



Bygrove School Development Plan 2017~2020

'Aiming High'



Chair of Governors:

Stuart Poyser

Headteachers:

Jo Franklin & Jeremy Iver

Deputy Headteacher:

Jackie Keith



To all our pupils, our vision,

Every day at Bygrove Primary School, the staff & governors are working to make sure that by the time you leave us:

1. You will love learning new things, feel ready for the future & want to keep on learning more
2. You will know what it feels like to be good at something & have achieved your very best
3. You will understand just how incredible you are, believe in yourself & have confidence & resilience to follow your dreams
4. You will have grown healthy & strong & understand how to look after your body & mind
5. You will have known friendship & learned how to get along well with other people
6. You will feel part of your community, proud of your school & inspired to make a difference.

We updated this plan following input from staff, pupils, parents & governors. It was approved at the full governing body meeting on 28th June 2017. The SDP is our path for continued success & the achievement of our vision for Bygrove pupils & their families. It is our mission to continue to develop this outstanding place of learning within our local community, to further raise aspirations & make sure that all our learners keep on learning new things.

The areas we are working to improve are chosen based on evidence from self-review. This means that our school self-evaluation ties directly into our plans for improvement. Each year of the plan begins on 1st September and links with the financial year & academic year. We focus on 2 key priorities for improvement every year.

Governors monitor the SDP each term via the Headteachers' report & meetings with subject leaders.

Contents

Abbreviations 3

Overview 4

1. Employability 5

2. Success through excellent professional development 8

3. No Walls, No Ceiling! Taking learning outdoors 11

4. Inclusivity 15

5. A curriculum fit-for-purpose 19

6. A curriculum fit-for-purpose -



Abbreviations used:

| | | |
|-------|---|---|
| AfL | - | Assessment for Learning |
| AHT | - | Assistant Head |
| AWA | - | Attendance & Welfare Adviser |
| AO | - | Admin Officer |
| CPD | - | Continuing Professional Development |
| DHT | - | Deputy Head |
| DT | - | Design & Technology |
| EAL | - | English as an Additional Language |
| EMA | - | Ethnic Minority Achievement |
| ENGCO | - | English Leader |
| EYFS | - | Early Years Foundation Stage |
| G&T | - | Gifted & Talented |
| HSLW | - | Home School Liaison Worker |
| HT | - | Head Teacher |
| IT | - | Information Technology |
| INSET | - | In Service Training |
| KS1 | - | Key Stage 1 |
| KS2 | - | Key Stage 2 |
| LA | - | Local Authority |
| LBTH | - | London Borough of Tower Hamlets |
| LT | - | Leadership Team |
| NCTL | - | National College of Teaching & Leadership |
| PE | - | Physical Education |
| PM | - | Performance Management |
| PM | - | Premises Manager |
| PP | - | Poplar Partnership |

| | | |
|-------|---|-------------------------------------|
| PSHE | - | Personal, Social & Health Education |
| RE | - | Religious Education |
| RRS | - | Rights Respecting School |
| SATs | - | Standard Attainment Tests |
| SBM | - | School Business Manager |
| SDP | - | School Development Plan |
| SEF | - | School Evaluation Form |
| SEN | - | Special Educational Needs |
| SENCO | - | Special Educational Needs Leader |
| TA | - | Teaching Assistant |
| Y1 | - | Year 1 |

*All other abbreviations are the initials of staff members

**Bygrove Primary School is committed to being a Rights Respecting School. Links to articles in the United Nations Convention on the Rights of the Child are included in the RRS column.

Overview

These are the things we will be improving over the next 3 years:

| | | |
|-----------|-----|---|
| 2017-2018 | sum | 1. <u>Employability</u> : Pupils identify & nurture their own talents; they are independent & responsible & learn from one another; they are positive, confident & resilient & take risks to succeed |
| | aut | 2. <u>Success through excellent professional development</u> : All staff engage enthusiastically with research & professional development that moves on their learning & has a positive impact on schools & pupils near & far |
| | spr | Consolidation, revision & evaluation |
| 2018-2019 | sum | 1. <u>No Walls, No Ceiling; taking learning outdoors</u> : Outstanding learning outside the classroom complements & enhances the outstanding learning indoors |
| | aut | 2. <u>Inclusivity</u> : Children love coming to school & make outstanding progress because all their learning, emotional & pastoral needs are met; no-one is left behind |
| | spr | Consolidation, revision & evaluation |
| 2019-2020 | sum | Consolidation, revision & evaluation |
| | aut | 1. <u>A Timeless Curriculum for Our Time</u> : Pupils are well-equipped for the world; prepared for life by a curriculum that reaches beyond academics |
| | spr | 2. <u>A Timeless Curriculum for Our Time</u> : Pupils are well-equipped for the world; prepared for life by a curriculum that reaches beyond academics |

Bygrove Primary School Development Plan 2017 ~ 2018

Employability ~ Summer Term 2017

| | |
|---|---|
| <p>Bygrove vision:</p> <ol style="list-style-type: none"> 1. You will love learning new things, feel ready for the future & want to keep on learning more 2. You will know what it feels like to be good at something & have achieved your very best 3. You will understand just how incredible you are, believe in yourself & have the confidence & resilience to follow your dreams 4. You will have grown healthy & strong & understand how to look after your body & mind 5. You will have known friendship & learned how to get along well with other people 6. You will feel part of your community, proud of your school & inspired to make a difference. | <p>Vision for Employability: Pupils identify & nurture their own talents & ambitions; they are independent & responsible & learn from one another; they are positive, confident & resilient & they take risks to succeed</p> |
|---|---|

| What we're aiming for | What we're going to do | Who | When | RRS link | Money | What we'll see when we've done it |
|---|--|-----------|--------|----------|--------------------------|--|
| 1. To involve everyone at Bygrove in thinking about how well we prepare pupils for life beyond school & what we could do better | a) Ask school council to gather the views of pupils on what they think about how well we prepare pupils for life beyond school | CL | Spr 17 | 12 | E19 PSHCE | Pupils, parents & staff all say that they are able to give their ideas & that they are listened to |
| | b) Use the AGM, questionnaires & the school website to find out what parents think about how well we prepare pupils for life beyond school | JF JI | Spr 16 | 5 | E19 Parental involvement | |
| | c) All staff work together in staff meetings to review the way we prepare pupils for life beyond school & consider how we could make it better | JK | Sum 17 | 28,29 | E09 CPD | Their ideas contribute well to our plan to improve employability skills |
| | d) Ask school governors to give their ideas about how well we prepare pupils for life beyond school at Governing Body meetings | JF JI | Sum 17 | 18 | n/a | |
| 2. To create experts on school staff | a) Look at what the government & Ofsted say about outstanding employability skills in schools eg resilience, confidence, independence, collaboration & risk-taking | JK | Sum 17 | 28,29 | E09 CPD | Staff at school are experts in the latest thinking on employability skills. They use their expertise to improve their teaching |
| | b) Find out what other outstanding schools are doing & think about how we might learn from them | J I JF JK | Sum 17 | 28,29 | E09 CPD | |
| | c) Ask experts to come to school to give staff training | JK | Sum 17 | 28,29 | E09 CPD | |
| | d) Send staff out on training courses to learn more | JK | Sum 17 | 28,29 | E09 CPD | |
| | e) Establish a definitive Bygrove view of what 'employability skills' are & of how & why they are important | JK | Sum 17 | 28,29 | E09 CPD | |
| 3. A focus on employability skills contributes to outstanding teaching & | a) Assess accurately the employability skills of pupils in their classes with a view to developing them | JK | Sum 17 | 29 | E01 T staff | Staff & pupils understand the importance of outstanding communication & the effect it has on |
| | b) Use assessments to plan lessons with opportunities for pupils to develop employability skills eg resilience, confidence, independence, | JK | Sum 17 | 29 | E09 CPD | |

