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| **The Federation of Boskenwyn and Germoe Primary Schools****Development Priorities 2020-22****“A Love of Learning for Life”****QUALITY OF EDUCATION**Priority 1: To research, implement and embed a variety of approaches, methods and pedagogies through a unique, tailor-made, inclusive curriculum which cumulates sufficient knowledge and skills for future learning and employment (including remote and blended learning)Priority 2: To embed a refined assessment and tracking system without levels for accurately measuring pupil progress and attainment across the curriculum (both academic and personal development)Priority 3: To raise standards in reading, and oracy Priority 4: To raise standards in writingPriority 5: To raise standards in maths**BEHAVIOUR AND ATTITUDES**Priority 6: To further improve behaviour, attendance and punctualityPriority 7: To provide an educationally rich learning environment which is safe, calm and orderly and where children have a positive attitude to learning and are respectful of one another**PERSONAL DEVELOPMENT**Priority 8: To further develop children’s spiritual, moral, social and cultural development**LEADERSHIP AND MANAGEMENT**Priority 9: To further develop drive and rigour at all levels (including senior, middle leadership, subject leadership, governance and pupil leadership) Priority 10: To provide high levels of support for staff wellbeing and highly effective professional development for all staff   |

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| **The Federation of Boskenwyn and Germoe Primary Schools****“A Love of Learning for Life”**QUALITY OF EDUCATION | C:\Users\anita\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\S3RF1V2G\bcp logo for co-op.jpg |
| **PRIORITY 1 –** To research, implement and embed a variety of approaches, methods and pedagogies through a unique, tailor-made, inclusive curriculum which cumulates sufficient knowledge and skills for future learning and employment**Success criteria:** 1. European projects enhance children’s understanding of the world and promote staff wellbeing and CPD
2. Inquiry based learning ensures transferable skills for life are acquired
3. Curriculum policy shows intent, implementation and impact
4. Children have the opportunity to engage in at least 2 hours of physical activity per week (see also Sport Premium planning)
5. Children acquire transferrable skills for future learning and employment
6. Embed computing throughout the curriculum (cross-curricular and skills based)
7. All pupils have equal access to remote and blended learning and engagement for disadvantaged families is equal to non-disadvantaged
 |
| S.C | **Action** | **Cost** | **Lead** | **Deadline** | **Monitoring** | **Evidence** |
| A | * Participate in KA229 Back to the Future 2.0
* Participate in KA229 Taking a learning Journey on the STEAM train
* Staff Participate in KA101 Finland, Estonia, Portugal –Digital STEAM project
* Apply for KA229 Carousel of True Friendship
* Ongoing Zoom staff training to keep up to date with COVID-19 restrictions in Europe and best practice through benchmarking
 | EUfunding | PBPBPB | July 22July 22July 20Mar 20 and ongoing fortnightly | termly | CPD files, EWB assessmentsSTEAM is embedded into the curriculumHjalli model is used in some lessons PhotosChildren and staff participate in mobilitiesInformation on European best practice disseminated to staff |
| B | * IBL INSET – all staff, online via Toddle
* Revision of rolling program to show progression of skills, concepts in IBL focus
* Observations in Ljubljana (Erasmus KA101)
* Visits to Reggio Emilia, Italy
 |  £200 | KKJN KKPB | June 20July 20April 21 | PB KK JN KKLH FC AH | Rolling programmeCPD logs |
| C | * Curriculum action planning training
* Write curriculum action plan
* Write new curriculum policy
* Communicate curriculum policy to staff, governors and parents
 | £120 | PB JN ZSPB | Jan 20July 20Update to parents via FBSep 20 | Governors | Curriculum policy and action planParent questionnaire |
| D | * Engage with local clubs; Cornwall cricket Club, Cornish Pirates (rugby),
* Complete YST self review
* Engage in more competitive sport (Cornwall Games, Helston/Lizard trust)
* Most children engage in Wake n shake, K a day
* Inter-school friendlies with local schools
* Monitor club attendance and parental questionnaires
* Offer extensive subsidised unique package; skiing, surfing, sailing
* Staff meeting slot for PE termly (CPD)
* Subject leadership reports and sport premium reports to governors
 | £500 | FCPB | Ongoing | PB | Children engage in a variety of school/after school activitiesChildren enter more competitionsChildren are more active and enjoy sport**During COVID-19 pandemic, some activities are restricted but will participate in others with detailed risk assessments** |
