

WEST MELTON PRIMARY CURRICULUM TEAMS/DEP PLAN REVIEWED JAN-JULY 2016

*A creative, caring, confident
community of learners*



Areas to be judged:

1. Overall effectiveness
2. Leadership and management
3. The quality of teaching, learning and assessment
4. Personal development, behaviour and welfare
5. Outcomes for pupils

Curriculum Staff teams

Sciences Team

(numeracy, science, Geography, ICT,
P.E, PSHE/Healthy Schools Enterprise)

Louisa Arnold SLT
Emma Marshall MiL
Jenny Perry ML
Carol Harper NN
Michelle Staniforth HLTA
Eloise Jones TA
Jayne Allen TA

Arts Team

(literacy, MFL, drama, music, Art & DT History)
R.E & C. Worship, RRSA,

Zowie Norris SLT
Clare Snow MiL
Eddy Baird MiLe
Rabekka Ward TA
Helen Wydell HLTA
Vicky Brookes TA
Kim Corker TA

Inclusion Team

(SEND, personal development
Assessment, School Council)

Kate Gaunt SLT
Jonny Hays RQT
Julie Key NQT
Diane Stoner PPSO
Christine Griffin TA
Fern Duffield TA
Jo Scrivens TA
Roisia Siverns TA

Curriculum Teams

Roles and Responsibilities of Curriculum Teams

The core purpose of curriculum teams is to:

- *Provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils in the Foundation Stage, Key Stage 1 and Key Stage 2.*

Each team member will:

- *Audit and monitor to identify strengths of the curriculum area and future development.*
- *Identify priority areas to be addressed.*
- *Ensure that an action plan is in place which identifies targets to improve standards of learning and teaching and will feed into the School Development Plan.*
- *Monitor the progress of action plans.*
- *Evaluate actions on standards of teaching and learning and use this analysis to guide further improvements and developments.*
- *Monitor the quality of learning by evaluating samples of work and planning.*
- *Research and provide support staff on the teaching of the subject through coaching and giving advice.*
- *Develop and maintain an evidence file containing information on curriculum area development.*

Each team member will need:

- *Knowledge of statutory requirements for the subjects, current research and inspection evidence*
- *Understanding the characteristics of high quality teaching skills and be a role model for other staff in the teaching of the subjects*
- *Leadership Skills- decision making skills; Communication skills; Self-management skills*
- *An enthusiasm and commitment to their subject*

West Melton Primary Development Plan 2016

Aspiration

Leadership and Management (SLT)

- 5.1 Develop and establish roles and responsibilities of new SLT team.
- 5.2 Ensure governors are holding key leaders to account.
- 5.3 Develop opportunities for parental and community partnerships - next stage on parental engagement action plan.
- 5.4 New roles, training and responsibilities for middle/subject leaders.

Priority	Learning Intention	Success Criteria	ACTIONS/IMPACT
<p>To strengthen leadership teams, raise the quality of teaching and learning ,raising attainment and progress in all year groups.</p>	<p>Change and develop the Leadership team roles in order to maximise the impact of progress and raise attainment.</p>	<ul style="list-style-type: none"> • New Senior leadership team -New Executive Head & Head of school Assistant Head teacher , FS Leader & new middle leader roles and curriculum teams • SLT to implement a more rigorous and robust M & E system (TOAP) in order to support teachers more consistently. • Weekly SLT sessions around issues from pupil progress meetings - identification of whole school priorities in order to develop DEP for 2015/16. • Hof S to receive support from LA E Shepherd. • Weekly consultant support from Local HT SA • Develop a new middle leader cpd plan.. • New Assistant Head role developed. • SEN Co qualification • NPQSML qualification for EYFS Idr. 	<p>New roles established and in place. Monitoring systems identify areas for support and development and strengths clearly. Any inconsistencies have been identified and policies have been revisited or reviewed- e.g. marking and feedback policy.</p> <p>Clear targets/areas for next DEP identified by SLT alongside LA supporting.</p> <p>Next steps</p>
<p>Assessment systems are accurate and effective in order for the SLT to plan for, track and set SMART targets of progress.</p>	<p>Progress is accelerated rapidly for all year groups in order to raise attainment</p>	<ul style="list-style-type: none"> • All leaders check regularly that all teacher assessments throughout the year are accurate. • HoS & AH to track all year groups attainment through year monitoring progress to targets • Staff restructured to provide additional support for FS • Structured plan of support for SATs booster 	<p>Subject knowledge of new curriculum improved . Clearer and more effective pupil progress systems in place to identify next steps of support for all pupils.</p> <p>Progress made in Y2,Y6 sats was in line with national even though attainment was below.</p>