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|--|--|-----------|--------|-----------|-------------|---|
| learning & to outstanding achievement | collaboration & risk-taking | | | | | outstanding learning |
| | c) Make sure learning intentions for all subjects include opportunities to learn employability skills (ie process LIs about the way we learn things) | JK | Sum 17 | 29 | E01 T staff | Pupils are confident speaking with different kinds of people in different situations |
| | d) Encourage/teach children to identify & nurture their own talents & ambitions | JK | Sum 17 | 29 | E01 T staff | |
| | e) Promote entrepreneurialism through events such as 'Dragon's Den'-style competitions & class fundraising weeks | JK | Sum 17 | 29,31 | E01 T staff | |
| | f) Teach & use problem solving approaches to promote resilience, independence, collaboration & risk-taking | JK RA | Sum 17 | 28,29 | E01 T staff | Pupil tracking data shows that pupils in every year are making outstanding progress ie no fewer than 3 sublevels a year & a class average of at least 4 sublevels |
| | g) Make sure staff provide excellent models of resilience, confidence, independence, collaboration & risk-taking for pupils to emulate | JK, JI JF | Sum 17 | 28,29 | E01 T staff | |
| | h) Teach & learn about social intelligence, confidence & the ability to communicate well in different situations, including eg performance skills | JK | Sum 17 | 28,29 | E01 T staff | |
| | i) Give opportunities for pupils to learn & practice employability skills through assemblies, working in the office, taking visitors round, making small talk, debating clubs & sessions in classes | JK, JI JF | Sum 17 | 28,29 | E01 T staff | |
| | j) Teach & practice life skills such as critical thinking, resilience & considering & accepting other viewpoints through, for example, P4C | FD | Sum 17 | 28,29 | E01 T staff | KS2 SATs results remain better than the national average |
| k) Visit workplaces where pupils will experience excellent employability skills in action & establish a sense of their purpose | JK | Sum 17 | 28,29 | E19 Trips | | |
| 4. Employability skills such as independence & collaboration, resilience & risk-taking begin in the foundation stage | a) Go & see what is happening in other outstanding EYFS settings | SP | Sum 17 | 28,29 | E01 T staff | The learning & progress of our youngest learners is outstanding |
| | b) Ask the advice of experts & look at what the government & Ofsted think 'outstanding employability skills in schools eg resilience, confidence, independence, collaboration & risk-taking' means in the foundation stage | SP | Sum 17 | 28,29 | E09 CPD | |
| | c) Plan for opportunities for pupils to develop employability skills | SP | Sum 17 | 29 | E09 CPD | Skills like independence, collaboration & resilience are evident throughout the FS |
| | d) Make sure outstanding employability skills are practiced both inside & outside | SP | Sum 17 | 29,31 | E09 CPD | |
| | e) Identify pupils' communication & special needs early & provide early support | SP | Sum 17 | 29 | E03 TAs | |
| 5. To make sure our leaders do a good job at improving pupils' employability skills | a) HTs check that the work planned to improve employability skills is being done | JI JF | Sum 17 | 28,29 | E01 T staff | School leaders know what is happening in classes |
| | b) Leaders in school to go on training & visits to learn more about how other outstanding schools develop outstanding employability skills | JK | Sum 17 | 28,29 | E09 CPD | School leaders know how much progress pupils are making |
| | c) Leaders to learn about what's happening in classes by looking at lessons, teachers' plans & pupils' work | JK | Sum 17 | 29 | E01 T staff | |
| | d) Leaders to share what they find out with HTs & each other | JF JI | Sum 17 | 28,29 | E01 T staff | Governors know what is happening in the school |
| | e) Leaders to make sure the governors know about any changes we make | JF JI | Sum 17 | 28,29 | E01 T staff | |
| | f) Leaders plan & provide training for staff in the areas we need to get | JK | Sum 17 | 28,29 | E09 CPD | |

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| | better at | | | | | |
| | g) Leaders make sure new things we're trying out are going well in classes | JF JI | Sum 17 | 28,29 | E01 T staff | Teachers are assessing pupils accurately & are helping them improve |
| | h) Leaders to make sure teachers are able to assess pupils to see how well they are doing & how much progress they're making. | JK | Sum 17 | 28,29 | E09 CPD | |
| 6. To make sure our school building & admin team help us to learn employability skills better | a) Make sure that the way classrooms & shared areas are set up helps us to develop employability skills e.g. displays, signs & labels, teaching walls | RB | Sum 17 | 28 | E19 Gen stock | Pupils behave in a 'professional' way because the school environment looks professional & adults lead by example |
| | b) Put up professional-looking signage both outside & inside the building | RB | Sum 17 | 28 | E12 Buildings maintenance | |
| | c) Ensure the office provides an excellent model of professional practice for pupils to emulate | RB | Sum 17 | 28 | E09 CPD | |

Monitoring & evaluation of the 'Employability' priority:

- Line managers to monitor progress against actions in weekly meetings
- LT to evaluate progress half way through term in LT meetings
- Governors to monitor progress against actions in meetings with subject leaders & through the HTs report.
- Governing Body to monitor impact through a report to the Governing Body Autumn 17.

The following activities will be continued in the Autumn Term 2017

| What we're aiming for | What we're going to do | Who | When | Money | What we'll see when we've done it |
|-----------------------|---|-----|------|-------|-----------------------------------|
| | This table will be completed following evaluation at the end of the Autumn term | | | | |