| E | * Parental questionnaire re: employment and hold weekly assemblies
* Back to the Future project with Belgium, Germany, Ireland, Turkey – climate change, transport, skills, technology
* Taking a learning journey on the STEAM train project with Romania, Croatia, Bulgaria, Italy, Turkey: focusing all areas including coding
 | EU funding | PB/AB/FCPB FCAB | Sept 20 - Jul 22 | PBFGB | Project disseminationRobotics/Coding logsInquiry books |
| F | * Sign up to Mr P ICT
* Revamp computing policy
* Send out computing progression of skills
* Send out computing year group overviews
* Meet with ICT4 to discuss computing needs
* Research new apps
* Research new devices

Offer computing training to staff | £59.99 | JNJN/ZS | July 2021 | JN/ZS/PB | Computing evident across all age ranges and all subject areas. Children and staff are confident when using technology |
| G | * Physical/electronic work packs for dyslexic children to help parents
* Lease of ipads and chrome books
* Parent workshops
* Parental questionnaire
* Advice booklets for parents with children with dyslexia, Dyspraxia, ADHD etc
* Precision teaching tips for parents
* “Understanding your child’s behaviour” booklet based on TIS and brain based neuroscience
 | £200£1200 | ALZSKKPBALALAL | Jan 2021 | PB | All families engage in blended and remote learning. There is no digital divide. SEND children have equal access and disadvantaged families feel well supported |
| **PRIORITY 2 –** To embed a refined assessment and tracking system without levels for accurately measuring pupil progress and attainment across the curriculum (both academic and personal development)**Success criteria:** 1. Tailored tracking system is used by all staff to track pupil progress and attainment termly
2. Learning is assessed and presented termly through presentations
3. Assessments are used to projects targets and identify the need for early intervention
4. Journey into inquiry project boards show progression of skills in cross curricular (multi-disciplinary) subjects
5. Documentation for inquiry shows good progress in foundation subjects
 |
| **S.C** | **Action** | **Cost** | **Lead** | **Deadline** | **Monitoring** | **Evidence** |
| **A** | * Staff record attainment in core subjects termly and progress data is analysed at staff meeting termly
 | nil | JN ZS | July 20 | Governors | Early identification of SEND, target groups,Intervention timetable |
| **B** | * Staff record personal development and academic development via seesaw
 | £200 | All staff | July 20 | PB | Seesaw records |
| **C** | * EBD assessments annually
* Termly maths and English assessments
 | nil | AL PB | July 20 | PB/AL | Termly data in houseIntervention timetable |
| **D** | * Collate inquiry journeys from staff and make information boards to be displayed in foyer
 | £1000 | KK | Dec 20 and termly | PB | Assessments of inquiry visible for parents And visitors |
| **E** | * Documentation audit
* Documentation templates
* Training for staff in documentation of multi-disciplinary inquiry
 | 1 day per week | KKKKKK | July 21 | PB | Inquiry documentation shows good progress through foundation subjects |
| **PRIORITY 3 –** To raise standard in reading and oracy at all end points**Success criteria:** 1. At least 80% of pupils pass phonics test threshold
2. Create a love of reading to impact children’s writing
3. Children with phonemic analysis difficulties are flagged early and appropriate interventions are put in place
4. Intervention has a positive impact on pupil progress
5. An oracy programme is embedded across both schools, improving speech and language skills of all children
6. In EYFS there is improved communication and shared practice resulting in Upskiled staff
 |
| **SC** | Action | Cost | Lead | Deadline | Monitoring  | Evidence |
| **A** | * Daily phonics session from nursery to Y2 (plus intervention for KS2)
* Outdoor environment to promote phonics
* Phonics is visual, auditory, kinesthetic and fun
* Support staff to attend phonics training
* Phonetically decodable first readers for EYFS/Y1
* Catch up programme to focus on Y2 where required (post lockdown)
 | £500£500 | BR/JBDR/JB | OngoingDec 2020 | SLT/FGB | Phonics is visible throughout the schoolChildren enjoy phonics sessionsChildren are quick to start reading and use their increasing phonemic knowledge to decode exciting textsParents report that children are eager to read at homeEvidence of phonics in children’s writing. |
| **B** | * Children to read at least 3 times a week at home and record on Seesaw
* Story time is prioritised: Children are read to daily from class book (modelling oracy skills)
* Staff take care to create a ‘buzz about books’
* Increase Guided reading time
* Development of pupil libraries – research match funding for hardware and software and develop library area.

