

Parley First School

Strategic Action Plan 2021/22

Children first, always.

QUALITY OF EDUCATION

Priorities

- To ensure that children are able to know more and remember more.
- To improve the outcomes of children learning in Reading, Writing and Maths.
- To ensure provision is in place for continued recovery from the global pandemic.

Success Criteria

- Outcomes of lessons are clearly defined, and children articulate their learning confidently and clearly.
- Outcomes in Journals are of a high standard and consistent across the school.
- Planning is clear, consistent and clearly builds on previous learning.
- Internal Monitoring of Reading clearly indicates children's knowledge skill and attitudes are positive.
- Assessment is consistent and used effectively to report on pupil progress using standardised and non-standardised assessment.

Reasons for Priorities



- To ensure that all pupils make at least good progress in Reading, Writing and Maths.
- To ensure that children can confidently talk about a love of literature and have an enriched Literacy experience.
- To ensure the standards of Teaching and Learning are developed to the highest level meeting the needs of all pupils including the most vulnerable and most able.
- To ensure Ofsted areas for improvement are addressed directly.

To ensure that there is discreet and direct teaching of knowledge and skills at a deep level with clear differentiation (Quality First Teaching).

Lead	Action	Time Frame	Monitoring	Resources / CPD	Impact and Outcomes	RAG Evaluation and Milestones		
						Dec '21	Mar '22	July '22
JB / DG	<p>To continue to provide training for all staff on expectations for Teaching and Learning across the school, including a focus on key strategies to remember more. (Linked to Metacognition).</p> <ul style="list-style-type: none"> ➤ Expectations documents created to outline key areas we are targeting as a school. ➤ Review the non-negotiable elements of Teaching and learning based on Quality First Teaching ➤ Review the Teaching and Learning policy with all staff. ➤ Link Quality First Teaching to educational research (Rosenshine's Principles in Action) 	Sept 21 – July 2022	<p>SLT to monitor impact through:</p> <ul style="list-style-type: none"> ➤ lesson observations (half termly) ➤ work scrutiny by subject leaders (half termly) ➤ feedback from Governors learning walks. ➤ analysis of progress (termly) using DC Pro 	<p>Non-Contact time for Subject Leadership</p> <p>Specific Research groups</p>	<p>Raised attainment and understanding of key learning focus across all subject areas. Children can articulate their learning from historic experiences.</p>	<p>SLT Monitoring:</p> <p>Work Scrutiny</p> <p>Planning scrutiny</p>	<p>Pupil Interviews</p> <p>Deep Dives with Class teachers and Subject leaders</p>	<p>Attainment at least in line with National Standards</p>

SLT/KH	To continue to develop curriculum content related to the National Curriculum, ensuring progression through the school, identify any gaps due to COVID as well as highlighting key non-negotiable areas that children are expected to know. <ul style="list-style-type: none"> ➤ Utilise Ready to Progress materials for maths. ➤ NFER / Mock SATs data ➤ TTRockstars assessments ➤ Subject leader curriculum map ➤ Phonics assessments ➤ Medium Term Plans 	Autumn term 2021	SLT to monitor impact through: <ul style="list-style-type: none"> ➤ lesson observations (half termly) ➤ work scrutiny by subject leaders (half termly) ➤ feedback from Governors learning walks. ➤ analysis of progress (termly) using DC Pro. ➤ Century Tech analysis (Year 3 and 4) ➤ TT Rockstars ➤ Pupil Progress meetings. ➤ External challenge partner feedback 	Subject leader Time. Each leader to have 2 non-contact sessions per term	Curriculum design informs planning and impact on children's ability to know more and remember more.	All NC objectives clearly identified in Year group planning. Short term planning relates directly to NC.	Review of Spring Term planning to ensure NC links are clear.	Curriculum planning clearly links to knowledge and skills and progression through the school.
CA	To ensure that SEND pupils have opportunities to have access to effective 'Ways in' for all curriculum areas.	Sept 21 - Oct 22	SLT/Governors/ to monitor impact through: SLT to monitor impact through: Planning Scrutiny Work scrutiny by subject leaders (half termly) Pupil Progress meetings Pupil Voice	Meeting Time half termly training session. Subject Leader time	Improved progression of transferable skills across the school Clear knowledge and skills content	Review of planning and triangulation between work scrutiny outcomes across all subjects	Review impact on pupil outcomes through and evaluation of pupil responses	Planning formats implemented fully across the school reviewed for any required changes prior to Sept 22
KH/HJ	To review long term planning formats working alongside the partner schools in the Castleman Trust to ensure progression of transferrable skills, collaboration and sharing of best practice.	Sept 21 - April 22	SLT/Governors/Subject Leaders to monitor impact through. SLT to monitor impact through: <ul style="list-style-type: none"> ➤ work scrutiny by SLT/ subject leaders (half termly) ➤ Planning scrutiny ➤ Any available minutes from meetings 	Planning time through virtual sessions	Clear and concise plan for progression across the school that can be evaluated effectively	Plan in place and being used to develop effective short term	Review of Curriculum Plan based on Long term and short-term objectives	Plan in place for September