Bygrove Primary School Development Plan 2017 ~ 2018

Success through excellent professional development ~ Autumn Term 2017

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| <p>Bygrove vision statement:</p> <ol style="list-style-type: none"> 1. You will love learning new things, feel ready for the future & want to keep on learning more 2. You will know what it feels like to be good at something & have achieved your very best 3. You will understand just how incredible you are, believe in yourself & have the confidence & resilience to follow your dreams 4. You will have grown healthy & strong & understand how to look after your body & mind 5. You will have known friendship & learned how to get along well with other people 6. You will feel part of your community, proud of your school & inspired to make a difference. | <p>Vision for 'Success through excellent professional development':</p> <p>All staff engage enthusiastically with research & professional development that moves on their learning & has a positive impact on schools & pupils near & far</p> |
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| What we're aiming for | What we're going to do | Who | When | RRS | Money | What we'll see when we've done it |
|--|--|----------|--------|-------|--------------------------|--|
| 1. To involve everyone at Bygrove in thinking about how we could offer excellent professional development | a) Ask school council to gather the views of pupils on what they think about the way they learn at school & the way teachers teach | H&W lead | Sum 17 | 12 | E19 PSHE | Pupils, parents & staff all say that they are able to give their ideas & that they are listened to |
| | b) Use the AGM, questionnaires & the school website to find out what parents think about the way we teach & learn at school | JF JI | Spr 17 | 5 | E19 Parental involvement | |
| | c) All staff work together in staff meetings to review the way we improve the quality of teaching & consider how we could make it better | JF JI | Aut 17 | 28,29 | E09 CPD | |
| | d) Ask school governors to give their ideas about staff professional development at school in a Governing Body meeting | JF JI | Sum 17 | 18 | n/a | |
| 2. To find out what the experts say about how to give staff excellent professional development | a) Look at what the government & Ofsted say about outstanding professional development in schools | CPD lead | Aut 17 | 28,29 | E09 CPD | Bygrove school's professional development is based on the latest best practice models globally |
| | b) Find out what other outstanding schools are doing & think about how we might learn from them (Sandringham, Mayflower, Virginia) | CPD lead | Aut 17 | 28,29 | E09 CPD | |
| | c) Ask experts to come to school to share best practice (Rob Cleary) | CPD lead | Aut 17 | 28,29 | E09 CPD | |
| | d) Send staff out on training courses to learn more | CPD lead | Aut 17 | 28,29 | E09 CPD | |
| 3. To ensure that pupils' learning remains outstanding during cover time when teaching staff are taking part in their own professional development | a) Look for good online personalised learning programmes | IT lead | Aut 17 | 29 | E22 IT | Pupil tracking data shows all pupils make outstanding progress in all subjects & attendance is high compared to national figures |
| | b) Employ specialist teachers | JF JI | Aut 17 | 29 | E01 T staff | |
| | c) Develop the role of trainee teachers & HLTAs within school so that they can provide good quality cover lessons | CPD lead | Aut 17 | 29 | E09 CPD | |

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| 4. To develop better ways of enabling staff to have excellent professional development | a) Make sure that teachers have opportunities to study for Master's modules | CPD lead | Aut 17 | 29 | E09 CPD | The quality of teaching & learning is outstanding |
| | b) Try out 10% professional development time for staff each week in addition to PPA | JF JI | Aut 17 | 29 | E01 T staff | |
| | c) Teachers to take part in regular research projects | CPD lead | Aut 17 | 29 | E09 CPD | |
| | d) Staff to plan the use of their professional development time | CPD lead | Aut 17 | 29 | E01 T staff | |
| | e) Put together a chart showing all the professional development needs of staff at the school following performance management reviews | CPD lead | Aut 17 | 29 | E01 T staff | |
| | f) Make sure that professional development time links with group staff training sessions | CPD lead | Aut 17 | 29 | E01 T staff | |
| | g) Use 'Classwatch' to give staff the chance to watch themselves teaching & think about how they could improve | CPD lead | Aut 17 | 29 | E01 T staff | |
| 5. To develop partnerships that will help us provide excellent professional development | a) Work with the teaching school alliance to develop the best way to provide excellent CPD for staff | CPD lead | Aut 17 | 29 | E09 CPD | Bygrove uses a range of expert partners to support the delivery of professional development |
| | b) Investigate what is happening in other outstanding schools globally | JF JI | Aut 17 | 29 | E09 CPD | |
| | c) Staff to visit local schools to share good ideas & ways of teaching | CPD lead | Aut 17 | 29 | E09 CPD | |
| | d) Work with Universities to develop excellent professional development | CPD lead | Aut 17 | 29 | E09 CPD | |
| 6. To make sure our leaders do a good job at improving professional development for staff | a) HTs to check that the work planned to improve professional development is being done | HTs | Aut 17 | 29 | E01 T staff | The quality of leadership is outstanding School leaders have evidence of improvement in the quality of teaching as a result of improved CPD Governors know what is happening in the school |
| | b) Leaders in school to go on training & visits to learn more about how other outstanding schools provide professional development | CPD lead | Aut 17 | 29 | E09 CPD | |
| | c) Leaders to learn about the impact of better professional development by looking at pupil outcomes, lessons, teachers' plans | LT | Aut 17 | 29 | E01 T staff | |
| | d) Leaders to share what they find out with the HTs & each other | HTs | Aut 17 | 29 | E01 T staff | |
| | e) Leaders to make sure the governors know about changes to professional development at Bygrove | HTs | Aut 17 | 29 | E01 T staff | |
| | f) Leaders to plan & provide training for staff in this areas we need to get better at | CPD lead | Aut 17 | 29 | E09 CPD | |
| | g) Leaders make sure new things we're trying out are going well in all phases | HTs | Aut 17 | 29 | E01 T staff | |
| 7. To make sure the school premises are set up to help staff to learn | a) Provide enough good quality work spaces for adults in school | SBM | Aut 17 | 28 | E12 Bmaint | School staff are well-resourced for their learning |
| | b) Ensure that school technology supports staff in their learning | IT lead | Aut 17 | 28 | E20 IT | |
| | c) Purchase resources to help adults in school with their learning & create staff library | CPD lead | Aut 17 | 28 | E09 CPD | |

Monitoring & evaluation of the 'Success through excellent professional development' priority:

- Line managers to monitor progress against actions in weekly meetings
- LT to evaluate progress half way through term in LT meetings
- Governors to monitor progress against actions in meetings with subject leaders & through the HTs' report.
- Governing Body to monitor impact through a report to the Governing Body Spr 18.

The following activities will be continued in the Spring Term 2018

| What we're aiming for | What we're going to do | Who | When | Money | What we'll see when we've done it |
|-----------------------|---|-----|------|-------|-----------------------------------|
| | This table will be completed following evaluation at the end of the Autumn term | | | | |

Bygrove Primary School Development Plan 2018 ~ 2019

No Walls, No Ceiling; taking learning outdoors ~ Summer Term 2018

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|---|---|
| <p>Bygrove vision statement:</p> <ol style="list-style-type: none"> 1. You will love learning new things, feel ready for the future & want to keep on learning more 2. You will know what it feels like to be good at something & have achieved your very best 3. You will understand just how incredible you are, believe in yourself & have the confidence & resilience to follow your dreams 4. You will have grown healthy & strong & understand how to look after your body & mind 5. You will have known friendship & learned how to get along well with other people 6. You will feel part of your community, proud of your school & inspired to make a difference. | <p>Vision for 'No Walls, No Ceiling; taking learning outdoors':</p> <p>No walls; no ceiling - outstanding learning outside the classroom complements & enhances the outstanding learning indoors</p> |
|---|---|

