

RISE PARK ACADEMIES

Curriculum Vision



Rise Park Infant School
School Development Plan 2021 – 2022





Rise Park Infant School School Improvement Plan 2021 – 2022

Key Performance Indicators

Key Priority 1	Key Priority 2	Key Priority 3
Sustain and further improve achievement in mathematics in order to ensure that standards rise year on year, with an emphasis upon the achievement of all disadvantaged pupil groups	To introduce and embed the approved curriculum vision, including the cascading of our Learning Powers to all school community stakeholders	The leadership of the school has been further strengthened at all levels, with a specific focus upon the distribution of leadership within the SFAET MAT
Success Criteria	Success Criteria	Success Criteria
<p>Pupils from all ability groups receive appropriately differentiated teaching in order to ensure that they rapidly progress across the curriculum and meet national age-related expectations</p> <p>Data analysis shows areas for improvement which are then promptly addressed and strengthened</p>	<p>The RPAC unique curriculum vision is shared and implemented across all aspects of the academy trust</p> <p>The new curriculum leaders are working effectively within their roles to drive up standards across all subject areas.</p>	<p>The growth of aspiring leaders has been supported and developed in addition to future proofing the succession planning of all key leadership and management posts</p>
Lead Staff	Lead Staff	Lead Staff
<p>Maths Leader/SLT Assessment Leader Year Group Leaders</p>	<p>Curriculum Leader/SLT Subject Leaders Year Group Leaders</p>	<p>SLT MMT Subject Leaders Year Group Leaders</p>



Rise Park Infant School
School Development Plan 2021 – 2022

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RISE PARK ACADEMIES DEVELOPMENT PLAN 2021 - 2022

School: Infant School

Subject Area: English

SEF Heading	Intention	Timescale /Priority 1-5	Lead Staff	Resources/ Costs	Implementation	Impact
Quality of Education (including SEND, PP and disadvantaged groups)	Re-establish pupil progress meetings each term with class teachers, the English and Maths Leader as well as the Inclusion Manager. Discussion is based around the children's' needs and the support to be provided. Teachers to attend meetings with their Provision Map already completed.	1 Termly	Assessment Leader/ English/ Maths Leader/ Inclusion Manager	Cover x 2 (internal)	Termly pupil progress meetings re-established into yearly practice and inform the SLT/core subject leaders of the performance of different groups/cohorts across the school.	
	Teachers set end of year targets based on the children's' baseline outcomes, so that teachers are aware of those pupils who need to make accelerated progress and ensure all pupils remain on track. These to be submitted to Assessment/English/Maths Leader in early Autumn 1.	1 September	Assessment Leader/ English Leader/ Maths Leader	Progress Tracking Grids	Teachers set end of year target milestones based on baseline outcomes to carefully monitor pupils expected progress and clearly identify those who on not on track.	

	The progress and attainment of all pupils for reading, writing and phonics is tracked against their baseline outcome to ensure that any children who are not on track to make the expected progress and reach their expected end of KS1 outcome are closely monitored. If a child is not making the expected progress they will be identified within the termly Provision Map.	1 Termly	Assessment Leader	SIMs assessment marksheets	Progress and attainment is tracked against the baseline outcome to ensure children are on track to make the expected progress by the end of KS1. Those not making the expected progress are monitored and additional support provided.	
	Continue to raise standards in English by tracking the progress and attainment of groups of children including Vulnerable pupils, Pupil Premium, Non Pupil Premium, More Able, Boys/ Girls, SEN, EAL and White British Boys for reading, writing and phonics.	1 Ongoing	English Leader	Progress tracking grids	Standards in English, particularly in writing, continue to improve for all children.	
	Continue to ensure a broad and balanced curriculum where reading and writing is an integral part of the development.	2 Ongoing	English Leader and Foundation Subjects Curriculum lead	Review planning across subjects and include focus as part of monitoring cycle	Opportunities to develop reading, writing and new vocabulary evident across subjects and in children's work.	
More Able Provision	Ensure a wide range of opportunities and challenges are provided for more able pupils e.g. running an in-house writing workshop, competitions, more able story during Book Week.	2 Ongoing	English Leader	Cost of external workshops £120	More able children are provided with challenging opportunities throughout the year.	

	Two pupils from each class are selected to be a 'Reading Leader' to support reading within the class (higher ability/more able)	1 Selected by Oct half term	English Leader/Class teachers	Time to meet with Reading Leader to discuss expectations	Reading Leaders are used in each class to support reading e.g. listen to children read at least once a week.	
	More able writers to work with children from other year groups in order to develop writing skills and to share their expertise.	1 Termly	English Leader	Time for children to go to other classes to support	More able join together during literacy lessons to help develop skills.	
	Monitor planning to ensure the needs of more able pupils are being met. Ensure more complex questions are included in reading comprehensions to challenge higher attaining pupils.	2 Spring Term	English Leader	Review planning for reading and writing	English planning uploaded to Google Drive contains evidence of provision for higher ability pupils. Staff training to include developing greater depth.	
	Reading club led by phonics lead at lunchtime for identified MA pupils.	2 Summer term	Phonics Lead	Core selection of reading materials from existing stock.	Reading club taking place once a week throughout the summer term.	
Behaviour and Attitudes	Carry out an English survey with the children to gain an understanding of their current views and perceptions. Share the feedback with teachers.	3 Spring Term	English Leader/Class teachers	Pupil Survey, time for class teachers to complete survey in their class.	Pupil voice is obtained about the current practices in English, analysed and shared with the teachers.	
	Pupils display good learning behaviours in class.	2 Ongoing	English Leader/ Class teachers	Observations/ Learning Walks	Positive behaviours observed throughout the school.	