Boskenwyn, old kitchen Germoe possible extension near PE shed* Focus on key words and red words at both home and school
 | £1000 | All staff led by B Reeves | ongoing | SLT | Children are reading more at home (shown in reading records)Children enjoy reading and talk about what they are reading with enthusiasm. Children are engaged with choosing class texts and look forward to story time.Children are using what they have read to influence their writing (shown in workbooks) |
| **C** | * EYFS and KS1 staff are aware of the indicators of phonemic analysis difficulties and potential pre-literacy problems (BR and AL to lead a staff meeting)
* EYFS and KS1 staff rapidly put into place effective interventions that are tailor made, discreet, time limited, and fun
* KS2 teachers are aware of the indicators of phonemic analysis difficulties so are better able to support in-coming children
 | nil | AL/BR/JB/DR/KK | Sep 2020- ongoing | SLT | Phonemic analysis assessments, IEPs and reflections on effectiveness of IEPs will show progress in relevant children’s phonemic analysis skills and S,L and C skills. |
| **D** | * Intervention is fun, exciting and tailor made
* Intervention techniques include pre-teaching and assessments
* Assess the impact and effectiveness of intervention and review at the end of each session
* Deliver active Intervention for more kinesthetic learners
* Hold termly parent/teacher/child meetings to discuss learning and next steps
* Where sessions are led by support staff, support staff feel that sessions are properly planned and resourced by the class teacher, or that they are given time to resource and plan themselves
 |  | All staff | ongoing | SLT learning walks | Children enjoy intervention and make good progressClass teachers can confidently talk about interventions that are happening for their children and show effectiveness of interventionsPP and non PP attainment gap is narrowedTAs feel confident in delivering effective intervention  |
| **E** | * Discreet oracy sessions are in weekly timetables
* Staff are confident in delivering effective oracy sessions, know how to resource them, and understand the progression of skills
* All staff understand and model the minimum expectations for talk
* Children continue to be given meaningful opportunities to practice their oracy skills, e.g. Youth Speaks, theater productions, work-shops, inquiry presentations and debates, role play
 |  | BR/all staff | Sep 2020-ongoing | SLT learning walks | The school is noisy with meaningful talkChildren are confident oratorsChildren understand the power of oracyChildren can use their speaking and listening skills to enhance learning and resolve disputes |
| **F** | * See EYFS action plan; raise standards in CLL and reading (Staff development)
* Weekly differentiated reading challenges for EYFS.
 |  | JB/JW | Sept 20 ongoing | PB/RM | Reading and writing EYFSP |
| **PRIORITY 4 –** To raise standards in writing at all end points**Success criteria:** 1. Attainment is in line with or above national expectations and at least 80% of pupils make 6 points progress per year
2. Intervention is effective
3. Most children achieve age related expectations in SPAG test at the end of Year 2 and Year 6
4. Improved presentation of work across the curriculum
 | * Ensure performance management of all EYFS staff and CPD needs are met
* High order questioning skills, growth mindset, observation and assessment training for non teaching staff
* Focus on SALT – Angie and outside agencies.