To provide a stimulating and mastery curriculum that provides the opportunities and skills to make age related progress and deepen this further.	Implementation of new curriculum to inspire pupils	<ul style="list-style-type: none"> • Subject leaders to analyse current topics against new curriculum objectives to ensure coverage • HoS to develop topics for maximum opportunities for cross-curricular writing/maths. • Discussion with school council topics to ascertain areas of interest • All teachers in subject teams to identify additional resources to support the new topics and engage children 	A clear DEP is in place with the right areas for school improvement targeted. More Distributed leadership is in place and planned for .
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West melton Primary Development Plan 2016

Aspiration

Teaching and Learning [Sciences Team]

Maths Learning Priorities	Learning Intentions	Success Criteria	ACTIONS/IMPACT
<p>1. To shift maths from a teaching culture to a learning culture... And therefore bring attainment in NHP in line with local and national average. Key Stage 1 maths target for 2015: 2B+ 83% Key Stage 2 maths target for 2015: 4B+ 79.2%</p>	<ul style="list-style-type: none"> • New leaders have time and opportunities to monitor subject throughout school to gain a clear picture of teaching and learning and what support is needed. • Staff confident with the new curriculum expectations and what age related looks like in their own classes. • KS1 & 2 statutory assessments prepared for. • Support systems developed in numeracy • New maths policy implemented. 	<ul style="list-style-type: none"> • mental maths boosters in Year 6 to begin with and rolled out to other year groups after assessment of first term's work. • Create Maths area/maths toolkit in all classrooms for peer learning/misconception support. • Problem solving to be clearly planned per unit in all year groups with the aim of one problem solving lesson a week where applicable. • To update the maths policy and calculation policy 	<p>Round of observations and book scrutiny carried out CLIC Big maths introduced Not completed - NEXT STEPS</p>
<p>2. Children in West Melton to learn times tables by heart and improve mental maths skills and knowledge in line with New Curriculum. Improve rapid recall and times tables knowledge and therefore</p>	<ul style="list-style-type: none"> • Mental and rapid recall skills are improved in all year groups in order to meet age expectations. 	<ul style="list-style-type: none"> • Times tables progress to be recorded and progress monitored. • Mental maths passport system to be used and monitored in each year group. • Big maths/mental maths PAM resources to be used to assess and identify misconceptions to be taught each week. 	<p>Switch from passport maths to Big maths BM tests being carried out (PAM stuff not used)</p>

increase attainment to in line with National and local averages.		<ul style="list-style-type: none"> Children to learn times tables by heart at home with parents following the correct script - <i>three times zero is zero...</i> Maths rewards for learners in class and at assemblies linked to maths passports. INSET day - numicon training for all teaching and support staff. Abacus resources set up and used in all classes 	<p>Next steps</p> <p>Completed</p> <p>Staff dip in and out</p>
3. 3. Embed the use of investigative maths work into the new curriculum as a starting point for skills teaching.	<ul style="list-style-type: none"> Using and applying skills and knowledge in maths is planned for and implemented effectively in all year groups. 	<ul style="list-style-type: none"> Maths leaders to attending LA meetings and research NRich and mastery maths resources. To provide cpd for staff on expectations and model good practice using investigation work as the driver of learning and modelled teaching. To use of WAGOLLS in problem solving/written method lessons. Promotion of Nrich activities associated with specific learning objectives across all Key stages. To develop the use of maths vocabulary and question/answer prompts on all displays throughout school. To plan, lead and organise a maths week - 'My money week' throughout school in 	<p>Meetings attended by JP+-</p> <p>Increase in investigative maths/problem solving seen in planning</p> <p>Push needed as effective where they are used.</p> <p>Next steps as not consistent</p>

Teaching and Learning [Sciences Team]

Science Learning Priorities	Learning Intentions	Success Criteria	ACTIONS/IMPACT
To implement a child led investigative learning session (1x per week).	To ensure all children have a broad and balanced curriculum and develop their investigation skills.	<ul style="list-style-type: none"> Weekly science session shown on time table. Science team to drop in on timetabled science sessions. Child led learning. All classes to have a science topic launch. 	<p>Weekly science on timetables</p> <p>Not done yet</p> <p>K W L grids introduced</p>

Teaching and Learning [Sciences Team]

ICT Learning Priorities	Learning Intentions	Success Criteria	ACTIONS/IMPACT
To develop a whole school scheme of	To write a whole school scheme of	<ul style="list-style-type: none"> Research scheme of work. 	New I pads ordered for staff.

work.	work.	<ul style="list-style-type: none"> Resource audit Share scheme of work with staff (staff meeting) Link to new curriculum. Monitor planning 	New lap top trolley ordered. Sue Cunningham and Neils Putterman working with school
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Teaching and Learning [Sciences Team]