Personal Development, (including safeguarding and SMSC)	Provide a range of exciting and inspiring opportunities and experiences for children in relation to English across the year e.g. Book Week, author visits, Book Fair, assemblies, competitions, library visits, workshops etc.	2 Ongoing	English Leader	Cost of author visit, workshops etc. £700	Children are enthused and interested in English by the range of opportunities and experiences that are on offer during the year. This is reflected in the feedback that is given by them and parents.	
	Ensure each class develops a 'Focus Readers' list for those children who do not have the opportunity to read at home. An adult or the class 'Reading Leader' then reads with them at least 3 times a week.	2 Autumn 1	English Leader	Focus reader list	Children who are not heard read at home are provided with opportunities to read to a member of staff on a daily basis which improves their reading development, confidence and interest.	
	Continue to develop the use of grandparents/ parents/ family and community to come into school and listen to children read.	1 Ongoing	English Leader/ phonics lead	Timetables with details of support/ contact details of helpers. Letter to be sent out Autumn 1.	Regular reading support timetabled for all classes from members of family/ community.	

	Pupil voice included as part of the monitoring cycle.	3 Spring Term	English team/ Monitoring cycle	Pupil voice evident in the monitoring cycle.	Pupil voice has been analysed/ addressed and used to inform future actions.	
Cross-phase partnerships (RPAC)	Provide opportunities for teachers to moderate writing judgements together, both within the key stage and across the two key stages, to develop confidence and ensure consistency throughout. This is to be incorporated into the monitoring cycle.	1 Termly	English Leaders	Staff meeting time	Teachers are provided with opportunities to moderate writing judgements in teams across the Trust. Writing which has been moderated is added to the portfolio.	
	English leaders to meet as a team half termly/termly to discuss new developments, events, training needs etc.	2 Half termly/ Termly	English Leaders	Meeting time	Consistent approach across both schools with some joint events planned and delivered.	
	Review the English Policy, making amendments where necessary and combining it to create a Trust Policy linked to the curriculum vision.	2 Autumn Term	English Leaders	Meeting time	English Policies reflect the current practice of both the Infant and Junior School.	
	Cross-phase events are planned for e.g. Book Week, Spelling Bee. The use of reading partners is embedded more frequently into practice to provide more opportunities for children to work alongside others within the Trust.	2 Ongoing	English leaders	Meeting time	Opportunities are provided during the year for pupils to work across the key stages.	

	Reading Lead to support Junior Staff with phonics coaching and implementation of 'Fresh start' phonics programme and resources.	1 Ongoing	Reading Lead/ English lead	CPD sessions/ meetings	Junior support staff developing confidence in supporting children with phonics/ reading and delivering tutoring sessions regularly.	
Leadership and Management	Continue to review staff training needs and provide the necessary training/ courses that are available. Keep staff updated of any relevant updates during staff meeting time.	2 Ongoing	English Leader	Availability of courses/ CPD training Annual subscription to Read Write Inc. Phonics training films and more (£1,300 + VAT) – To replace Ed city subscription long term. Catch up funding may be used if further funding given next year	Staff are provided with the opportunity to attend English training and/ or English Leader to attend training to then feedback to staff.	
	Through various forms of monitoring, as part of the monitoring cycle, the effectiveness of whole class reading, literacy lessons and classroom displays are monitored to ensure a high standard of delivery and provide feedback and support to teachers.	1 Ongoing	English Leader	Monitoring Time, following the monitoring cycle	Complete monitoring tasks throughout the year to ensure all aspects of English are effectively delivered across the school.	

					Teachers are given feedback about their performance.	
	Teachers complete termly moderation with their year group partners to ensure judgements are accurate and consistent, prior to submitting data. Add moderated work to writing portfolio.	2 Termly	English Leader	Meeting time for teachers to moderate (as part of their PPA/staff meeting time)	Year group teachers complete a writing moderation session each term of selected pupils to ensure accuracy and consistency of judgements.	
	Provide opportunities for new/less experienced teachers to observe the good/outstanding practice of others.	2 Ongoing	English Leader/SLT	Internal cover	Teachers are provided with opportunities to share their good/outstanding practice with others.	
	Review the handwriting and presentation policy and amend where necessary.	2 Autumn Term	English Leader	Handwriting and Presentation Policy	The policy is reviewed and reflects current practice.	
	Complete a spelling overview across the Trust to ensure consistency and coverage for all year groups	1 Autumn Term	Infant and Junior English leaders	English leaders across the Trust to meet.	A whole Trust spelling overview is compiled to ensure consistency and coverage of the National Curriculum.	
	Continue to develop confidence and expertise in completing RWI reading assessments. Consider the use of additional assessments if needed.	1 By Autumn 2 Assessment Week	English Leader	Cost of any additional assessment to be used		

	Introduce an independent writing task for pupils to complete termly to support teacher judgements.				Assessments used in English are effective and support teachers in reaching an accurate milestone for pupils in their class.	
	Develop the skills and confidence of TAs/ HLTAs by providing opportunities for them to observe others, attend training and support where necessary. Provide extra phonics training for support staff where needed.	2 Ongoing	English Lead/ phonics lead	Possible cost of external training courses – HES courses to be used as part of training package where possible. Phonics coaching to be delivered regularly by the phonics lead.	HLTAs/ TAs feel confident when supporting pupils in class. All staff able to deliver phonics sessions to groups in line with the RWI approach.	
	To develop long and medium term plans for English in line with the new curriculum vision.	1	English Lead/ phonics lead	Meetings between English and Phonics lead – internal cover. Infant/ Junior English leads to liaise.	Detailed medium and long term planning across the school for reading, writing, phonics and SPAG. The new learning powers evident in plans and reflected in policies. Clear progressive approach to teaching reading using phonics books/ book bands.	

	To raise the profile of reading throughout the school.	1 Ongoing	English Lead/ phonics lead	, Library reviewed and updated – new non-fiction books £300 . . New book storage unit for Year 1 class currently missing a book corner £300	Vibrant reading displays and book corners. Reading shed used at lunchtimes. Books look inviting and promoted/ celebrated in classrooms and school environment. Library being used effectively. Reading achievements promoted and celebrated. Reading progress commented on in home/ school reading books.	
	To develop the role of the phonics lead and support where needed.	1 Ongoing	English lead	Ensure RWI regional phonics training has been attended. (2 days) £260 + VAT Consider 1-day regional training for Nursery staff £160 +VAT	Consistent approach to phonics continues across classes and year groups. Phonics lead has a good knowledge of the strengths/ weaknesses across the school and has set actions accordingly. Workshops delivered to parents and support staff.	