* Attend dyslexia training INSET
 |
| **SC** | Action | Cost | Lead | Deadline | Monitoring | Evidence |
| **A** | * Make contexts and environments for learning - exciting, visual, auditory and kinesthetic
* Embed Inquiry based writing into English lessons and topic
* ‘Writing for pleasure’ is promoted as much as ‘reading for pleasure’ and children in KS1 and 2 are given weekly opportunities to do so.
* Children are given regular opportunities to publish their writing
* Children to finish 10 minutes before the end of a lesson to edit their work (KS2)
* English Governor to meet with English LP termly to analyse data, discuss impact of intervention and next steps
 |  | BR/ all staff | Ongoing | SLT termlyEnglish Governor | Children enjoy writing (questionnaires)Children know how to improve and what to do to achieve thisIndependent write to show progress. Improved editing skills. Evidence in workbooksCross curricular work shows a good standard of writingChildren enjoy publishing their work and are proud to share it with a wider audience |
| **B** | * Children with potential barriers to writing are flagged early and interventions are tailor made, discreet, time limited, and fun
* Intervention techniques include pre-teaching and assessments
* Assess the impact and effectiveness of intervention and review at the end of each session
* Deliver active Intervention for more kinesthetic learners
* Hold termly parent/teacher/child meetings to discuss learning and next steps
* Where sessions are led by support staff, support staff feel that sessions are properly planned and resourced by the class teacher, or that they are given time to resource and plan themselves
 |  | All staff | ongoing | SLT learning walks | Children enjoy intervention and make good progressClass teachers can confidently talk about interventions that are happening for their children and show effectiveness of interventionsPP and non PP attainment gap is narrowedTAs feel confident in delivering effective intervention  |
| **c** | * Daily spellings in KS2- using ZS’s training
* Precision teaching of common exception words (Below ARE)
* Re-introduce Nessie to support children with dyslexic tendencies
* Effective interventions are in place
 | £100 | ZSAL/BR | ongoing | SLT/FGB | Spelling booksProgress in SPAG is goodChildren are achieving ARE Class teachers can confidently talk about interventions that are happening for their children and show effectiveness of interventions |
| **D** | Promote pride in presentation – pen licence* Daily handwriting following RWI mnemonics
* Weekly dough disco/funky fingers to improve fine motor skills
* Celebrate handwriting improvements in assemblies
* Give children regular opportunities to publish their work, therefore providing motivation to show off their handwriting skills
* Weekly differentiated writing challenges for EYFS
* Termly assessments on tapestry/seesaw
* Staff model writing/pencil grip
* At least one writing display in EYFS classroom
 |  | BR/ all staff | Ongoing | SLT | Neater work, well presentedChildren believe in their capability and take pride in their work |
| **PRIORITY 5 –** To raise standards in maths at all end points**Success criteria:** 1. Children have access to appropriate resources
2. Embraced progress between Materials, Visuals and Abstract
3. Intervention for children at risk of not meeting the expected attainment
4. Improved real world links for maths and maths in the “everyday”
 |
| **SC** | Action | Cost | Lead | Deadline | Monitoring | Evidence |
| **A** | * Maths Day-
* Grant applications- investigate these further
* Carryout an inventory of the resources we have- invest in new resources to fill the gaps
* “Basic” resources available in every classroom- list made and T check classrooms.
* Review Maths Hub Projects to see if any are appropriate in order to assist staff in improving their knowledge and skills.

Review class use of Mathletics each term and implement incentives in celebration assembly on a Friday if necessary |  TBCTBC | ZSZSZSZSZSZS | Easter 21Dec 20Dec 20Dec 20Summer 21Summer 21 | ZSZSZSZSZSZS | Jon or similar booked in to both schoolsGrant applications made.Resources match the calculation policy resources, other curriculum areas have appropriate physical resources and each class have a base of basic resources.See AboveTeachers/TAs involved in maths hub projects or training if deemed appropriate.Increased use of mathletics by renewal date |
| **B** | * Calculation Policy share with new staff
* Review of resources to ensure we have what is necessary for using materials to back-up the visuals and abstract.