Geography Learning Priorities	Learning Intentions	Success Criteria	ACTIONS/IMPACT
<ul style="list-style-type: none"> To update resources 	<ul style="list-style-type: none"> To update resources for each year group. 	<ul style="list-style-type: none"> Research free online resources. To organise resources Resource audit Liaise with staff to order essential resources. Use library service for topic books 	Order to be complied following audit

Teaching and Learning [Sciences Team]

P.E Learning Priorities	Learning Intentions	Success Criteria	ACTIONS/IMPACT
To ensure assessment tools are used effectively.	To ensure P.E is assessed throughout school.	<ul style="list-style-type: none"> Monitor assessment termly. Redistribute assessment materials. 	Assessments materials handed out to be used by all staff

Teaching and Learning [Sciences Team]

PSHE Learning Priorities	Learning Intentions	Success Criteria	ACTIONS/IMPACT
All classes to have a stand-alone PHSE lesson	To ensure all objectives in the PHSE scheme are covered.	<ul style="list-style-type: none"> Redistribute scheme of work. Monitor time table. Classes to have a 20-30min focused time. 	PSHE book

Teaching and Learning [Sciences Team]

Healthy schools Learning Priorities	Learning Intentions	Success Criteria	ACTIONS/IMPACT
To plan a 'healthy living' focus week in the Summer A term.	To promote healthy living in our healthy school.	<ul style="list-style-type: none"> Organise activities with cross curricula links. 	Lunch box challenge

Teaching and Learning [Sciences Team]

Enterprise Learning Priorities	Learning Intentions	Success Criteria	ACTIONS/IMPACT
To implement a 'team building' activity linked to topic.	To enhance team building skills within the school.	Staff to plan a topic based team building activity each half term. Children taught skills to work with others	Being done through PSHE but not consistent

effectively.

West Melton Primary Development Plan 2016

Aspiration

Teaching and Learning [Inclusion Team]

Priority	Learning Intention	Success Criteria	ACTIONS/IMPACT
1. To ensure PP/SEN children are accessing effective interventions which are linked to class teaching and robustly evaluated.	<ul style="list-style-type: none"> To ensure that all groups are accessing effective learning opportunities 	<ul style="list-style-type: none"> Review interventions and materials for PP groups Seek best practise and advice Observe interventions and provide feedback. Review planning and observe lessons and feedback Review data and monitor 	<p>Audited through PPM , intervention changed to meet needs of children</p> <p>Planning monitored weekly</p> <p>Data recorded onto provision map so It is monitored and intervention planned accordingly</p>
2. To support the emotional well-being of PP children in and out of school to strengthen their attainment.	<ul style="list-style-type: none"> To ensure that the PP group continue to close the gap on the non PP group 	<ul style="list-style-type: none"> Review Pastoral support systems Seek views of children and parents Review community links for out of school support Review and monitor 	<p>Nurture group working well at lunch times</p> <p>Need to create community links</p>
3. To enhance the skills of supports staff.	<ul style="list-style-type: none"> To ensure that the care and welfare of children remains high at all times 	<ul style="list-style-type: none"> Training support – Regular meeting to review standards Monitor targeted children 	<p>Teachers and TAs attended behaviour training</p> <p>Good learning behaviours being commented on by visitors to school</p>

Teaching and Learning [Inclusion Team]

Safeguarding Priorities	Learning Intentions	Success Criteria	Actions/IMPACT
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Whole school system in place and all staff trained up to date.	To ensure all staff receive up to date safeguarding information and legal requirements. To ensure all staff know how to record incidents/issues raised on cpoms.	Safeguarding training in Jan Cpoms system used by all.	CPOMs regularly used by all staff to record concerns and information passed on via parents
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Teaching and Learning [InclusionTeam]

Assessment Priorities	Learning Intentions	Success Criteria	Actions/impact
Whole school systems in place and used to effectively inform teaching and learning.	To know what age related/national expectations looks like in all year groups. To have a common system for analysing assessment outcomes To have a school tracking system that measures progress.	Training from Chris Quigley- presented to teachers and support staff. Staff to use the language of 'age related - basic, advanced and deeper learning. Clear expectations for assessment analysis. Year group expectations and statutory assessment materials explored with staff. Otrack adapted to match assessments.	Basic, advanced and deeper learning used with children and staff, and on reports to parents O track has now been adapted , basic, basic , advancing advancing + and deeper Class track to e used to support Rising stars progress checks ordered

Teaching and Learning [InclusionTeam]