				Time for lead to plan workshops/coach/ observe phonics/ model lessons/ lead reading meetings – internal cover	Application of phonics across subjects has been monitored and reviewed along with the English lead. New phonics books are being used effectively across Reception and Year 1.	
	To develop resources for RWI with an aim to eventually phasing out book bands for younger children.	1 Ongoing	Reading lead/ phonics lead	Provision of read write inc books for all year groups £1000 – this will need to continue for a couple of years unless additional funds are sourced.	Further evidence of children reading books matched directly to their phonic ability and teachers are also ensuring reading and phonics sessions are matched to phonic knowledge. .	
Parent/ Governor/ Community Engagement	Prepare reports for Directors/ Governors to keep them informed of current achievements across the school and areas for development.	1 Termly	English Leader	Time to complete report	Termly progress report completed and distributed to governors/ directors.	
	Produce information packs/leaflets for parents e.g. on relevant English developments, ways in which they can support their child's learning at home, reading lists, information about Book Week etc.	2 Ongoing	English Leader	Internal release to ensure information is uploaded to websites.	Booklets/ information for parents completed and distributed.	

	Organise curriculum workshops and phonics workshops for parents to attend.	2 Autumn Term	English Leader, with the support of class teachers	Release time to prepare workshop, staff meeting time to lead workshop for parents	Parents are given the opportunity to attend a curriculum workshop to develop their knowledge and understanding of supporting their child/children at home.	
	Regularly provide opportunities for parent feedback in order to review and improve provision.	1 Ongoing	English Leader, SLT, Curriculum leads	Feedback questionnaires	Feedback questionnaires distributed at parent's evenings/ workshops and after significant events such as book week/ science week. Begin to use Google forms for some parent feedback.	

Long Term Objectives:

2022 – 2023

- **Review and update English Overview**
- **Ongoing replenishment of reading books**
- **Ongoing development of RWI resources including books**
- **Development of digital workshops/ support for parents**
- **Collaborate with cluster schools for moderation and to share good practice**

2023 – 2024

- **Review and update English Overview**
- **Ongoing replenishment of reading books**
- **Ongoing development of RWI resources including books**
- **Strengthen links with local libraries**
- **Review more able provision**

RISE PARK ACADEMIES DEVELOPMENT PLAN 2021 - 2022

School: Infant School

Subject Area: Maths

SEF Heading	Intention	Timescale /Priority 1-5	Lead Staff	Resources/ Costs	Implementation	Impact
Quality of Education (including SEND, PP and disadvantaged groups)	<p>To continue to develop a mastery approach through the embedding of the Primary Advantage Maths programme and the Concrete Pictorial Abstract (CPA) thread throughout all key stages (Nursery to Year 2)</p> <p>Introduce and ensure all teaching for mastery in the school is underpinned by the NCETM's 5 Big Ideas:</p> <ul style="list-style-type: none"> • Opportunities for Mathematical Thinking allow children to make chains of reasoning connected with the other areas of their mathematics. • A focus on Representation and Structure ensures concepts are explored using concrete, pictorial and abstract representations. 	2 - Ongoing	Maths Lead, Maths Team; All staff	<p><u>£1000-membership (from training budget)</u></p> <p><u>(£2000 Academy)</u></p> <p>In addition:</p> <p>INSET training and a school maths review in the infants</p>	<p>The ultimate aim is for 85 % of pupils will be on track to achieve 3 points progress. SEN at least two points.</p> <p>However, realistically this might not be possible due to the amount of 'catch up' needed. Staff will be using the extra funding for ensuring that those children who fallen behind are given intervention sessions.</p>	

	<p>The children actively look for patterns and generalise whilst problem solving.</p> <ul style="list-style-type: none"> • Coherence is achieved through the planning of small, connected steps to link every question and lesson within a topic. • Teachers use both procedural and conceptual Variation within their lessons and there remains an emphasis on Fluency with a relentless focus on number and times table facts. 			<p><u>£350 –cost of review half day (from training budget)</u> <u>£500-INSET half to be shared across both schools (£250) (from budget)</u></p> <p>Supply cover for Induction day, Core training, Maths conference, EYFS course, (PA maths) HLTA training and Maths Hub-x6 days £1200</p>	<p>Evidence of accelerated progress across the year groups for approximately 20% of children.</p> <p>Attainment is at least 65% expected (floor standard) across EY (GLD) and KS1.</p> <p>Staff will be able to use the NCTEM's 5 big ideas when planning and teaching. Evidence of this in planning, observations and book looks.</p> <p>Pupils will demonstrate a deeper conceptual understanding, which supports the next move into abstract mathematics.</p>	
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					Reasoning to be explicitly taught and evidenced in books. Staff will be able to use the planning document to plan progressive lessons.	
	Improve how basic maths skills are taught throughout the school and at age appropriate levels so that we enable rapid recall of core arithmetic skills.	2-Ongoing	Maths Lead	Resources £1500 Look at Skills document and acquire resources most useful to teaching these skills.	Pupils will demonstrate a deeper conceptual understanding, which supports the next move into abstract mathematics and be able to explain their reasoning.	
	To ensure that the new Early Years Maths Curriculum is adhered to and runs smoothly between Nursery and Reception.	2-Ongoing	Maths Lead, Early Years Lead	MMT time	All staff in Early Years are aware of and working within the new framework for the EYFS.	
	Enable all pupils, but more able pupils in particular, to routinely deepen their ability to use and apply learning in mathematics through frequent opportunities to undertake open ended and targeted investigative tasks.	2-Ongoing	Maths Lead, Maths Team, All staff	Look at Skills document and acquire resources most useful to teaching these skills.	Pupils will demonstrate a deeper conceptual understanding.	

					This supports the next move into abstract mathematics and be able to explain their reasoning.	
	Review if necessary, the hierarchy of external training and in house support developed from a Core Team, Teacher Research Groups and Coaching Teams.	2-Ongoing	Maths Lead, Maths Team, All staff	Supply cover costs	This is a priority at the start of the new academic year. Staff (including new staff) will continue to deepen their subject knowledge and demonstrate an increasing confidence in teaching to mastery level and have a wider knowledge of how pupil's skills progress from EY to Year 2 and beyond.	
	Staff have ongoing access to CPD as well as In house training	2-Ongoing	Maths Lead	Supply cover costs INSET training day costs if external approx. £500	Staff (including new staff) will continue to deepen their subject knowledge and demonstrate an increasing confidence in teaching to mastery level.	