To ensure that attainment and progress in Reading, Writing and Maths for all children including vulnerable groups is at least good

Lead	Action	Time Frame	Monitoring	Resources / CPD	Impact and Outcomes	RAG Evaluation and Milestones		
						Dec '21	Mar '22	July '22
DG	Implementation of The Write Stuff approach to writing for Reception – Year 4. Please refer to The Write Stuff Implementation Plan document.	Sept 21 to July 21	SLT/Subject Leaders and Governors to monitor progress through: <ul style="list-style-type: none"> ➤ Work Scrutiny ➤ Data analysis ➤ Pupil Voice ➤ Pupil Progress Meetings 	Staff Meetings / link schools within the Trust meetings i.e., Ferndown First School.	Improved Progress and attainment in writing for all children, including vulnerable groups.	As per Autumn actions in implementation plan	As per Spring actions in implementation plan	As per Summer actions in implementation plan
DG	Implementation of revised approach to Spelling across Year 2 – 4 (Jane Considine, The Spelling Book approach).	Sept 21 to July 21	SLT/Subject Leaders and Governors to monitor progress through: <ul style="list-style-type: none"> ➤ Work Scrutiny ➤ Data analysis ➤ Pupil Voice ➤ Pupil Progress Meetings 	Training during September INSET and follow up staff meeting time.	Improved Progress and attainment in writing for all children, including vulnerable groups. Children to have strategies to tackle unfamiliar words. Clear progression and approach across the school from Year 2-4.	SLT Monitoring: Work Scrutiny Planning scrutiny Scheme implemented and being used by Year 2-4.	SLT Monitoring: Work Scrutiny Planning scrutiny	Improved outcomes in comparison to starting point.
DG	Implementation of revised approach to handwriting using LetterJoin.	Sept 21 to July 21	SLT/Subject Leaders and Governors to monitor progress through: Work Scrutiny	Training during September INSET and	Clear progression in approach to handwriting.	SLT Monitoring: Work Scrutiny Planning	SLT Monitoring: Work Scrutiny Planning	Analysis of books to focus on handwriting, linked to

			Data analysis Pupil Voice Pupil Progress Meetings	follow up staff meeting time.	Improved and consistent approach to handwriting across the school.	scrutiny Training provided.	scrutiny	writing assessment framework
CB	Implement whole class reading sessions from key stage one to Year 4. Please refer to the Whole Class Reading Implementation Plan document.	Sept 21 to July 21	SLT/Subject Leaders and Governors to monitor progress through: <ul style="list-style-type: none"> ➤ Work Scrutiny ➤ Data analysis ➤ Pupil Voice ➤ Pupil Progress Meetings ➤ Class reading records. ➤ Book band monitoring 	Staff meetings	Raised attainment of pupils across the school. Effective use of data analysis and evaluation tools	As per Autumn actions in implementation plan	As per Spring actions in implementation plan	As per Summer actions in implementation plan
HW	Implement a consistent approach for the teaching of mathematics across the school from Year R - 4 ensuring progression.	Sept 21 to July 21	SLT/Subject Leaders and Governors to monitor progress through: <ul style="list-style-type: none"> ➤ Work Scrutiny Planning ➤ Data analysis ➤ Pupil Voice ➤ Pupil Progress Meetings ➤ NFER assessment ➤ Century Tech ➤ TT Rockstars 	Staff meetings	Raised attainment of pupils across the school. Calculation's document created Attainment in Year 4 Times Tables test in line with local and national expectations.	SLT Monitoring: Work Scrutiny Planning scrutiny Training provided	SLT Monitoring: Work Scrutiny Planning scrutiny	Analysis of end of year results

To ensure that children are exposed to high quality Literature on a daily basis and teaching of Reading is effective