| What we're aiming for | What we're going to do | Who | When | RRS | Money | What we'll see when we've done it |
|---|---|------------------|--------|----------|--------------------------|--|
| 1. To involve everyone at Bygrove in thinking about what we like about learning outdoors & what could be better | a) Ask school council to gather the views of pupils on what they think learning outdoors should involve | H&W lead | Spr 18 | 12 | E19 Health & well-being | Pupils, parents & staff all say that they are able to give their ideas & that they are listened to Their ideas contribute well to our plan to improve teaching & learning |
| | b) Use the AGM, questionnaires & the school website to find out what parents think about learning outdoors | JF JI | Spr 18 | 5 | E19 Parental involvement | |
| | c) All staff work together in staff meetings to think about the way we teach & learn outdoors & decide how we could make it better | JF JI | Sum 18 | 28,29 | E09 CPD | |
| | d) Ask school governors to give their ideas about learning outdoors at the Autumn term governing body meetings | JF JI | Sum 18 | 18 | n/a | |
| 2. To find out what the experts say about outstanding learning outdoors | a) Look at what the government & Ofsted say about outstanding learning outdoors | Science lead | Sum 18 | 28,29 | E09 CPD | School staff are experts in the latest thinking on teaching & learning. They use this expertise to improve their teaching |
| | b) Find out what other outstanding schools are doing & think about how we can learn from them | DHT | Sum 18 | 28,29 | E09 CPD | |
| | c) Ask experts to come to school to give staff training | DHT | Sum 18 | 28,29 | E09 CPD | |
| | d) Send staff out on training courses to learn more | DHT | Sum 18 | 28,29 | E09 CPD | |
| | e) Seek advice from other professionals about developing outstanding outside spaces to support learning outdoors | Science lead | Sum 18 | 28,29 | n/a | |
| 3. To increase the amount of learning happening outdoors & make sure that it is interesting & exciting: 1. Lessons | a) Make sure that teachers plan sessions outside each week | Sc lead | Sum 18 | 28,29,31 | E01 T staff | Outdoor learning opportunities build on learning that takes place inside as well as providing a different kind of learning experience |
| | b) Develop an outdoor-friendly curriculum; try new themes where appropriate; make sure plans for each term show more learning outdoors | DHT & Sc lead | Sum 18 | 28,29,31 | E01 T staff | |
| | c) Encourage visits, visitors & links with other organisations such as farms, Bushcraft, adventure/theatre groups; have a clear plan to | DHT & Humanities | Sum 18 | 28,29,31 | E19 trips & events | |

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| <p>2. Playtimes & lunchtimes</p> <p>3. Before & after-school activities</p> | encourage parents to support residential trips | lead | | | | <p>Pupil tracking data shows that pupils in every year are making outstanding progress in all subjects</p> <p>KS2 SATs results move into the top quintile nationally</p> <p>Staff know how to deliver outstanding learning outdoors</p> <p>50% of all sessions observed outside are outstanding & none is less than good</p> <p>Attendance at school & on trips & visits is high</p> |
| | d) Train teachers to use the outdoors when teaching, especially science & geography; improve staff knowledge of what to expect of their pupils in all subjects & the best ways to get the highest standard of work from pupils | DHT & Humanities/ Sc lead | Sum 18 | 28,29,31 | E09 CPD | |
| | e) Train the midday team to make the most of the outdoor space & improve the quality of talk for learning outdoors | DHT & midday lead | Sum 18 | 28,29,31 | E09 CPD | |
| | f) Continue to train teachers & support staff in Forest School | Sc lead | Sum 18 | 28,29,31 | E09 CPD | |
| | g) Class teachers & teachers leading assemblies to look for opportunities to talk about learning outdoors incl during playtimes & clubs | H&W lead | Sum 18 | 28,29,31 | E01 T staff | |
| | h) Big, whole school 'Club Launch' to promote outdoor learning before & after school & at weekends | Ooschl lead | Sum 18 | 28,29,31 | E09 CPD | |
| | i) Plan an 'Environmental Week' to launch & promote outdoor learning | SC lead | Sum 18 | 28,29,31 | E19 science | |
| | j) Continue to develop different ways of assessing learning outdoors; seeing how well we've done & where to make improvements | DHT | Sum 18 | 28,29,31 | E19 assessment | |
| | k) Show everyone how important learning outdoors is by displaying or publishing examples on website, screen in foyer or in newsletter | Sc lead & HTs PA | Sum 18 | 28,29,31 | E01 T staff | |
| | l) Timetable effectively shared used of outdoor learning spaces | HTs PA | Sum 18 | 28,29,31 | E05 admin | |
| | m) Provide outdoor learning prompts for children to give them ideas for self-initiated tasks during play & lunchtimes | Midday lead | Sum 18 | 28,29,31 | E13 playground | |
| | n) Provide an exciting new range of clubs aimed at outdoor learning e.g. 'Grow, Cook & Eat' club, 'Green Gang' gardening club | Ooschl lead | Sum 18 | 28,29,31 | E07 club sals E24 club res | |
| | o) Develop links between classes so that outdoor learning can take place in 'buddy classes' e.g. growing | DHT | Sum 18 | 28,29,31 | E01 T staff | |
| | p) Ensure children are encouraged to experiment with their learning outdoors but know how to keep themselves safe | H&W lead | Sum 18 | 28,29,31 | E19 health & well-being | |
| | q) Give teachers the opportunity to learn from one another by observing one another & giving each other advice & support | DHT | Sum 18 | 28,29,31 | E09 CPD | |
| | r) Encourage & reward high levels of resilience, confidence & independence in pupils when they tackle challenging activities | Sc lead | Sum 18 | 28,29,31 | n/a | |
| | s) All adults in school generate high levels of enthusiasm for, participation in & commitment to learning outdoors | HTs | Sum 18 | 28,29,31 | n/a | |
| | t) Investigate the practicalities, benefits & drawbacks of having animals/pets in school (dog/chickens/micropigs/rabbits) | Sc lead | Sum 18 | 28,29,31 | E19 CPD | |
| | u) Ask the advice of experts & look at what the government & Ofsted think 'outstanding' learning outdoors means in the EYFS | EYFS lead | Sum 18 | 28,29,31 | E09 CPD | |
| v) Develop outstanding outdoor spaces in the foundation stage to support learning outdoors (see Premises section) | EYFS lead | Sum 18 | 28,29,31 | E19 EYFS | | |