					Staff have a wider knowledge of how pupil's skills progress from EY to Year 2 and beyond.	
	Maths Hub courses to continue to supplement the training, particularly reasoning skills, the bar method and fraction training and child's view and greater depth. Most of these courses are free.	2-Half termly	Maths Lead, Assessment Co-ordinator; Maths team; All Staff	Supply cover costs	Staff (including new staff) will continue to deepen their subject knowledge and demonstrate an increasing confidence in teaching to mastery level and have a wider knowledge of how pupil's skills progress from EY to Year 2 and beyond.	
	Resources purchased to support the concrete and pictorial aspects of the programme.	2-Ongoing	Maths Lead, Assessment Co-ordinator; Maths team; All Staff	Most of budget to be shared across all year groups	Evidence of teachers and pupils regularly using resources to support teaching and learning.	
	Pupil Progress (Provision Mapping) - staff identifying pupils with less than expected progress, those who are borderline (may need intervention) and general concerns. Groups also discussed- Disadvantaged, SEND, More Able.	2- Half Termly/termly	Maths Lead, Assessment Co-ordinator; Maths team, All Staff	6 x half termly/termly morning supply cover	To ensure in Pupil Progress Meetings that all teachers know who the disadvantaged learners are.	

					Teachers can explain what support is being put in place to support their learning. This is a priority for the coming year.	
	Track groups of children through half-termly assessment-Progress Tracker and termly through SIMS. Full analysis at the end of each term.	2 - Maths leader & SLT	Maths Lead, Assessment Co-ordinator; Maths team, All Staff	SIMs assessment sheets Progress tracking grids	<p>The ultimate aim is for 85 % of pupils will be on track to achieve 3 points progress. SEN at least two points.</p> <p>However, realistically this might not be possible due to the amount of 'catch up' needed. Staff will be using the extra funding for ensuring that those children who fallen behind are given intervention sessions.</p> <p>Evidence of accelerated progress across the year groups for approximately 20% of children.</p>	

					Attainment is at least 65% expected (floor standard) across EY (GLD) and KS1.	
	School Monitoring Cycle followed across the Trust using the new Skills and Progression Documents.	2 - Maths leader & SLT	Maths Lead, Assessment Co-ordinator;	School monitoring pro formas	There will be increasing evidence through observations and book looks of fluency, reasoning and problem solving.	
	Promote the use of children talking about maths, their views, likes, dislikes and how they reason etc.	2- Half Termly/ termly	Maths Lead	6 x half termly morning supply cover	Children's voice will show their reasoning skills and how it improves their learning.	
	A review in the summer term to plan for the academic year 2022/23. Focus on the current catch up programmes and incorporate the good practice and set targets ensuring reasoning and greater depth especially with the children who have fallen far behind as priorities.	Summer Term	Maths Lead, Assessment Co-ordinator; Maths team	N/A	Staff and pupils will benefit from sharing good practice and target setting.	
More Able Provision	Planning includes differentiated and greater depth activities, where appropriate, for pupils to access as much as possible.	2 - Ongoing	All Staff, monitored termly by Maths Lead	More Able and greater depth activities planned for.	Staff training and subject knowledge will provide opportunities for	

					children to reach greater depth.	
	Continue to promote the use of children talking about maths. Ensure reasoning/talking is included in every lesson.	2 - Ongoing	Maths Lead	Supply cover for Maths Lead to monitor Child Voice	Staff training and subject knowledge will provide opportunities for children to reason and talk about maths	
	Partnership within the Trust to be developed between pupils- <i>How and Prove it</i> groups with KS1 and KS2	3 - Summer Term 2022	Maths Lead, Maths Team, All staff	Supply cover as needed	Yr 6 pupils will set challenges for younger pupils- outdoor/large scale problems, puzzles etc.	
	World Maths Day - Events to be scheduled across the Academy and planning to include activities for the More Able children. (<i>This may need to be rescheduled to our own preferences if it clashes with Book Week</i>)	3 - Spring Term 2022	Maths Lead, Maths Team; All staff	£100 – £10 per class for resources to support Maths day	Monitoring will provide evidence of learning and understanding at greater depth.	
	EYFS-Most Able lunchtime club.	2- Spring 2 & Summer 1 Term 2022	Maths Lead	N/A	More Able Reception children showing greater depth and achieving exceeding. More Able children achieving	

					exceeding in Number.	
Behaviour and Attitudes	<p>To work with a group of children from each year group on a half-termly basis to understand their views and needs regarding Maths.</p> <p>To ensure that all children have a positive attitude towards Maths which will reflect in their ability, attainment and progress.</p>	2 – Half Termly	Maths Lead	6 x half termly morning supply cover	Through the children's voice the Maths Lead will be able to monitor and ensure positivity within the Maths teaching and learning.	
	<p>PA maths workshops to be given to parents of Reception Children and KS1 children. Parents to be taught concepts and strategies to be discussed; parents then work on a variety of activities with the support of Maths Team.</p>	2 – Autumn term 2021	Maths Lead, core trained staff	Supply cover (internal) cost of refreshments	<p>Parent workshop delivered and feedback collected.</p> <p>Parents have the opportunity to ask questions and engage with their child's learning.</p> <p>Parents will have a clearer understanding as to how maths is taught to their child. They will become more confident in able to support their child.</p>	