* TA meeting to share the “materials, visuals and abstract” method to building skills

 Staff Meeting to refresh this technique and encourage implementation- also looking at progress between years |  | ZSZSZSZS | Dec 20Dec 20Easter 21Easter 21 | ZSZSZSZS | All staff awareSee Success Criteria **A**Staff Meeting minutes and increased awareness amongst staff Staff Meeting minutes and increased awareness amongst staff |
| **C** | * Review data each term to identify children who are at risk of not meeting expected attainment and are struggling to progress.
* Become more familiar with the indicators of dyscalculia and strategies to support

Provide support for TAs delivering maths intervention allowing them to see how to build on prior-knowledge |  | ZSZSZS all staff | Summer 2021Summer 2021Summer 2021 | PBPB/ZSPB/ZS | Children requiring intervention either in or out of normal class lessons identified and allocated.Strategies shared in staff meetings.Staff have a greater awareness of strategies to support.Increased confidence in delivering intervention and increased progress for pupils in maths intervention slots. |
| **D** | * Invite professionals in to assemblies or classes to share about what they do- including how they use maths in their jobs.
* Staff to practice number bonds, timetables etc. when lining up, waiting for visitors etc.- using the simmering book for quick maths as inspiration.
* Links made explicit for children between other curriculum areas where we use maths

1 class take responsibility for updating the “maths is everywhere” display at Germoe |  | ZSClass TeachersClass TeachersZS | Summer 2021Summer 2021Summer 2021Summer 2021 | ZSZSZSZS | Visitors having come in a visited classes/ schoolObserved evidence of maths being practiced in order to keep simmeringSubject Leadership ReportDisplay Board |
| **The Federation of Boskenwyn and Germoe Primary Schools****“A Love of Learning for Life”**BEHAVIOUR AND ATTITUDES | C:\Users\anita\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\S3RF1V2G\bcp logo for co-op.jpg |  |
| **PRIORITY 6 –** To further improve behaviour, attendance and punctuality**Success Criteria:**Implemented and embedded Reggio, Loft approaches within teaching practice and the setting to enhance learning1. Parents are more involved in school life and therefore children are more engaged and achieving higher
2. Attendance and behaviour is good
3. Flexi schooled children are full time within one year
4. Parents and children are fully engaged with blended learning
 | * EYFS staff read daily to the children

The environment is key to supporting reading with strong areas of continuous Provision* Children have opportunities to engage with a variety of reading materials
* Children read every day in a variety of contexts
 |
| **SC** | **Actions** | **Cost** | **Lead** | **Deadline** | **Monitoring** | **Evidence** |
| A | * Half termly parent governor meetings
* Parents involved in policy writing/revision
* Parent work days – tidy up
* Parents contribute to school development planning
* Parents involved in SeeSaw
 | Nil | PB | Ongoing | PB/RM | Minutes on website.Parents contribute to school life |
| B | * Parent workshop; new curriculum
* Half termly assemblies on anti bullying, kindness
* Family values based on the PBL curriculum
* Engage in “Be Kind” programme
* Research in Ljubljana; anti-bulllying policies
* KA229 project – Carousel of true Frienships
 | Nil | PB | Dec 19 | FGB | Revised behavior and attendance policy.Parental understanding and inputParents bring children to Piazza; overcome lateness |
| C | * Revision of flexi school policy
* Research on effects of flexi schooling
* Discussion with parents on entry, agreements to become full time within a year
* KS2 not eligible for flexi schooling
* Parents understand the need for full time schooling
 | Nil | PB | Ongoing | FGB | Flexi school contracts show children attending full time within one year |