Lead	Actions	Time Scales	Monitoring across the whole school	Resource / CPD	Impact and outcomes	RAG Evaluation and Milestones		
						Dec '21	Mar '22	July '22
CB	<p>For all children to develop a love of reading and make good text choices independently.</p> <p>For children to be able to identify and talk about different texts positively and confidently.</p>	September 21 to July 21	Subject Leader monitoring through Planning Lesson Observations Work scrutiny	purchase high quality text to be used to inspire and motivate children to read at a higher level.	Children consistently speak confidently and can share their views and love of reading.	Pupil voice interviews identify children out developing the ability to talk confidently about text	Pupil voice interviews identify children out developing the ability to talk confidently about text.	Pupil voice interviews identify children out developing the ability to talk confidently about text.
CB	Clear progression of quality 'class reader' texts across the school from Reception to Year 4.	September 21	Subject Leader monitoring through Planning	Purchase high quality text for use in class	Children exposed to high quality texts throughout their time at PFS. Children able to articulate their views and experiences of the different books as well as expose to rich vocabulary and writing styles	Pupil voice interviews identify children out developing the ability to talk confidently about text	Pupil voice interviews identify children out developing the ability to talk confidently about text.	Pupil voice interviews identify children out developing the ability to talk confidently about text.

To implement an effective system of tracking and summative assessments across the school, including SEND children.								
Lead	Actions	Time Scales	Monitoring across the whole school	Resource / CPD	Impact and outcomes	RAG Evaluation and Milestones		
						Dec '21	Mar '22	July '22
CA	To implement 'Provision Map' software to ensure effective tracking, assessment and provision of the SEND and most vulnerable groups.	Sept 2021 - July 2022	SENDCo to monitor system usage. Pupil Progress meetings Teachers to complete on half termly basis. Analysis of impact of interventions on children.	Staff Meeting Time each half term Non-contact for Pupil progress meetings each half term	Clear effective internal data systems Clear identification of barriers to learning and effective interventions in place	Introduction and training for staff to use new system	SLT Evaluation of impact on sample children who are identified as vulnerable	Analysis of Attainment and progress of SEND children

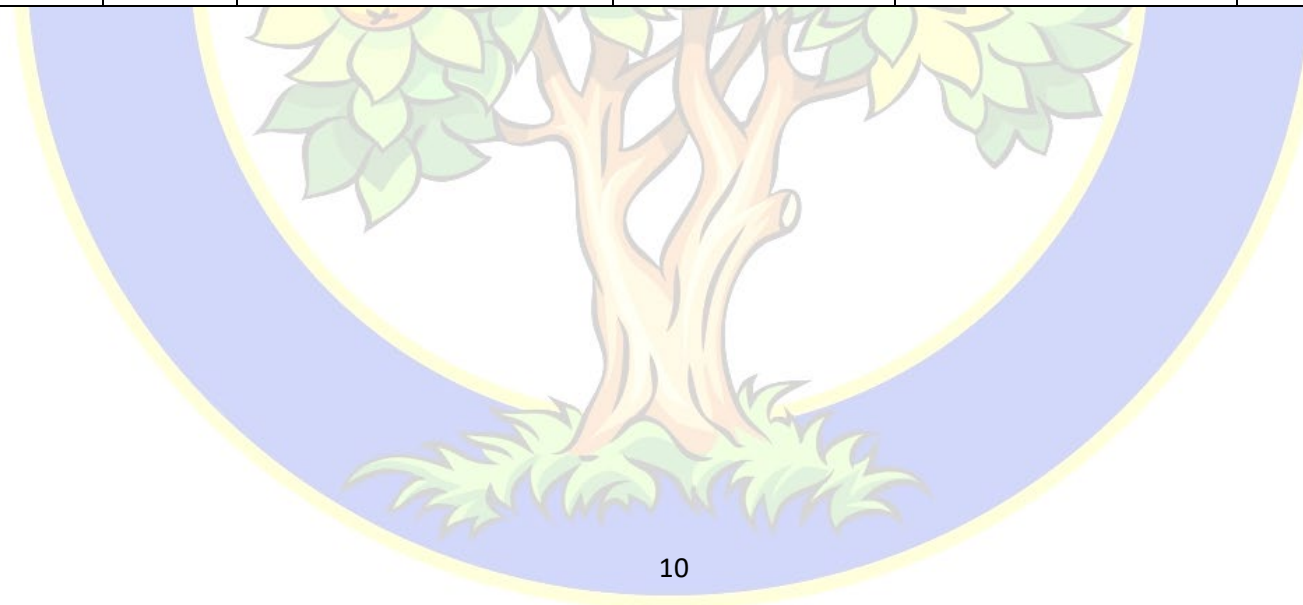
To ensure children continue to develop their retention and recall of knowledge and skills utilising self-regulation and metacognition.								
Lead	Actions	Time Scales	Monitoring across the whole school	Resource / CPD	Impact and outcomes	RAG Evaluation and Milestones		
						Dec '21	Mar '22	July '22
JB/DG	Metacognition display at the front of the classroom detailing the learning powers along with retrieval strategies the children have been using.	Autumn term 2021	SLT/Governors/ to monitor impact through: Learning walk Work scrutiny Planning scrutiny	Staff meetings	Children and staff using metacognitive language. Children using different metacognitive strategies. Pupil and Staff voice outcomes show a greater understand and use of Metacognition within the classroom. Work scrutiny evidence shows children using different metacognitive	Displays in place and being used.	Displays in place and being used.	Displays in place and being used.