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| 4. Parents are involved in learning outdoors | a) Conduct a skills audit of parents to determine who has particular strengths in areas of learning outdoors | Sc lead &SHL | Sum 18 | 5,31 | E19 parental involvement | Numbers of parents taking part in outdoor events goes up |
| | b) Involve parents in the design of the outdoor area | HTs & SHL | Sum 18 | 5,31 | E19 parental involvement | |
| | c) Make sure to involve parents in whole school projects e.g. building structures out of eco-friendly/recycled materials | SHL | Sum 18 | 5,31 | E19 parental involvement | The number of pupils taking part in trips goes up |
| | d) Set up a parents' allotment - 'Parent Patch to encourage parents to grow their own fruit & vegetables with their children | SHL | Sum 18 | 5,31 | E19 parental involvement | |
| | e) Create opportunities for parents to organise outdoor events at the school 'Friends of Bygrove' | SHL | Sum 18 | 5,31 | E19 parental involvement | Parents have good things to say about learning outdoors |
| | f) Try homework that is related to outdoor learning | Sc lead | Sum 18 | 5,31 | n/a | |
| | g) Run workshops for parents e.g. 'Together Outdoors' days or planning & going on trips with children, to change parents' perceptions of dirt, germs & weather so that their children spend more time outdoors | SHL | Sum 18 | 5,31 | E19 parental involvement | |
| | h) Invite parents to outdoor lessons & trips eg 'Together Tuesdays Trips'; parents also visit residential trips | SHL | Sum 18 | 5,31 | E19 parental involvement | |
| | i) Invite parents to look after the outdoor spaces in holidays incl. watering plants & feeding animals | SHL | Sum 18 | 5,31 | E19 parental involvement | |
| | j) To have a weekly item in the newsletter on learning outdoors | HTs PA | Sum 18 | 5,31 | E05 admin | |
| | k) To develop intergenerational relationships e.g. grannies & toddlers gardening | SHL | Sum 18 | 5,31 | E19 parental involvement | |
| 5. To make sure our leaders do an outstanding job at improving learning outdoors | a) HTs to check that the work planned to improve learning outdoors is being done & working well | HTs | Oct 17 | 28,29,31 | E01 T staff | School leaders know about the quality of learning & teaching outside |
| | b) Leaders in school to go on training & visits to learn about how other outstanding schools do outstanding learning outdoors | DHT | Sum 18 | 28,29,31 | E09 CPD | |
| | c) Leaders to learn about the learning taking place outside by watching lessons & looking at how clubs & playtimes are run | DHT | Sum 18 | 28,29,31 | E09 CPD | Governors know what is happening in the school |
| | d) Leaders to share what they find out with HTs & each other | HTs | Sum 18 | 28,29,31 | E01 T staff | |
| | e) Office staff to make sure we have enough resources to do our learning & that they are easy to find | SBM | Sum 18 | 28,29,31 | E19 Gen stock | Teachers are assessing their own & pupils' progress accurately & are doing things to help them improve |
| | f) Leaders to make sure the governors know about any changes we make to how we are learning outdoors | HTs | Sum 18 | 28,29,31 | E01 T staff | |
| | g) Leaders to plan & provide training for staff in the areas we need to get better at | DHT | Sum 18 | 28,29,31 | E09 CPD | |
| | h) Leaders make sure new things we're trying out are going well in all classes | DHT | Sum 18 | 28,29,31 | E01 T staff | |
| | i) Leaders are enthusiastic about learning outdoors & share with staff how it can make a difference to learning | DHT | Sum 18 | 28,29,31 | E01 T staff | |

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| 6. To make sure the school's outdoor spaces promote outstanding learning | a) Build quality designated spaces to support particular outdoor activities e.g. tree house, fire pit, Hobbit hole, water feature, allotments, outdoor cinema, challenging physical apparatus, pizza oven | HTs & SBM | Sum 18 | 28,29,31 | E12 building improvement & E13 grounds | Every part of the building & grounds contributes to outstanding teaching & learning |
| | b) Ensure there is a balance of small & big spaces (to run) | HTs & SBM | Sum 18 | 28,29,31 | E13 grounds | |
| | c) Investigate ways of sharing outdoor areas with parents/community at weekends & holidays | SHL & SBM | Sum 18 | 28,29,31 | n/a | |
| | d) Ensure the school has enough appropriate clothing available for outdoor learning | Sc lead | Sum 18 | 28,29,31 | E19 science | |
| | e) Provide enough good quality display areas to celebrate learning outdoors, incl. in central & shared areas | DHT | Sum 18 | 28,29,31 | E19 general stock | |
| | f) Involve children in the design & upkeep of the outdoor environment | H&W lead | Sum 18 | 28,29,31 | E13 grounds | |
| | g) Make sure the resources outside are the best for the job & of good quality & that they are easily accessible incl. providing contingent storage | DHT | Sum 18 | 28,29,31 | E19 general stock | |
| | h) Bring nature inside too! | Resources manager | Sum 18 | 28,29,31 | E19 general stock | |

Monitoring & evaluation of the 'Learning Outdoors' priority:

- Line managers to monitor progress against actions in weekly meetings
- LT to evaluate progress half way through term in LT meetings
- Governors to monitor progress against actions in meetings with subject leaders & through the HTs' report.
- Governing Body to monitor impact through a report to the Governing Body Autumn 18.

The following activities will be continued in the Autumn Term 2018

| What we're aiming for | What we're going to do | Who | When | Money | What we'll see when we've done it |
|-----------------------|---|-----|------|-------|-----------------------------------|
| | This table will be completed following evaluation at the end of the Autumn term | | | | |

Bygrove Primary School Development Plan 2018 ~ 2019

Inclusivity ~ Autumn Term 2018

| | |
|---|--|
| <p>Bygrove vision statement:</p> <ol style="list-style-type: none"> 1. You will love learning new things, feel ready for the future & want to keep on learning more 2. You will know what it feels like to be good at something & have achieved your very best 3. You will understand just how incredible you are, believe in yourself & have the confidence & resilience to follow your dreams 4. You will have grown healthy & strong & understand how to look after your body & mind 5. You will have known friendship & learned how to get along well with other people 6. You will feel part of your community, proud of your school & inspired to make a difference. | <p>Vision for 'Inclusivity': Children love coming to school & make outstanding progress because all their learning, emotional & pastoral needs are met; no-one is left behind</p> |
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| What we're aiming for | What we're going to do | Who | When | RRS | Money | What we'll see when we've done it |
|---|---|----------------|--------|-------|--------------------------|--|
| 1. To involve everyone at Bygrove in thinking about inclusivity; what we do well & what could be better | a) Ask school council to gather the views of pupils on what they think inclusivity should involve | H&W lead | Sum 18 | 12 | E19 Health & well-being | Pupils, parents & staff all say that they are able to give their ideas & that they are listened to |
| | b) Use the AGM, questionnaires & the school website to find out what parents think about inclusivity | HT | Spr 18 | 5 | E19 Parental involvement | |
| | c) All staff work together in staff meetings to think about how 'inclusive' our practice really is & decide how we could make it better | HT | Aut 18 | 28,29 | E09 CPD | Their ideas contribute well to our plan to improve teaching, learning & assessment |
| | d) Ask school governors to give their ideas about inclusivity at the Autumn term governing body meetings | HT | Aut 18 | 18 | n/a | |
| 2. To find out what the experts say about inclusivity. What is best practice? | a) Look at what the government & Ofsted say about best practice with regard to inclusivity | Incl lead | Aut 18 | 28,29 | E09 CPD | School staff are experts in the latest thinking on inclusivity. They use this expertise to improve their teaching, learning & assessment |
| | b) Find out what other outstanding schools are doing & think about how we can learn from them | Incl lead | Aut 18 | 28,29 | E09 CPD | |
| | c) Ask experts to come to school to give staff training | Incl lead | Aut 18 | 28,29 | E09 CPD | |
| | d) Send key staff out on the right training courses to learn more & disseminate new learning | Incl lead | Aut 18 | 28,29 | E09 CPD | |
| | e) Seek advice from other professionals about developing inclusivity | Incl lead | Aut 18 | 28,29 | E09 CPD | |
| | f) Investigate the potential impact of therapeutic interventions eg play therapy, art therapy | Incl lead | Aut 18 | 28,29 | E09 CPD | |
| 3. Teaching teams are well trained & motivated to figure out | a) Give teachers the opportunity to learn from one another by observing one another & giving each other advice & support | Incl lead, DHT | Aut 18 | 29 | E01 T staff | 50% of all sessions observed are outstanding & none is less than good |
| | b) Send key staff on specialist communication training eg signing | Incl lead, | Aut 18 | 29 | E09 CPD | |