Personal Development, (including safeguarding and SMSC)	To ensure that the equipment needed to provide the Maths Curriculum is safe to use.	2 - Ongoing	Maths Lead to monitor, all staff	Cost of replacing damaged equipment	Staff report that the equipment is safe and in good condition enabling the children to learn effectively.	
	Pupil Voice as part of the monitoring cycle-year groups and phases.	2 - Ongoing	Maths Lead, all staff	Pupil voice proformas to be completed by class teacher	Monitoring will provide evidence of learning and understanding at greater depth.	
	Learning behaviours monitored.	2 - Ongoing	Maths Lead	6 x half termly morning supply cover – to be done alongside Pupil Voice survey	Behaviour can be monitored across the school and support given whenever necessary.	
Cross-phase partnerships (RPAC)	Regular Maths Team Meetings to agree strategies and plan next steps	2 – Half termly	Maths Lead, Maths Team	No cost as during MMT time or after school. Minutes of the meeting to be taken.	Smooth transitions are clear with a consistent approach to Maths across all three key stages.	
	Year 6 children to work with EY and KS1.	3 - 1 x weekly after SATs	Maths Lead, Maths team – liaise with EYC to organise children and times.	Cover for adults monitoring the children.	Children in EY and KS1 more confident when playing counting games etc.	

		summer 2022				
	World Maths Day - Events to be scheduled across the Academy and planning to include activities for the More Able children. <i>(This may need to be rescheduled to our own preferences if it clashes with Book Week)</i>	3 -Spring Term 2022	Maths Lead; Maths Team; All staff	£100 – £10 per class for resources to support Maths day	Monitoring will provide evidence of learning and understanding at greater depth.	
	School Monitoring Cycle followed across the Trust.	1 - As timetabled by SLT	Maths Lead, SLT	Supply cover for lesson observations/book looks etc.	Staff will have a deeper subject knowledge and demonstrate an increasing confidence in teaching to mastery level and greater depth for HA/MA through feedback etc.	
	Maths Team to ensure new and support staff attending PA Maths and other training employ CPA approach, using correct mathematical vocabulary to teach new concepts.	2 - As agreed by SLT, Maths Leaders	Maths Lead, identified staff, all staff	Cost of supply as necessary	All staff will be aware of the up to date knowledge and skills etc.	
	Maths Team to ensure staff meetings are maths based on a regular basis.	2- Termly as necessary	Maths Lead, all staff	Book scrutinies linked specifically to marking and feedback	Progress will be evident as a response of marking.	

	In House Training for support staff to develop the new knowledge and skills as well as CPA teaching and use of correct mathematical terms.	2 – As necessary	Maths Lead	Supply if required/ try to do MMT time	All support staff will be aware of the up to date knowledge and skills etc. All support staff will be aware of the up to date training.	
	Ensure all staff develop an environment in classrooms to promote higher expectations, challenge and independence in Mathematics.	2 - Termly	Maths Lead	Supply if required/ try to do MMT time	Monitoring will provide evidence of learning and understanding at greater depth and have the chance to deal with misconceptions etc.	
Parent/ Governor/ Community Engagement	PA maths workshop to parents of Reception Children and KS1 children Circus of activities for parents to watch and engage in.	1 – Autumn Term 2021	Maths Lead, Core trainees	Cost of cover	Parent workshop delivered and feedback collected Parents have the opportunity to ask questions and engage with their child's learning. Parents will have a clearer understanding as to	

					how maths is taught to their child. They will become more confident in able to support their child.	
	Reports to Directors and Governors.	Termly	Maths Lead	Reports to Directors and Governors	Directors and Governors are aware of the progress/attainment reported upon regularly.	
	To share mathematical successes, ideas and new knowledge with parents, directors, governors and other visitors. On website, curriculum meetings, curriculum newsletters, half-termly newsletters etc.	Termly	Maths Lead, SLT, Year Group Leads	Website, curriculum meeting PowerPoint's, curriculum newsletters letters etc.	All parties will be aware of Mathematical successes, ideas etc. This will help develop further positive attitudes towards maths.	

Long Term Objectives:

2022 – 2023:

- To ensure a productive 'catch up' programme is in place for those children who have fallen behind through the pandemic.
- To aim for Maths to be as close to expected and greater depth to meet at least national and local results at the end of KS1 & Early Years
- To ensure reasoning continues to be a priority
- Review the PA maths membership across the school

- Continue to embed teaching for mastery in the school

2023 – 2024

- Continue to embed the core training of PA maths across the school
- Increasing number of Reception pupils will achieve exceeding in maths ELG
- Maths to be at expected and greater depth to exceed national and local results at the end of KS1

RISE PARK ACADEMIES DEVELOPMENT PLAN 2021 - 2022

School: Rise Park Infant School

Subject Area: Nursery

SEF heading	Strategic Planning Area	Timescale	Lead Staff	Resources/ Costs	Success Criteria	Monitoring/ Review Of Progress
Quality of Education (including SEND, PP and disadvantaged groups)	<u>Planning/Delivery of the curriculum:</u> A designated planning meeting is taking place on a Tuesday so the whole team can contribute ideas for the following week's activities and to discuss the previous week's activities. This is run by the nursery manager and JB Nursery Practitioner.	Ongoing	Nursery Manager Nursery Staff	Evidence Me training by NM. £0	Regular meetings are taking place.	
	<u>Early Adopter Curriculum</u> Staff to be trained on the changes to the EYFS and the new curriculum ages/stages and objectives to be used in planning and assessment.	Ongoing	Nursery Manager Nursery Staff	New Curriculum training in house by NM £0	Staff are confident using the New Framework.	
	<u>Assessment:</u> The new Evidence Me app on ipads must continue be used to record individual observations of children and to note next steps for individual children's development.	Ongoing	Nursery Manager Nursery Staff Nursery Manager	Training by NM £0	Staff are confident using Evidence Me.	

	<p>All new staff will need to be trained on the new version of the app.</p> <p>SEND: To identify the children's individual needs and provide appropriate activities in small groups in order to further develop the children in areas of need. Escalating these to the SENco should we feel the children are not making appropriate progress.</p> <p>We will purchase a sensory tent and resources and turn this into an area for our children with SEND and sensory needs.</p>	Summer Term 2021	Nursery Staff SENco	£0	<p>Children are identified and small groups take place. Senco is informed.</p> <p>Resources are purchased.</p>	
More Able Provision	<p>Phonics groups will begin after Easter in ability groups with a HA group targeting more able pupils.</p> <p>Make sure there are appropriate resources purchased or borrowed from Reception to aid more able pupils in the setting.</p>	<p>Begun in the Spring Term</p> <p>Summer Term</p>	Nursery Manager Nursery Staff	£0	<p>Phonics groups have been set up and being done daily.</p> <p>Resources are purchased/borrowed from Reception to aid more able pupils.</p>	
Behaviour and Attitudes	<p>Behaviour: All staff to follow the nurseries behaviour policy based on the Infant School approach. All staff to use Class Dojo for rewards.</p>	Ongoing	Nursery Manager Nursery Staff	£0	The staff are following the behaviour scheme consistently.	