					strategies.			
DG	To ensure Metacognitive approach and strategies are used daily within the classrooms. This will be achieved through: <ul style="list-style-type: none"> ➤ Explicit instruction of metacognitive strategies ➤ Linking learning to learning powers ➤ Practicing and using Retrieval strategies. ➤ Using a daily recap and spacing (weekly/monthly/termly) of the learning covered 	On-going throughout the academic year	SLT/Governors/ to monitor impact through: <ul style="list-style-type: none"> ➤ Metacognitive language being used. ➤ Metacognitive strategies being implemented within the classroom. ➤ Pupil voice ➤ Staff voice 	INSET Staff meetings On-line training	Improved outcomes for children across the school. Children can display that they know and remember more. This will be evidenced through: Pupil Voice Work scrutiny Assessment			
DG	To ensure children are clear how to plan, monitor and evaluate their learning with reflections throughout.	Spring Term 2022	SLT/Governors/ to monitor impact through: <ul style="list-style-type: none"> ➤ Metacognitive approach being used. ➤ Work scrutiny ➤ Pupil voice ➤ Staff voice 	INSET Staff meetings				

DG	<p>Ensure teaching staff are revealing their thought processes linked to the WALT and metacognitive thinking. ('What do I know about problems like this? What ways of solving them have I used before?') as they approach and work through a task.</p> <p>This will be supported by use of: What a good one looks like (WAGOLL) Visualiser Quality questioning Thinking aloud</p>	Autumn Term 2 onwards	<p>SLT/Governors/ to monitor impact through:</p> <ul style="list-style-type: none"> ➤ Metacognitive language being used. ➤ Metacognitive strategies being implemented within the classroom. ➤ Pupil voice ➤ Staff voice ➤ Use of WAGOLL's within the classroom ➤ Effective questioning being used by staff. 	Staff meetings	<p>Improved outcomes for children across the school.</p> <p>Children can display that they know and remember more. This will be evidenced through: Pupil Voice Work scrutiny Assessment</p>			
KH	To embed a growth mindset approach across the school ensuring children are motivated to accept a challenge as well as showing resilience to complete.	Spring Term	<p>SLT/Governors/ to monitor impact through: Pupil Voice</p>	Staff meetings	<p>Children are using the language of growth mindset across the school. Improved outcomes for children across the school.</p>			
JB/DG RM	To work with the School Council to discuss how the metacognitive approach is working within each classroom.	Autumn Term 2 - onwards	<p>SLT/Governors/ to monitor impact through: Minutes from School Council meetings Pupil Voice</p>	School Council meetings	Metacognitive approach being implemented in all classrooms.			
	To raise awareness of our metacognitive approach with the wider school community. This will be achieved through: ➤ Use of metacognition	Autumn Term 2 - onwards	<p>SLT/Governors/ to monitor impact through: Competition taking place. Attendance at parent / carer information evening</p>	Website Marvellous Me	Parents / Carers have an awareness and understanding of the metacognitive approach by the school.			