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| <p>what every child in their care needs & to make appropriate provision. This contributes to teaching, learning & assessment being outstanding across the school</p> <p>4. All other staff incl the admin & midday teams are well trained & motivated to support the learning of every child</p> <p>As a result, pupils' personal development, behaviour & welfare are outstanding</p> | (BSL, Signalong, Makaton, Sign-supported English), speech & language, effective provision for pupils with EAL, dyslexia, ELKLAN etc. | DHT | | | | <p>Staff know how to deliver outstanding inclusive provision; there is evidence in tracking meetings of staff using combined knowledge & expertise to understand & meet children's needs</p> <p>Pupil tracking data shows that pupils in every year are making outstanding progress; all major groups make at least expected progress</p> <p>KS2 SATs results move into the top quintile nationally in terms of the proportion of pupils achieving the expected standard</p> <p>Attendance & pupils' personal development, behaviour & welfare are outstanding; they love coming to school & have a thirst for new learning</p> |
| | c) Class teams & other key staff receive specific training for specific children incl medical needs | Incl lead, DHT | Aut 18 | 29 | E09 CPD | |
| | d) Positive behaviour management training includes introducing & training staff in Restorative Justice & conflict resolution. Key staff trained to become RJ facilitators. | Incl lead, DHT | Aut 18 | 29 | E09 CPD | |
| | e) EP provides positive behaviour management training for key staff incl MMT | Incl lead, DHT | Aut 18 | 29 | E09 CPD | |
| | f) Individuals & teams/groups undertake research into impact of inclusive elements of their practice & are encouraged to explore links between eg meditation, fitness training, stress management, yoga on pupil progress | Incl lead, DHT | Aut 18 | 29 | E01 T staff | |
| | g) Training on SEN & specific diagnoses such as ADHD, OCD, autism & global delay | Incl lead, DHT | Aut 18 | 29 | E09 CPD | |
| | h) Important elements of inclusivity are built into induction training | Incl lead, DHT | Aut 18 | 29 | E01 T staff | |
| | i) Key staff attend training on issues of mental health eg depression in young people | Incl lead, DHT | Aut 18 | 29 | E09 CPD | |
| | j) Evaluate playtimes & lunchtimes from the point of view of children, MMT & others on duty, class teachers & senior leaders. | Incl lead | Aut 18 | 29 | E01 T staff | |
| | k) Investigate & apply ways of improving pupils' playtime/lunchtime experience eg structured play/leading playground activities. Observe good practice in other schools at these times | Incl lead | Aut 18 | 29 | E01 T staff | |
| | l) Review behaviour policy - what does it look like/sound like in reality? | Incl lead, HT | Aut 18 | 29 | E01 T staff | |
| | m) Review effectiveness of Time Out system & make improvements | Incl lead | Aut 18 | 29 | E01 T staff | |
| | n) Show everyone how important inclusivity is by displaying or publishing examples on website, screen in foyer or in newsletter | Incl lead, RB | Aut 18 | 29 | E01 T staff | |
| | o) EAL training for admin team to help them support families of new arrivals | Incl lead, DHT | Aut 18 | 29 | E09 CPD | |
| | p) Premises team work more closely with children eg 'student repairs team' | Incl lead, SBM | Aut 18 | 29 | E01 T staff | |
| q) Healthy lives training for MMT incl nutrition, exercise & medical needs | Incl lead, DHT | Aut 18 | 29 | E09 CPD | | |
| r) Make sure children understand what we mean by 'inclusivity' eg through assemblies & circle time | Incl lead, HTs, DHT | Aut 18 | 29 | E01 T staff | | |

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| | s) Ensure that all children understand that they are capable of making outstanding progress & that they know how | HT | Aut 18 | 29 | E01 T staff | |
| | t) Clarify process of referrals for SEN, EAL, etc | Incl lead | Aut 18 | 29 | E01 T staff | |
| | u) Investigate possibility of developing staff specialists in each of the 4 areas of need | Incl lead, HT | | 29 | E01 T staff | |
| | v) Training for key staff on identifying needs; reading the signs | Incl lead, DHT | Aut 18 | 29 | E09 CPD | |
| | w) Make sure high attainment in all areas of the curriculum incl sport & music is identified, nurtured, encouraged & supported | Incl lead, DHT | Aut 18 | 29 | E01 T staff | |
| 5. Parents are involved in inclusivity | a) Conduct a skills audit of parents to determine who has particular expertise re inclusivity | Incl lead, SHL | Aut 18 | 5,23 | E19 parental involvement | A greater proportion of parents are involved in the life of the school & in their children's learning |
| | b) Continued & regular safeguarding, e-safety & PREVENT training for parents | Incl lead, SHL | Aut 18 | 5,13, 17 | E19 parental involvement | |
| | c) Workshops for parents on healthy lifestyles incl nutrition, exercise, common ailments, mental health & medical needs; parent & children cookery & fitness clubs | Incl lead, SHL | Aut 18 | 5,24 | E19 parental involvement | Parents report that workshops provided by the school have had a positive impact on their children's learning & on their personal development, behaviour & welfare |
| | d) Workshops for parents on how children learn differently eg in maths & reading, followed up by observing in class | Incl lead, SHL | Aut 18 | 5 | E19 parental involvement | |
| | e) Workshops for parents on positive behaviour management | Incl lead, SHL | Aut 18 | 5,19,36 | E19 parental involvement | |
| | f) Workshops for parents on Growth Mindsets | Incl lead, SHL | Aut 18 | 29 | E19 parental involvement | |
| | g) Encourage & promote volunteer parent supervisors at lunchtimes | DHT & SHL | Aut 18 | 5 | n/a | |
| | h) Run workshops for parents e.g. the roles of key staff in school re inclusivity (FD, SALT, learning mentors, SG, outside agencies, AWA, EP) | Incl lead, SHL | Aut 18 | 5, 29 | E19 parental involvement | The school benefits from more parents volunteering |
| | i) Establish with parents consistent expectations of children's behaviour & manners in school & at home | Incl lead, SHL | Aut 18 | 5, 19 | E19 parental involvement | |
| | j) Family learning during the holidays includes trips & 'talk HW' | Incl lead, SHL | Aut 18 | 5, 16, 31 | E19 parental involvement | |
| | k) Roll out successful parent/child class time learning sessions like 'Together Time Tuesday' (Marvellous Monday, Thrilling Thursday? etc) | Incl lead, SHL | Aut 18 | 5, 31 | E01 T staff | |
| | l) Investigate feasibility of a parent/child HW club | Incl lead, SHL | Aut 18 | 5, 16,31 | E01 T staff | |
| | m) Investigate ways of increasing/facilitating attendance at parent workshops eg crèche, 'dads only' workshops etc | Incl lead, SHL | Aut 18 | 5 | E01 T staff | |