<p>Personal Development, (including safeguarding and SMSC)</p> <p>Cross-phase partnerships (RPAC)</p>	<p><u>Safeguarding:</u> The green gate in the junior playground needs to be manned at all times it is open including at the end of the morning session and the beginning of the afternoon session. This will be on a staff rota basis.</p> <p><u>Cross Phase Partnerships:</u> The nursery children will continue to go and visit the Infants for special occasions once it is deemed safe to do so during the current pandemic.</p> <p>Visits to be set up for the Nursery children to visit the Reception classes so that they get used to be over in the Infant School before they start in Reception. (Depending on the Covid RA)</p>	<p>Summer Term</p> <p>Ongoing</p>	<p>Nursery Staff</p> <p>Nursery Manager Reception Lead</p>	<p>£0</p> <p>£0</p>	<p>Gate is manned at the appropriate times.</p> <p>Nursery children regularly attend Infant school (Covid Dependent).</p> <p>N2 children to visit Reception classes in the Summer Term (Covid Dependent).</p>	
<p>Leadership and Management (pupil numbers and expansion) (Marketing and Branding)</p>	<p><u>Numbers:</u> The target number of 39 children per session is reached by the Summer Term.</p> <p>Lunches exceed an average of 18 per day.</p> <p><u>Expansion of provision</u></p>	<p>Ongoing</p> <p>Ongoing</p> <p>Summer Term</p>	<p>Nursery Manager</p> <p>Nursery Manager Inf HoS Ex Head School Business Manager</p>	<p>£0</p> <p>£0</p>	<p>The target number is reached for each session.</p> <p>A plan is written for the future expansion to be looked at by the Directors.</p>	

(Resource Provision) (Staff Recruitment and CPD)	Wrap around care options will be explored to gain extra income for the nursery.	Spring/ Summer Term	Nursery Manager School Business Manager	£250	School signage is updated.
	Look into the feasibility of adding an extra building/site for more children. <u>Branding:</u> Nursery logo/name to be added to school signage.	Ongoing	Nursery Manager School Business Manager		Marketing/ advertising plan to be written and appropriate adverts placed locally.
	<u>Marketing:</u> On-going development of nursery website and blog to keep the website ranking well in search engines. External advertising space to be looked into by NM and SBM including forms of advertising and locations for advertising.	Spring Term	Nursery Manager	General Resources.: £400 Stools :£200 Shoe rack: £250	Open days are put in the calendar (Covid Dependent) Resources purchased and used.
	Open days will be set up for perspective parents to view the nursery once allowed by our Covid RA. <u>Internal:</u> New resources will be needed i.e. sand, paint and play dough supplies will need to be renewed. We will also look to purchase more toys to engage our boys.			Audit £0 Play bark and stones: £500	Chairs are purchased. Audit of resources is completed.

	<p>The nursery also needs more chairs for children for lunch session.</p> <p>The Nursery also needs more shoe storage.</p> <p>An audit of resources needs to take place so that we can stock take the resources we have and check for broken/incomplete resources and replace where necessary.</p> <p><u>External:</u> The external area needs renovation and zoning into areas of the curriculum. The mud kitchen area will be bordered and fenced in and will have a layer of play chippings placed on top to level the area. The fencing will allow us to use it as a separate zone to control the flow of children. A new digging and construction zone will be made in the garden and be zoned by tyres. Play bark will also be put down outside the Reading Shed area. Extra resources including resources to aid the teaching of Physical Development such as footballs, goals and basketball hoops to be purchased.</p>	<p>Summer Term</p> <p>Summer Term</p>	<p>Nursery Manager Site Management Team</p> <p>Nursery Manager Inf HoS Executive Headteacher School Business Manager</p> <p>Nursery Manager School Business Manager HR Manager</p> <p>Nursery Manager</p>	<p>External resources: £250</p> <p>Recruitment costs £0</p>	<p>The external area is completed with appropriate access and resources.</p>	
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	<p>Recruitment: The nursery ideally needs to recruit a new apprentice to replace a nursery apprentice who has left.</p> <p>Recruitment process: Job adverts to be placed via Havering New City College.</p> <p>Training At least 1 member of the nursery team to attend food/hygiene training for preparing snack.</p> <p>New Staff to be trained on using the Evidence me app on the Ipads.</p> <p>All new staff to complete required safeguarding training PA maths training for all nursery staff.</p> <p>20% of off the job training need to be factored in for the Nursery apprentices.</p> <p>Monitoring On-going monitoring of staff performance needs to be regularly carried out by the Nursery Manager and other senior leaders.</p>	<p>Ongoing</p> <p>Spring Term</p>	<p>Nursery Manager Inf HoS</p> <p>Nursery Manager Executive Headteacher Inf HoS</p>	<p>Paediatric/other required training course costs: £100</p> <p>Costs of hygiene training course £100</p> <p>Training in house: £0</p> <p>Monitoring £0</p>	<p>A new apprentice is recruited.</p> <p>Job adverts go out in the college.</p> <p>Appropriate training is booked and completed.</p> <p>Monitoring is regularly put onto the calendar and completed.</p>	
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	<p>Regular book monitoring and monitoring of recorded observations also needs to be undertaken regularly by NM and infant HoS.</p> <p><u>Roles and responsibilities</u> New roles and responsibilities of Nursery Staff to be discussed with staff by HT and Infant HoS</p>				Roles and responsibilities are agreed by all parties.	
Parent/ Governor/ Community Engagement	<p>Sharing observations with parent/carers via the parent share facility on app will be looked into, including the implications for GDPR.</p> <p>Parents and carers can comment, engage with and share learning experiences at home with the Nursery Staff via class Dojo.</p> <p>Weekly wow moments are sent home to be returned to nursery weekly.</p> <p>Stay and play sessions to carry on (1 per month Covid RA dependent)</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	Nursery Manager Nursery Staff		<p>A decision on Parent share is made.</p> <p>Wow moments go out to parents and displayed in the nursery/learning journeys.</p> <p>Stay and play sessions are booked in and parentmail/ letters sent to parents.(Covid dependent)</p>	

Long Term Objectives:

2022 – 2023

- To start a wrap-around care provision including before/after school and potentially a holiday club.
- To try and get the nursery numbers close to the target number within the Autumn Term to avoid too many mid-year starters.
- To change our nursery offer to 15hour/30hour places only.
- To encourage more parents to take up the lunch session option.
- To make sure we have a waiting list so we are always full at the start of each academic year.