	<ul style="list-style-type: none"> ➤ logo ➤ Learning powers used within Marvellous Me. ➤ Parent / Carer information evening ➤ Metacognitive strategy of the half term being shared with parents 		Website		Opportunities provided to embed metacognitive approach at home.			
SLT	<p>To ensure children receive timely and effective feedback and strategies to be able to judge accurately how effectively they are learning.</p> <p>This will be achieved through:</p> <ul style="list-style-type: none"> ➤ Following the Feedback, Marking and Presentation policy ➤ Daily Recapping and Spacing ➤ Pit Stop Plenaries ➤ Plenaries ➤ Explore the use of an on-line platform to capture feedback e.g., Google Classrooms. 	Autumn Term 2 - onwards	SLT/Governors/ to monitor impact through: Planning Work scrutiny Pupil Voice	Staff meetings	<p>Improved outcomes for children across the school.</p> <p>Children will know and remember more.</p>			
KH	To provide opportunities for peer-to-peer support for teaching staff through electronic platforms in order to enhance and develop practice in a supportive environment.	Spring Term onwards	SLT/Governors/ to monitor impact through: Schedule of support in place Staff voice	Allocated peer to peer support time.	<p>Improvement in staff confidence and classroom practice.</p> <p>Improving outcomes for children across the school.</p>			

To continue to implement a recovery curriculum targeting any identified gaps in knowledge from the previous year group								
Lead	Actions	Time Scales	Monitoring across the whole school	Resource / CPD	Impact and outcomes	RAG Evaluation and Milestones		
						Dec '21	Mar '22	July '22
All Staff	Completing of NFER / KSI SATS / Phonics and other relevant assessments to identify gaps to be targeted by the next year group and throughout the academic year	End of previous academic year and termly	SLT/Governors/ to monitor impact through: <ul style="list-style-type: none"> ➤ Planning ➤ Work scrutiny ➤ Pupil Voice ➤ 	Planning time Staff Meeting time	Targeted support for children, providing the opportunity to close any gaps in knowledge.	Review of assessments	Review of assessments	Review of assessments
AB	Establish policy for Blended Learning across the school	By end of Autumn term I	Policy in place and being used.	Subject leadership time	Targeted support for children at school and at home.	SLT monitoring Pupil Voice Assessment	SLT monitoring Pupil Voice Assessment	SLT monitoring Pupil Voice Assessment



BEHAVIOUR AND ATTITUDES

Priorities
<ul style="list-style-type: none"> ➤ To develop an effective system of behaviour management using the STEPS program to modify personalised behaviour. ➤ To continue to engage with families to improve attendance and punctuality. ➤ To continue to develop positive engagement with all Stakeholders.
Success criteria
<ul style="list-style-type: none"> ➤ 100% of teachers are using consistent behaviour procedures. ➤ Clear Policies for Positive Communication in place. ➤ Overall attendance is above 97% and punctuality of all pupils improved significantly with the aim of all families attending on time.
Reason for priorities
<ul style="list-style-type: none"> ➤ Improved outcomes for children and high expectations as part of the school culture. ➤ To continue to develop an effective learning culture of behaviour, attendance and punctuality.

To review and revise the Recovery Curriculum to meet children's Social and Emotional Needs								
Lead	Actions	Time Scales	Monitoring across the whole school	Resource / CPD	Impact and outcomes	RAG Evaluation and Milestones		
						Dec '21	Mar '22	July '22
JB	To lead training for ALL staff during staff meetings on the principles of STEPS behaviour management and to consistency of approach	Autumn Term 2021	SLT to monitor impact through: Behaviour incidents Observations of behaviour management across the school	Staff Meeting Time	Improved Behaviour across the school consistent systems in place	No Actions maintain current Behaviour systems as children reconnect	Staff knowledge of STEPS process improved and developed	STEPS plan implemented and beginning to impact on pupil behaviour

JB	To lead the consistent implementation of a new behaviour management structure including non-negotiable elements of behaviour management	Jan 2021 - July 2022	SLT to monitor impact through: Pupil interviews Lesson Observations Strategies being used across the school and recorded on MyConcern	Non-Contact Time INSET	Outstanding consistent behaviour management across the school All children and adults working within a culture of positive behaviour linked directly to the aims of the school	No actions Autumn term	No actions Autumn term	Staff training complete for all staff to use the STEPS plan
JB	Provide training for specific groups of staff to ensure they are skilled in managing distressed behaviour	Autumn 2021	SLT to monitor actions from staff managing challenging behaviour	Team Teach Training Cost @£500	Staff competent and confident to manage challenging behaviour keeping children and staff safe always.	Development of STEPS plans for vulnerable /High Risk children	STEPS plans impacting through less frequent incidents of extreme behaviour	All staff trained and using strategies across the school

To continue to ensure attendance remains high and there is swift access to remote learning.