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|--|---|----------------|--------|--------|---------------------------------|---|
| 6. To make sure our leaders, including our governors do an outstanding job at promoting & improving inclusivity & at tracking its impact on pupil progress | a) HTs check that the work planned to improve inclusivity is being done & working well | HTs | Aut 18 | 29 | E01 T staff | School leaders know about the quality of inclusive learning & teaching & its impact on learning |
| | b) Leaders in school go on training & visits to learn about how other outstanding schools make inclusive provision | DHT | Aut 18 | 29 | E09 CPD | |
| | c) Leaders learn about inclusive learning taking place by watching lessons & looking at how clubs & playtimes are run | Incl lead, DHT | Aut 18 | 23, 29 | E09 CPD | Governors know what is happening in the school |
| | d) Leaders share what they find out with HTs & each other | HTs | Aut 18 | 29 | E01 T staff | |
| | e) Office staff make sure we have enough resources to do our learning & that they are easy to find | SBM | Aut 18 | 29 | E19 Gen stock | |
| | f) Leaders make sure the governors know about any changes we make to inclusive provision in school | HTs | Aut 18 | 29 | E01 T staff | Teachers are assessing their own & pupils' progress accurately & are doing things to help them improve |
| | g) Leaders plan & provide training for staff in the areas we need to get better at | DHT | Aut 18 | 29 | E09 CPD | |
| | h) Leaders make sure new things we're trying out are going well in all classes | DHT | Aut 18 | 29 | E01 T staff | |
| | i) Leaders are enthusiastic about inclusivity & share with staff how it can make a difference to learning | DHT | Aut 18 | 23, 29 | E01 T staff | |
| 7. To make sure the school's premises promote inclusivity | a) Investigate feasibility of spaces such as a performance area outside, sensory room, 'calm' room | HTs & SBM | Aut 18 | 23, 29 | E12 building imp. & E13 grounds | Every part of the building & grounds contributes to outstanding inclusivity; there's something for everyone & everyone feels like they belong |
| | b) Provide enough good quality display areas to celebrate inclusivity, incl. in central & shared areas | DHT | Aut 18 | 23, 29 | E19 general stock | |
| | c) Make sure the resources are the best for the job & of good quality & that they are easily accessible | DHT | Aut 18 | 23, 29 | E19 general stock | |

Monitoring & evaluation of the 'Inclusivity' priority:

- Line managers to monitor progress against actions in weekly meetings
- LT to evaluate progress half way through term in LT meetings
- Governors to monitor progress against actions in meetings with subject leaders & through the HTs' report.
- Governing Body to monitor impact through a report to the Governing Body Spring 19.

The following activities will be continued in the Spring Term 2019

| What we're aiming for | What we're going to do | Who | When | Money | What we'll see when we've done it |
|-----------------------|---|-----|------|-------|-----------------------------------|
| | This table will be completed following evaluation at the end of the Autumn term | | | | |

Bygrove Primary School Development Plan 2019 ~ 2020

A Timeless Curriculum for Our Time ~ Autumn Term 2019 & Spring Term 2020

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|---|---|
| <p>Bygrove vision statement:</p> <ol style="list-style-type: none"> 1. You will love learning new things, feel ready for the future & want to keep on learning more 2. You will know what it feels like to be good at something & have achieved your very best 3. You will understand just how incredible you are, believe in yourself & have the confidence & resilience to follow your dreams 4. You will have grown healthy & strong & understand how to look after your body & mind 5. You will have known friendship & learned how to get along well with other people 6. You will feel part of your community, proud of your school & inspired to make a difference. | <p>Vision for 'A Timeless Curriculum for Our Time':</p> <p>Pupils are well-equipped for the world; prepared for life by a curriculum that reaches beyond academics</p> |
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| What we're aiming for | What we're going to do | Who | When | RRS | Money | What we'll see when we've done it |
|--|--|-------------|--------------|--------|--------------------------|--|
| 1. To involve everyone at Bygrove in thinking about what an ideal curriculum might include | a) Ask school council to gather the views of pupils on what they think an ideal curriculum should involve | SC lead | Spr & Sum 19 | 12 | E19 curric | Pupils, parents & staff all say that they are able to give their ideas & that they are listened to Their ideas contribute well to the development of a new curriculum |
| | b) Use the AGM, questionnaires & the school website to find out what parents think about curriculum whilst reinforcing the important part they have to play in it | HT | Spr 19 | 5 | E19 parental involvement | |
| | c) All staff to think about how well our current curriculum equips pupils for the world & how we could make it better. Do we need to start again? | Curric lead | Sum & Aut 19 | 28,29 | E01 T staff | |
| | d) Ask school governors to give their ideas about curriculum at school in a governing body meeting | HT | Sum 19 | 18 | n/a | |
| 2. To find out what the experts say about curriculum & the extent to which it serves the needs of the modern world | a) Examine what other leading schools, including independent schools & schools outside the UK are doing to develop curricula. Key staff to visit where appropriate | HT & DHT | Sum & Aut 19 | 28, 29 | E01 T staff | School staff are experts in the latest thinking on modern curricula They use this expertise to inspire their peers & improve provision for pupils. A new curriculum that is founded on research & |
| | b) Find out what the latest pedagogical research suggests | Curric lead | Sum & Aut 19 | 28, 29 | E01 T staff | |
| | c) Create experts on school staff who are able to share their learning & inspire others | HT | Sum & Aut 19 | 28, 29 | E09 CPD | |
| | d) Consider the views of Ofsted & the DfE | Curric lead | Aut 19 | 28, 29 | E01 T staff | |
| | e) Include John Yates' 'Great 8' in any thinking about developing a new curriculum | Curric lead | Sum & Aut 19 | 28, 29 | E09 CPD | |

