identify progress of children and write actions to work on.</li> <li>5. Organise a robust transition time with new teachers in order to inform them where the children are in their development.</li> </ol> | <ul style="list-style-type: none"> <li>- Foundation Stage leaders will have a handle on where there is high quality teaching and where they need to support.</li> <li>- Planning will be inclusive to all needs but also suitably challenging for all needs.</li> <li>- Practice (in teachers and teaching assistants) over the Federation will improve.</li> <li>- All practitioners will know what the areas of strength and weakness are for their cohort and what needs to be done to improve the weaker areas/children/groups of children.</li> <li>- New teachers will know how to support/challenge from the first day in their new class</li> </ul> | <ul style="list-style-type: none"> <li>- Planning scrutiny half termly</li> <li>- Review of termly assessment data</li> <li>- Observations of all Foundation Stage staff</li> </ul> |            |



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| C3 Maximise the use of local opportunities and experts to enhance our curriculum for all children | DC/CS | <ol style="list-style-type: none"> <li>1. Review current visits and visitors</li> <li>2. Identify gaps in provision and explore ways to develop</li> <li>3. Contact parents to encourage them to share expertise and jobs information</li> <li>4. Teachers plan in either a visit, visitor or parent event for each topic, trying to achieve a balance of each across year</li> <li>5. Support teachers with planning parent events</li> </ol>  | <ul style="list-style-type: none"> <li>- Each topic in each year group has a special event linked to it</li> <li>- Parents feel more involved in the curriculum (including working parents sharing expertise)</li> <li>- Children feel more inspired in their learning</li> </ul>   | <ul style="list-style-type: none"> <li>- Review and update Enrichment Days overview each half term in OA staff meeting</li> </ul>   |            |
| C4 Continuing to find ways to engage all parents in their children's education                    | DC/CS | <ol style="list-style-type: none"> <li>1. Ensure consistency in communication with parents about homework across the school</li> <li>2. Hold a range of parent information events about the curriculum and explore ways to encourage a wider group of parents to attend</li> <li>3. Each year group organises parent events as part of at least one topic</li> <li>4. Contact parents to encourage them to share expertise and jobs information</li> <li>5. Hold termly Saturday family theatre events</li> </ol> | <ul style="list-style-type: none"> <li>- Most parents feel well informed about homework expectations, the curriculum their children are learning and how best to support them at home</li> <li>- Homework is being completed by most children and to a good standard</li> <li>- Pupil Premium parents are successfully targeted to attend events, including theatre days</li> <li>- Parents feel more involved in the curriculum (including working parents sharing expertise)</li> </ul> | <ul style="list-style-type: none"> <li>- Senior leaders review homework expectations, communication and work completed each term</li> <li>- Senior leaders review which parent events have taken place each term and what the attendance has been</li> <li>- Review and update Enrichment Days overview each half term in OA staff meeting</li> </ul> |            |