Lead	Actions	Time Scales	Monitoring across the whole school	Resource / CPD	Impact and outcomes	RAG Evaluation and Milestones		
						Dec '21	Mar '22	July '22
JB/CB	To ensure that all vulnerable children have quick and easy access to online resources to ensure that attainment gaps are minimised	Sept 2021	HT monitoring Google classrooms to check engagement from pupils	Google Classrooms	Children who have symptoms or their family are engaging in purposeful learning activities alongside their peers in school			
JB/IB	To provide support for families who have attendance below 95% working alongside the Early Help Team.	Half termly throughout the Year	Half termly monitoring of Attendance data using new systems from Government and LA.	None	Persistent absentees reduced. Good Liaison with Early Help Teams and a swift referral process			

LEADERSHIP AND MANAGEMENT

Priorities
<ul style="list-style-type: none"> ➤ To develop an effective partnership within the Castleman Trust ➤ To ensure that all Stakeholders are fully informed and engaged in the process of School Development and that there is effective evaluation to inform future School development ➤ To ensure that Senior and Middle Leaders impact positively on standards across the school.
Success criteria
<ul style="list-style-type: none"> ➤ There is a clear and focused plan for improvement with clear milestones and connections with partner schools within the trust that focuses on effective learning and teaching ➤ School development priorities are clearly focused on areas of improvement identified following inspection in March 2020 ➤ Senior and Middle Leaders are effective in raising standards across the curriculum ➤ Standards of attainment and progress improved to at least National Standards
Reason for priorities
<ul style="list-style-type: none"> ➤ To address areas for improvement as identified following and Ofsted inspection in March 2020 ➤ To ensure standards of teaching and learning are improved and developed in order for attainment to be at least in line with national standards ➤ To ensure quality of education is at least good or better

To ensure the School Standards Board (SSB) has a clear and informed view of the school and are effective in their role								
Lead	Actions	Time Scales	Monitoring across the whole school	Resource / CPD	Impact and outcomes	RAG Evaluation and Milestones		
						Dec '21	Mar '22	July '22
Chair of Governors			Ongoing Gov meetings Trust meetings	None		Gateway 1 Decisions Rationale	Gateway 2	Final Trust Agreement

				None				
	To ensure continuity of governance with effective challenge		Review of govs roles/Chair/HT Learning Walk Programme					
To ensure effective leadership is provided across the school resulting in a positive impact on staff and pupils								
Lead	Actions	Time Scales	Monitoring across the whole school	Resource / CPD	Impact and outcomes	RAG Evaluation and Milestones		
						Dec '21	Mar '22	July '22
JB/DG	To ensure that each subject area has a clear progression and is linked directly to children's ability to know more and remember more	Sept 21 - July 22	SLT Work Scrutiny Appraisal SEF SAP 3I's document	Non-contact time for SLT and Middle leaders	Subject leaders have a clear and detailed knowledge of their subject area	Plans in place and held in central location External challenge partner feedback	Planning review	Planning review Pupil voice Work scrutiny
SLT	Implementation of Trust wide appraisal policy	Sept 21 - July 22	Schedule of appraisal meetings	Time for appraisal meetings	Targeted professional support, dialogue and improved standards.	Appraisal process meeting and relevant documentation	Appraisal process meeting and relevant documentation	Appraisal process meeting and relevant documentation
CA	Development of an effective CPD model that is purposeful and has significant impact.	Sept 21 - July 22	Targeted support for staff members. Training courses attended and strategies implemented within school.					

SLT	To ensure ALL staff have access to supervision	Sept 2021	Half termly meetings as a minimum	Time to provide Supervision	Staff Well-being to maintain workforce who are able to support both children and their families	Supervision session for each member of staff	Supervision session for each member of staff	Supervision session for each member of staff
GC / RM	Middle leaders effective in their role and have good or better leadership skills (twilight Sessions)	Sept 21 - July 22	Attendance at Twilight sessions Leading of school / trust wide priorities	Middle Leader course	Development of leadership across the school Succession planning Development of staff	As per training course	As per training course	As per training course
SLT	The school to be part of the DfE school charter for staff well-being.	Sept 21 - July 22	School is part of the charter Shared with staff Staff voice Questionnaire	Staff meeting	Well-being promoted across the staff Staff well-being improved	School is part of the charter	Well-being promoted across the school. Results of questionnaire	Staff voice Well-being promoted.
JB/DG/CB	Lead Mental Health Practitioner training	Sept 21 - July 22	Training scheduled and attended.	Relevant training	3x SLT members trained Strategies implemented across the school Mental health well supported	Training identified and attended.	Actions from training in place. Communication to staff	Further training completed. Outcomes established. Staff voice.
KWJ	Adoption on Development Matters for EYFS	Sept 21 - July 22	Staff trained and using approach Work scrutiny Lesson observations	Staff meeting time	Children received relevant curriculum End of year outcomes in line with or above national expectations	Development Matters adopted Review meeting with EYFS lead	SLT monitoring Review meeting with EYFS lead	SLT monitoring Review of year with EYFS lead