| D | * Create a journey into blended and remote learning
* Questionnaire to parents re: engagement
* Survey digital divide and infrastructure
* Parent presentation : Supporting your child with blended learning
* Parents workshops weekly
 | £4000 Erasmus | PB/KK | Ongoing | Curriculum committee | 100% engagement in blended learning post lockdown |
| **PRIORITY 7 –** To provide an educationally rich learning environment which is safe, calm and orderly and where children have a positive attitude to learning and are respectful of one another and their environment**Success Criteria:**1. Environment is exciting and provides stimulus to spark curiosity
2. Piazza area is welcoming for children and parents and reduces lateness
3. Safeguarding procedures ensure safety of all children
4. Clutter free, safe, neutral and homely environments allow children to focus on learning walls to prompt and further learning
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| SC | **Action** | **Cost** | **Lead** | **Deadline** | **Monitoring** | **Evidence** |
| **A** | * Early years units have spacious learning areas indoors and out with continuous provision and learning challenges
* Library development
* Part of field at Germoe to be extended for early years provision
* Outdoor running//obstacle track around field (Germoe)
* Log pits and shelters with open ended materials for gender neutral activities
* COVID 19 – new learning spaces for smaller bubbles
 | £2000£500£500 | PBPBPB/JBPB | July 20/21Summer 21OngoingJuly 21 | FGBFGBPBPB | EYFS PSED scores have improvedY2 accelerated learning, precision teachingRainbow learning challenges and continuous provision |
| **B** | * Piazza from 0830; music and dancing to encourage early start. Mix with breakfast club
* Create outdoor covered piazza’s in each school where children parents can ‘hang out’ before/after school to reduce anxiety and to socialise, share practice and learning
 | £1000 | PB | Summer 21 | FGB | Children arrive on time and are engaged, parents are engaged with learningParents feel welcome and appreciated |
| **C** | * Policies and training up to date – new governor/staff training
* Annual equipment survey shows all equipment is safe
 | £250 | PB | Annual | FGB | Policies and procedures are update. No safeguarding issues/incidents |
| **D** | * Improve outdoor area; chill out zones, playground buddies, yoga, sports leaders
* Mezzanine floor for KS2 (Bosk)
* Library (Germoe) – Explore match funding for new library
* Staff are guided by Learning environment TLPs
* All areas are safe zones in times of pandemic and any other type of lockdown
* Regular H & S audits
 | £200TBC£5000 | PBPBBT | July 21July 21Dec 20 | FGBH & S committeeBrian Toney | Less playground incidents/fall outsMore learning spacesLibrary funding securedHandwashing stations fittedSanitisers fittedRoller blinds fitted to ZS classroom |
|  **The Federation of Boskenwyn and Germoe Primary Schools****“A Love of Learning for Life”**PERSONAL DEVELOPMENT |
| **Priority 8 – To further develop children’s spiritual, moral, social and cultural development**Success Criteria:1. PSED in foundation stage is good
2. Boskenwyn and Germoe schools have International School status
3. All children have access to nurture/equity time to develop respect, independence, courage, growth mindset, communication, friendship and equal opportunities
4. Both schools have at least Silver Award in Eco Schools and participate in debates and activities regarding real life environmental issues such as climate change
5. After school activities, lunchtime, break time and breakfast clubs are progressive and focus on developing skills and accessing physical activity
 |
| **SC** | **Action** | **Cost**  | **Lead** | **Deadline** | **Monitoring** | **Evidence** |
| **A** | * Advertise Tots group from birth to 5 year olds in paper, locally, online.
* Embed Seesaw for EYFS/KS1, staff training
* Lead professional to research and provide CPD courses and training for staff.