2023 – 2024

- To look at the possibilities of taking on another nursery setting on a different site.
- To look at ways of expanding the nursery further including ways to increase our on role number.
- To look at the possibility of moving the nursery setting closer to the Infant School building.

2024 – 2025

- To look at the possibilities of taking on multiple nursery settings on a number of different sites.

RISE PARK ACADEMIES DEVELOPMENT PLAN 2021 - 2022

School: Rise Park Infant
Subject Area: Early Years

SEF Heading	Intention	Timescale /Priority 1-5	Lead Staff	Resources/ Costs	Implementation	Impact
Quality of Education (including SEND, PP and disadvantaged groups)	Phonics All children are taught to phonics through the Read, write inc programme To assess all pupils at the end of each half term to check they are making progress and in correct group.	2 on going	Reception Lead Head of Infant School KP Phonics/reading lead	Organised by Phonics lead and Head of Infant School	Children participate in daily phonics lessons. Children are assessed each half term by Reception Lead Reception team meet regularly to discuss progress and planning Phonics is accessed through both indoor and outdoor provision	
	Reading For all children to make progress with reading For all children to develop a love of reading To have a favourite five or super six (depends on term and topic) well known texts available and used in class Reading resources are displayed well and in good condition Reading resources are engaging	1 On going	Reception Lead Reading Lead Head of Infant School Reception team	Resources supplied by Reading Leader	Shared library space Individual class based reading corners Reading trail outdoors Children are familiar with a variety of well know texts Displays relate to some well-known stories	

	Reading corners are attractive and appealing Reading is accessed indoors and outdoors					
	Writing For majority of children to reach the ELG at the end of the year For all children to achieve development in small motor skills Children can access writing in the indoor and outdoor classrooms		Reception lead Reception team English lead/HOS	General resources supplied and use of websites such as twinkl for extra provision Horseshoe table for each class £320 Total £960 consortium	Finger gym and daily provision for small motor skills To build up knowledge of sounds - fred talk and fred fingers is embedded into practice Writing opportunities both indoor and outdoor Writing opportunities form part of continuous provision Strong links with phonics teaching Children achieve ELG in writing at the end of the year	
	Mathematics For children to achieve both number ELG's Resourcing is appropriate To continue to use both PA maths and to use the Development Matters new document to support planning and teaching	On going 2	Mathematics lead Reception team	Resourcing through the Mathematics lead	ELG is achieved by as many children as possible Resources are supplied	

	<p>SEND Children are identified as SEND/PP/ EAL and support is in place from SEND lead To meet with previous settings for information and support</p>	On going 1	SEND lead Reception team	SEND lead to provide resources as required	Staff are aware of PP children Children are monitored and placed on intervention lists if required and tracked Staff work with SEND lead for support	
	<p>Curriculum The new curriculum is embedded in to practice following the early adopter year All staff are familiar and plan with the correct programmes in place The planned curriculum meets the new requirements</p>	On going	Reception lead Reception team Curriculum leaders	PPA time and other meetings	The reception curriculum is engaging yet challenging at times. Provision is for all and covers indoor and outdoor teaching Continuous provision matches requirements Curriculum gives opportunity to become a confident learner and meets the learning powers Children have the opportunity to reach the ELG	
	<p>Assessment For teachers to track and highlight progress through use of Learning Journey books and Evidence me</p>		Assessment lead Reception lead Reception staff	Cost of SIMS met by other source		

	<p>To update progress trackers half termly</p> <p>To update all areas of learning termly</p> <p>Phonics is tracked half termly</p> <p>On entry in house baseline is completed</p> <p>National baseline is completed</p> <p>End of year EYFSP is completed</p> <p>Planning is differentiated to meet all needs and reflects the national requirements</p>				<p>Children are tracked to ensure and maintain progress across reading, writing and maths</p> <p>Phonics is tracked half termly</p> <p>All reception staff access and use Evidence me and provide evidence for Learning Journey books</p> <p>Children achieve the ELG for each area where possible</p> <p>Use Baseline data to inform planning</p> <p>Half termly trackers are used to inform planning</p> <p>Many pupils achieve GLD and a good APS</p>	
More Able Provision	<p>Phonics</p> <p>To track progress and ensure planning is relevant to abilities</p>	<p>Half termly checks</p>	<p>Reception lead</p> <p>Reception team</p>	<p>Meetings to be held in PPA time and in Reception Lead and LSA meetings</p>	<p>Children are placed in correct phonics group and developed as required.</p>	

					Children are able to achieve the ELG	
	To track reading, writing and mathematics progress and set challenge as required for identified children	Half termly checks	Reception lead Reception team		Children are progress tracked on Progress trackers and interventions are established where required Children are achieving the end of year ELG	
	To ensure focus planning and resources are available to support and challenge identified children	On going	Reception team	PPA time and Reception Lead and LSA meetings	Children are sufficiently challenged and achieve success	
Behaviour and Attitudes	All Reception team are aware of and follow the school Behaviour Policy	1 On going	Reception team Reception Lead	No cost	Children are aware of behaviour expectations and follow the rules Staff implement the policy	
	All reception team are aware of Rise Park Learning Powers and use them to support learning	1 On going	Reception team Curriculum leads	No cost	Children and staff are aware of the Learning Powers and they are used as part of daily practice	
	To use the dojo system(alongside the Learning Powers) to reward and promote good behaviour and attitudes	2 On going	Reception team	No cost	use dojo system in daily practice and parents can monitor points earned	
Personal Development, (including	Attend relevant training					