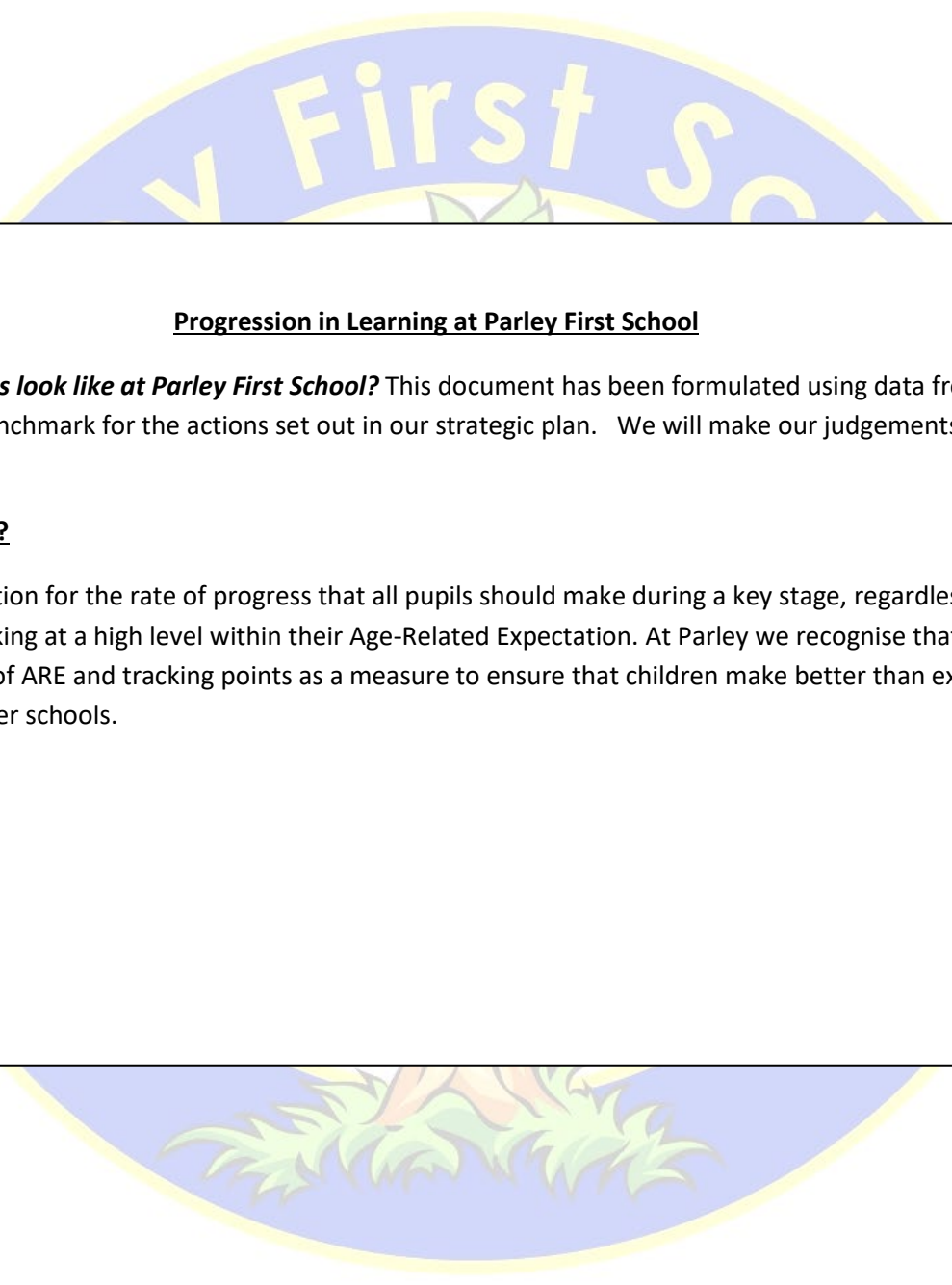
SLT	Effective safeguarding procedures in place and followed	Sept 21 - July 22	MyConcern External safeguarding review Relevant training delivered and attended. DSL / DDSL in place, staff aware Relevant policies in place and up to date Review of single centre register	Relevant training delivered and attended	Safeguarding process in line with relevant documentation	Review of relevant evidence	Review of relevant evidence	Review of relevant evidence
SLT	Targeted use of COVID recovery premium	By end of Autumn Term 1	Review of spend to date.	Leadership time	Targeted support for children to close any gaps in knowledge.	SLT monitoring Pupil Voice Assessment	SLT monitoring Pupil Voice Assessment	SLT monitoring Pupil Voice Assessment