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| | f) Find out what employers, the CBI & the Institute of Directors are saying about what's needed in a modern workforce | Curric lead | Sum & Aut 19 | 28, 29 | E01 T staff | built around the needs of pupils & employers |
| 3. To devise, test-drive & develop improvements in curriculum based on research & feedback | a) Decide what is most important to include in a new curriculum & figure out how we will measure its impact | Curric lead | Aut 19 | 28, 29 | E01 T staff | <p>A curriculum that:</p> <ul style="list-style-type: none"> • is tried & tested • makes sense to the pupils & community we serve • focuses on the timeless skills of communication, thinking, empathy, responsibility & leadership <p>A staff team that is reinvigorated by the conversation around what really matters & what really works in the education of children</p> <p>Pupil tracking data shows that pupils in every year are making outstanding progress in all subjects</p> <p>KS2 SATs results are in the top quintile nationally</p> <p>Attendance at school & on trips & visits is high</p> |
| 4. Developing a new curriculum has a positive impact on the quality of teaching & learning & on standards | b) Build on previous terms' work on employability & enterprise, technology, outdoor learning, exercise & inclusivity in the development of a new curriculum | Curric lead | Aut 19 Spr 20 | 28, 29 | E01 T staff | |
| | c) Ensure a curriculum that recognises the importance of health & wellbeing, including mental & emotional health, in success & happiness | Curric lead | Aut 19 Spr 20 | 28, 29 | E01 T staff | |
| | d) Consider how it is possible to build on the strengths & wisdom of the EYFS curriculum | Curric lead | Aut 19 Spr 20 | 28, 29 | E01 T staff | |
| | e) Examine how performance skills might contribute to a curriculum that prepares pupils for life | Curric lead | Aut 19 Spr 20 | 28, 29 | E01 T staff | |
| | f) Examine the potential impact on pupils' learning of activities to promote character, community & citizenship | Curric lead | Aut 19 Spr 20 | 28, 29 | E01 T staff | |
| | g) Create a curriculum that builds upon but does not replace key academic skills & knowledge | Curric lead | Aut 19 Spr 20 | 28, 29 | E01 T staff | |
| | h) Ensure a curriculum that recognises the importance of parents in every child's learning & seeks to promote it. Show parents they possess the tools to help | Curric lead | Aut 19 Spr 20 | 28, 29 | E19 parental involvement | |
| | i) Examine the impact on learning of a curricular focus on talk & on listening skills, ensuring clear progression | Curric lead | Aut 19 Spr 20 | 28, 29 | E09 CPD | |
| | j) Develop opportunities for pupils to succeed in a range of practical areas eg horticulture, money skills & business, photography & film, music | Curric lead | Aut 19 Spr 20 | 28, 29 | E19 curric | |
| | k) Develop the coherence & relevance of the history element | Curric lead | Aut 19 | 28, 29 | E01 T staff | |
| l) Examine how developing a 'wonderful-world-of-work' might promote pupils' learning incl applying for posts & dressing smartly | Curric lead | Aut 19 Spr 20 | 28, 29 | E01 T staff | | |
| m) Ensure a curriculum that promotes the 'us' over the 'me' with links to caring, making a difference, conservation & sustainability | Curric lead | Aut 19 Spr 20 | 28, 29 | E01 T staff | | |
| n) Examine the extent to which pupils might design their own personalised curriculum to include what interests them & the way they like to learn (collaboratively, practically, independently) | Curric lead | Aut 19 Spr 20 | 28, 29 | E01 T staff | | |
| o) Explore idea of 'freedom learning' - tasks set at the start of the day - must be completed by the end of the day, teachers run learning stations | Curric lead | Aut 19 Spr 20 | 28, 29 | E01 T staff | | |
| p) Ensure that pupils can see the purpose & meaning in everything they learn - a curriculum that establishes the 'why' before the 'what' | Curric lead | Aut 19 Spr 20 | 28, 29 | E01 T staff | | |
| q) Develop links with schools beyond Poplar, London, the UK | Curric lead | Aut 19 | 28, 29 | E01 T staff | | |

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| | r) Develop a curriculum that looks outward; that recognises the importance of going on trips & welcoming visitors | Curric lead | Aut 19 Spr 20 | 28, 29 | E01 T staff | |
| | s) Ask how our curriculum might focus not on what we teach but on how we teach it | Curric lead | Aut 19 Spr 20 | 28, 29 | E01 T staff | |
| | t) Decide which themes to replace or amend; figure out how we might avoid overloading curriculum | Curric lead | Aut 19 Spr 20 | 28, 29 | E01 T staff | |
| | t) Ensure a sense of continuity from FS to Y6 & a progression of skills eg EYFS - enjoying/enlightening, KS1 - exploring, LKS2 - experiencing, UKS2 - evaluating | Curric lead | Aut 19 Spr 20 | 28, 29 | E01 T staff | |
| | u) Develop a curriculum that recognises the timeless importance of social skills & thinking skills (P4C, PSED) | Curric lead | Aut 19 Spr 20 | 28, 29 | E01 T staff | |
| | v) Develop a curriculum that successfully combines enterprise with kindness & caring for others - Ubuntu | Curric lead | Aut 19 Spr 20 | 28, 29 | E01 T staff | |
| 5. To make sure our leaders do an outstanding job at developing a new curriculum | a) HTs check that the work planned to redesign curriculum is being done | HT | Aut 19 Spr 20 | 28, 29 | E01 T staff | School leaders know what's working well in classrooms |
| | b) Leaders in school to go on training & visits to learn more about how other outstanding schools develop outstanding curricula | Curric lead | Sum & Aut 19 | 28, 29 | E09 CPD | |
| | c) Leaders to learn about what's happening in classes by looking at lessons, teachers' plans & pupils' work | Curric lead | Aut 19 Spr 20 | 28, 29 | E01 T staff | Teaching staff have the freedom to experiment with curriculum & the support of school leaders |
| | d) Leaders to share what they find out with HTs & each other | HT | Aut 19 Spr 20 | 28, 29 | E01 T staff | |
| | e) Leaders to make sure the governors know about any changes we make | HT | Aut 19 Spr 20 | 28, 29 | E01 T staff | Governors know what is happening in the school |
| | f) Leaders plan & provide training for staff in the areas we need to get better at | Curric lead | Aut 19 Spr 20 | 28, 29 | E09 CPD | |
| | g) Leaders make sure they know which new things we're trying out are going well in classes, which are not & why | Curric lead | Aut 19 Spr 20 | 28, 29 | E01 T staff | |
| | h) Leaders to work closely with teaching & support staff to evaluate the effectiveness of any new strategies implemented | Curric lead | Aut 19 Spr 20 | 28, 29 | E01 T staff | |
| | i) Leaders to make sure teachers are able to assess pupils to see how well they are doing & how much progress they're making. | Assess't lead | Aut 19 Spr 20 | 28, 29 | E01 T staff | |
| 6. To make sure the school's premises & staffing structure support the development of a new curriculum | a) Investigate how spaces in the school might be used for a variety of different learning proposes - plan for flexible use areas | HT & SBM | Sum & Aut 19 | 23, 29 | E19 curric | Every part of the building & grounds contributes to an outstanding curriculum |
| | b) Provide enough good quality display areas to promote the richness of learning across any new curriculum | Curric lead | Aut 19 Spr 20 | 23, 29 | E19 Gen stock | |
| | c) Involve children in the design & upkeep of learning environments | Curric lead | Aut 19 Spr 20 | 2, 29 | E01 T staff | |

Monitoring & evaluation of the 'Timeless Curriculum' priority:

- Line managers to monitor progress against actions in weekly meetings
- LT to evaluate progress half way through each term in LT meetings
- Governors to monitor progress against actions in meetings with subject leaders & through the HTs' report
- Governing Body to monitor impact through a report to the Governing Body Summer 2020.

The following activities will be continued in the Summer Term 2020

| What we're aiming for | What we're going to do | Who | When | Money | What we'll see when we've done it |
|-----------------------|---|-----|------|-------|-----------------------------------|
| | This table will be completed following evaluation at the end of the Autumn term | | | | |