* Ensure termly performance management of all staff
* High order questioning skills, growth mindset, observation and assessment training for non-teaching staff
* Staff to attend other pre-school settings to observe good practice, including abroad
* Inquiry based learning training for non teaching staff
* Increased communication between parents, staff and children in both settings, termly learning consultations – includes FB pages and seesaw
* Teaching and non-teaching staff of nursery and school work together and plan together for EYFS with parental involvement
* Welcome parents meetings annually
* Half termly parent governor meetings
* OHP, ICT projector to give alternative perspectives, sensory areas (B&G) reintroduce visualisers
* Effective outdoor areas to encourage learning enriched play (B&G)
* Regular meetings with EYFS governor (KK)
 |  | JBZS/JBPB/JBDRPBJB/DRPBDR/JBDR/JBPB/JB/DR and KS1/2 staff | Jan 21Sept 20OngoingOngoingSept 20Ongoing | Monitor termlyTermly | Register shows new pupils have increased  Create banners and posters to advertise settingPromote health visitors and babyclinics as part of Tots. Learning environment is outstanding.All children reaching expected levels in PSEDJB looks at training courses available and ensures that staff are booked onto any suitable courses for their own CPDStaff use high order questioning to scaffold new learning.Baseline scores entered into data sheet for all children.AT least 75% of children to make expected progress Increased communicated between parents, children and staff through use of Tapestry Learning journeys shared regularly and in parent/teacher meetings Good planning in place to ensure all learning areas are covered and supported by planning for play foreffective learning linked to the children’s interestsEYFS staff work closely with SENDcoCharacteristics of Effective Learning display Forest school successful and enhances children’s learning and encourages opportunities for PSED**Some of above on hold due to COVID-19 restrictions** |
| **B** | * To develop the role of the subject leader in RE
* To carry out an audit on RE resources.
* Teachers from both schools and key stage groups plan together
* To provide a list of important dates to aid planning/assemblies.
* Ensure that teachers’ skills are well developed and impact positively on pupil outcomes through incisive and meaningful CPD
* To organise an RE day across both schools, looking at different cultures from around the world
* Attend training on new Cornwall RE syllabus and disseminate to staff
* Apply for international school status with British Council
 | Nil | JBPB | Summer 2020Spring 2021Autumn 2020Summer 2020 | Planning Learning walks Planning scrutiny to ensure coverage.Updated RE policyObservationsInformal drop ins.Pupil voiceData Pupil interviewsStaff interviews to gather views on new scheme of work | RE lead to attend training of the new revised RE curricululm.All teachers work within the new curricululm and have an understanding of how to use the different sections/themesResources and artefacts support the teaching of high quality RE lessons. Provide list of artefacts available to TeachersWell-planned units are taught based on children’s needs and prior assessmentA curriculum is produced that meets the needs of our children and impactspositively on their RE outcomes.Staff plan and deliver high qualityRE lessons. Children are immersed in chosen religion through dance, drama, cookery and theuse of relevant artefacts |
| **C** | * Nurture groups daily for 30 mins based on Hjalli method in Iceland
* Staff development in Hjalli method – Iceland and whole staff INSET
* Parent meeting introducing Hjalli method
* Curriculum development – implementation to rolling programme and curriculum policy
* Governor meeting agenda
* Parent governor report on Iceland visit and action plan
 | £500EU funds | PBPBPBPBPB | Spring termDec 19Jan 20Mar 20Mar 20Dec 20 | O | ObservationsPupil profilesWellbeing governor monitoringPupil self assessment measures |
| **D** | * Set up eco committees and meet fortnightly
* Eco committee hold assembly fortnightly
* Eco audit led by children
* Follow success criteria from Eco-schools website
 |  | AB DRJW | Mar 21 | PB | **On hold due to pandemic – items to be discussed in classes** |
| **E** | * Staff training for lunchtime, breaktime and after/before school care, links to learning
 |  | PB | Mar 21 |  |  |

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| **The Federation of Boskenwyn and Germoe Primary Schools****“A Love of Learning for Life”** LEADERSHIP AND MANAGEMENT | C:\Users\anita\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\S3RF1V2G\bcp logo for co-op.jpg |