PERSONAL DEVELOPMENT

Priorities
<ul style="list-style-type: none"> ➤ Development of the University of Parley to replace the system of Golden time as a reward for positive behaviour. ➤ To implement the RSE framework/ policy across the school involving consultation with parents ➤ To continue to develop opportunities to learn through the forest school and school farm strategy. ➤ To continue to provide swift and effective referrals to a range of therapies.
Success Criteria
➤
Reasons for Priorities

To ensure that all pupils and staff needs are met to improve mental and emotional well being								
Lead	Actions	Time Scales	Monitoring across the whole school	Resource / CPD	Impact and outcomes	RAG Evaluation and Milestones		
						Dec '21	Mar '22	July '22
CB/LW	To ensure the most vulnerable children have access to high quality Emotional support	Sept 2021	Regular ELSA sessions provided by the school	INSET for ALL staff	Children access high quality support to meet their emotional well-being and development	Analysis of need and additional resources developed if required.	ELSA sessions in place for all children who require it with additional support for families	ELSA sessions in place for all children who require it with additional support for families.

SLT	Implementation of University of Parley	Spring Term	Schedule of learning opportunities in place Pupil Voice Work scrutiny Lesson observations Planning	Staff meeting time	The opportunity for children to choose their own learning. Development of 21 st Century skills for life Real life experiences for the children Links with local community	N/A	Plan in place for implementation Sessions taking place	Parley University taking place. Pupil Voice
JB	Strategy for Forest School and Farm School in place	End of Autumn Term						
CA	Referrals taking place to a range of therapies	Sept 21 - July 22						
RM	Statutory curriculum for Relationships and Health Education in place	Sept 21 - July 22	Relevant lessons being taught across the school. Work scrutiny Planning Pupil Voice Staff trained	Staff meeting	Compliant with relevant procedures Positive image of diversity in relationships in modern Britain. Staff training and aware of requirements	Planning scrutiny Consultation with parents Training delivered	Planning scrutiny Pupil Voice	Planning scrutiny Curriculum being followed. Pupil Voice

The logo for Parley First School is a semi-circular emblem. The top half is a blue arc containing the words 'Parley First School' in yellow, with 'Parley' on the left, 'First' in the center, and 'School' on the right. Below the text is a stylized green plant with three leaves. The bottom half of the emblem is a blue arc containing a yellow sun with rays.

Progression in Learning at Parley First School

What does better than expected progress look like at Parley First School? This document has been formulated using data from national and local data sets. Our aim is to use this information as a benchmark for the actions set out in our strategic plan. We will make our judgements using Age Related Expectations (ARE).

What do we mean by expected progress?

The Government set a minimum expectation for the rate of progress that all pupils should make during a key stage, regardless of their starting point. The vast majority of children at Parley will be working at a high level within their Age-Related Expectation. At Parley we recognise that these are the minimum expectations and will use a combination of ARE and tracking points as a measure to ensure that children make better than expected progress. We are exploring what this will look like with other schools.

Appendix 2

Non-Negotiable: Quality First Teaching and Learning

Assessment	Planning	Challenge/Barriers
<ul style="list-style-type: none"> • High quality Assessment using a variety of Assessment for Learning strategies. • Highly effective use of marking using research-based strategies. • regular and consistent 	<ul style="list-style-type: none"> • Detailed planning to ensure that children build on previous learning and knowledge and skills are progressive. • Clear continuity between year groups and key stages • 	<ul style="list-style-type: none"> • Clear identification of barriers to learning. • Effective use of 'Ways in' for SEND Pupils.
Creativity	Questioning	Effective use of intervention
<ul style="list-style-type: none"> • Opportunities are provided for children to have 'Space' to develop creative ideas. 	<ul style="list-style-type: none"> • High Quality Questioning is evident during lessons and modelled by adults across the school. 	<ul style="list-style-type: none"> • Adults are used effectively to develop learning.