School council Priorities	Learning Intentions	Success Criteria	Actions/Impact
Positive role models	To develop the roles and responsibilities of the school council futher - to introduce positive playground leaders	JK to train SC to become playground leaders. SC meetings to be focused. SC to launch Buddy bench project Clearing the Quad and developing the space to work inside.	Training completed y school council, but they are not necessarily the right people, training to be done again in September fore relaunch TAs and SMSAs also need to be trained up on this Buddy bench is proving effective

Teaching and Learning [Inclusion Team]

Enterprise Learning Priorities	Learning Intentions	Success Criteria	Actions/Impact
Raise school funds	To use enterprise skills in each class to make a profit.	Class projects - summer fair. Profit goes to school project	Varied effectiveness

Personal development, (inclusion team)

Priority	Learning Intention	Success Criteria	Actions/impact
1. To ensure that the Behaviour systems are effective	To review the impact of the behaviour policy and reward system in place.	<ul style="list-style-type: none"> To reflect upon the data profile. To ask for views from partners To analyse specific situations at random times To review/enhance procedures 	Attendance has improved. Number of Exclusions has decreased. Pupil surveys are positive on the whole.
2. To ensure online safety is a significant part of the curriculum	1. To review and enhance the delivery of online safety	<ul style="list-style-type: none"> To review online safety talk -oct 2015 To review Curriculum map and acquire materials to assist classroom delivery. To review/enhance provision 	Internet safety afternoon Needs to be included in updated curriculum

Aspiration

Teaching and Learning [Arts Team]

Literacy Learning Priorities	Learning Intentions	Success Criteria	Actions/impact
<p>Reading</p> <p>i To introduce systematic, synthetic phonics to improve reading.</p> <p>ii To continue to develop reading skills through reciprocal reading strategies.</p> <p>Key Stage 1 Reading target for 2015: 2B+ 83% Y1 Phonics screening assessment: Key Stage 2 Literacy target for 2015: Reading 4B+</p>	<ul style="list-style-type: none"> leaders have time and opportunities to monitor subject throughout school to gain a clear picture of teaching and learning and what support is needed. Staff confident with the new curriculum expectations and what age related looks like in their own classes. KS1 & 2 statutory assessments prepared for. Support systems developed in literacy policy updated 	<ul style="list-style-type: none"> Read Write Inc training impact Reciprocal reading strategies to become part of the literacy lesson strategies during the introduction of the WAGOLL. Key principles outlined again- adapted for KS1. Develop extended thought through verbal and written rehearsal of answers to questions based upon AF cards and reading assessment sheets. All children who don't read at home to be identified for extra reading additional to their lesson time. Resources audit. Attractive book areas - reading promoted through school. Effective assessment systems in all year groups. 	<p>RWI implemented FS-Y5 Impact of RWI evident throughout book scrutiny drop in etc WAGOLL introduced using reciprocal style reading questions and comprehension style questions Children reading 1-1 , intervention plans, learning logs etc</p> <p>Ongoing process of reading areas and libraries which need auditing Most class rooms have a reading area Reading assessments still need</p>

			to be consistent
Reading Learning Priorities	Learning Intentions	Success Criteria	Actions/impact
<p>1.To develop and enhance the reading environment in classrooms and school to ensure a reading ethos and the development of the using and application of reading skills.</p> <p>2.Parental involvement of reading both inside and out of school .</p>	<ul style="list-style-type: none"> To be seen as a reading school To hit floor targets with reading across all year groups. To hit progress and accelerated progress targets 	<ul style="list-style-type: none"> Development of the reading area within school- create reading pods throughout whole school environment, develop library areas, introduce home reading challenges. Show the schools intention to a 'reading school' Reading buddies between classes. (perhaps fortnightly) Parents involved by coming and visiting and taking part in a reading lesson. Parental workshops and resources. 	<p>Reading rewards given in literacy assembly</p> <p>Need to inform parents of challenges as children not actively</p> <p>Reading needs to become more of a focus throughout</p> <p style="text-align: center;">Been arranged</p>
<p>3. SPAG</p> <p>Ii To monitor progress of SPAG throughout the school</p>	<ul style="list-style-type: none"> Staff confident with the new curriculum expectations and what age related looks like in their own classes. KS1 & 2 statutory assessments prepared for. Support systems developed in literacy policy updated 	<ul style="list-style-type: none"> Introduce new spellings associated with NC appendices. Teach rules associated with specific letter strings etc. Develop whole school approach. Staff meeting. Teach appropriate punctuation and grammatical features in line with changes to NC. Monitor impact. Resources and research disseminated from SPAG courses attended. 	<p>Spelling challenges Y2 –Y6 have been successful</p> <p>Timetabling spellings has been successful</p> <p>SPaG training impact</p> <p>Lesson obs, drop ins successful</p>