| **PRIORITY 9: To further develop drive and rigour at all levels (including senior, middle leadership, subject leadership, pupil leadership and governance)** **Success Criteria:**1. **Whole School vision and aims are communicated effectively**
2. **Leadership principles are understood and applied to day to day school management; Middle leaders are accountable and conversant, lead professionals are suitably trained and competent, governors are suitably trained**
3. **Revision of curriculum and assessment policy reflects inquiry based learning and personal assessment (as reflections)**
4. **CIS is embedded using personalized monitoring and self evaluation system; governors and staff are active in monitoring, data analysis and SEF**
5. **Pupils are confident leaders; student councilors, global ambassadors, monitors, eco committee members**
 |
| SC | **Action** | **Cost** | **Lead** | **Deadline** | **Monitoring** | **Evidence** |
| A | * Parent governor workshop – curriculum intent, implementation, impact
* Data sharing exercise with FGB, question generating
 | nil | PB | Jan 21 | FGB | Parent questionnaires |
| B | * Subject leadership staff meeting time per half term, monitoring of files and action plans
* Mock deep dives and subject leader interviews
* Termly data meetings with lead professionals
* Subject knowledge training INSEt by lead professionals
 | nil | PB | Sept 20 | JN/ZS | Subject leadership is at least good**Some items on hold due to pandemic** |
| C | * Website revision; new headings and all statutory documents and curriculum information shared
* Curriculum action planning and information sharing with staff, governors and parents
 |  | PB/ZS/AC | Dec 20 | FGB | New websiteCurriculum action plan and policy |
| D | * .Governor monitoring is personalized and linked to inquiry based model of monitoring
* Governors identify areas for early intervention from ASP and IDSR
* Staff attend ASP and IDSR training
 | nil | PB | Dec 20 | JN/ZS | Governors monitor with confidenceGovernors interpret data |
| E | * School councillors are elected from hustings
* Global ambassadors are trained to meet and greet visitors
* Children are independent classroom monitors
* Sports leaders lead playtime games
* Eco Committee meetings are held fortnightly and led by children
 | nil | PB | Mar 20 | FGB | Children are leaders of learningGreen Flag Eco AwardSports leaders lead sport**Class based during pandemic** |
| **Priority 10: To provide high levels of support for staff wellbeing and highly effective professional development for all staff**Success Criteria:1. All staff feel valued
2. All staff feel included and part of the team
3. High quality Professional development has a positive effect on pupil outcomes
4. Weekly staff meetings for teaching assistants ensure a more harmonious setting, staff induction for new staff
5. The new RSE curriculum is embedded into the multi-disciplinary subjects
 |
| **SC** | **Action** | **Cost**  | **Lead** | **Deadline** | **Monitoring** | **Evidence** |
| A | * Termly professional development meetings
* All staff included for staff meetings
* Tea and coffee in staff room
* All staff have the opportunity to travel abroad for professional development
 | £200 | PB/ZS/JN | Ongoing | PB | Staff questionnaire |
| B | * Staff wellbeing mentor appointed
* Staff wellbeing mentor – TA’s line manager
* Birthdays are celebrated, staff wellbeing mentor responsible for gift and card
* Staff get togethers half termly – everybody included
* Weekly plate shares
 | £200 | PB/JB/AC | Ongoing | PB/governors | Staff questionnaireTA meeting minutes**Some things are on hold due to COVID-19 pandemic** |
| C | * Termly CPD meetings for teaching staff with HT
* Termly CPD meetings with TA’s with staff wellbeing mentor
* Weekly TA staff meeting
 | nil | PB/ZS/JN | Ongoing | PB | Staff questionnaire**All meetings via Zoom during pandemic** |
| D | * New staff induction packs for all new staff, mentor to be available for queries
* Staff wellbeing mentor to host weekly TA meeting – same agenda as staff meeting
* Staff wellbeing mentor line manager for TA
 | nil | PB/JB | Ongoing  | PB | Staff questionnaire |
| E | * Appoint RSE coordinator
* Sort curriculum into progression of skills for each year group
* Creat “A Journey Into Relationships” document
* Provide INSET at staff meeting via Zoom (introduction to the curriculum)
 | Nil | PB | Dec 2020 | PB | RSE curriculum is embedded. |