safeguarding and SMSC)	To work with TT Education in the Autumn term to look at outdoor provision across the Nursery and Reception Centre	On-going across the year	Reception lead Nursery Manager TT Education staff	Cost not met by Early Years	Outdoor provision is enhanced and offering equal opportunity and access to all curriculum areas	
	Safeguarding – all staff are fully aware of procedures and attend yearly training	1 On going Autumn term training	Safeguard leads	Cost not met by Early Years	Staff are aware of the policies and have attended training All reception classrooms have up to date information available and visible	
Cross-phase partnerships (RPAC)	Meet /liaise with nursery To meet regularly with Nursery Lead to discuss curriculum and assessment	2 On going	Reception lead Nursery Manager	No cost	The two leads meet several times each half term and talk through any arising issues, resourcing , assessment and curriculum	
	To organise visits in the summer term for children moving from Sunbeams nursery to the reception centre	3 Summer term	Reception Lead Nursery Manager	No cost	Visits are organised. Children in Nursery are familiar with the Reception Centre	
	To meet with Year 1 staff to discuss transition measures	3 Summer term	Reception lead Year 1 lead Reception and year 1 teaching teams	No cost – time will be built into non-contact time and after school meetings	Reception staff are able to meet with Year 1 staff for discussion of EYFSP and any other pertinent issues regarding individual children	

Leadership and Management	Setting up classroom hubs To oversee the movement of resources between rooms to create bespoke hubs for afternoon free flow and continuous provision		Reception lead with reception staff	Some storage items may be required £100	Rooms are enhanced with resources easily accessible. Resources are matched to hub zone	
	To develop the front under cover area to be more weather proof		Reception lead Site manager Business Manager	Cost – to be determined	Key staff meet and gain quotes for some kind of cover for the end of the covered area to stop it been a wind tunnel	
	Audit resources – complete a list of resourcing To check and maintain resources – check they meet curriculum needs Resources for topics – update the resources for Book resources and create box of items to support the stories on the story trail To buy new devices for each class for use with interventions etc.		Reception lead	Update small world - £300 Update outdoor resources – sand and water (to include bulk buy of sand for large sand pit) £350 Storage box. Book and resources x 6 books £100 PER BOOK Total £600 look at outdoor storage box for books £120	Resources are maintained and safe for use by all children Resources are linked to the curriculum Reading is enhanced and accessed outdoor and enhance in indoor provision	

				IPad mini - £400 per device – with Business manager look to resource refurbished items – on sites such as music magpie they start at around £120		
	To monitor the curriculum to ensure it meets national requirements and provides opportunity for ELG achievements as much as possible	Termly 2	Reception lead Reception staff		Assessment and moderation meetings – in house and with other school/LA	
	Learning walks/non-negotiable issues To ensure that all classrooms provide the same opportunities for all To have new carpet areas in each classroom Learning walks – to monitor different aspects of the curriculum	Termly	Reception lead	In house monitoring – using non-contact time £365 per room on average £1100 – in total	Each classroom provides equal opportunity across the centre All staff are working towards the same goals Learning walks develop practice	
	To meet with LSA to monitor assessments, interventions and use of evidence me.	Half termly	Reception lead	In non-contact time	LSA staff are able to use Evidence me and support assessment/observations for L J Books	
	To ensure all assessments take place and to track progress across all 17 areas. Including baselines and analysis of data	Half termly	Reception Lead HOS		All children are tracked for progress and attainment	

	To begin to put together a portfolio of work to support moderation and to attend moderations meetings. To organise in house moderation in Summer term to support EYFSP	Termly	Reception lead Reception team	PPA and meeting times	Portfolio is commenced. Portfolio supports moderation and assessment	
	To attend Early Years meetings and disseminate information to team		Reception lead		Reception team are up to date with requirements and developments	
	To work with site manager to ensure safe environment	On going	Reception lead Site Manager	In non-contact time	Outdoor and indoor facilities are maintained and safe to use- in support of his assistant	
	To work alongside TT Education to update the Outdoor Education Policy	Autumn term	Reception lead Nursery Manager		To put together a plan of action and	
	To check policies are up to date including the yearly Welfare Requirements Policy and Health and Safety	Autumn term	Reception lead	In non-contact time	Appropriate documents are updated and relevant	
Parent/ Governor/ Community Engagement	New intake provision – to give parents the opportunity to visit the setting and meet staff (COVID aware – circumstances may cause a change of plan)	Summer 2 term and Autumn 1 term*	Head of infant School Reception Lead Reception team		Parents attend meetings regarding school start information Parents with their child visit the setting and meet with staff	
	Parental engagement/partnership Parents will be informed of the early years curriculum and day to day running		Reception Lead		A face to face meeting or PowerPoint (COVID aware)	

	<p>To survey parents after teacher parent consultations</p> <p>To conduct 'stay and play' sessions (half termly) (COVID aware)</p> <p>To connect parents to DOJO and Google classroom for communication</p> <p>To work with parents on WOW comments</p> <p>To build a bank of parents who are interested in visiting to talk about their job or home life/culture</p>					
	Links with directors – to complete reports to inform directors of the running of reception centre	Termly	Reception lead	Non-contact time	Directors receive regular updates	
	Phonics – All parents are familiar with the Read write inc programme used by school in order to support their child at home	1 Autumn term	Phonics lead alongside Reception team	Met by Phonics budget Read write Inc. portal	Parents meet with Phonics lead to find out about the programme. Parents can access the relevant areas on the portal for support	
	Link with local settings with children starting our school in September.	Summer term	Reception Lead	Non-contact time		

Long Term Objectives:

2022 – 2023

To review the reading processes in reception centre and check resourcing

To review the outdoor policy and make amendments

To plan new intake support

To explore cross curricular activity with the nursery

2023 – 2024

To plan new intake support

To audit the outdoor equipment and update

RISE PARK ACADEMIES DEVELOPMENT PLAN 2021 - 2022

School: Rise Park Infant
Subject Area: SCIENCE

SEF Heading	Intention	Timescale /Priority 1-5	Lead Staff	Resources/ Costs	Implementation	Impact
Quality of Education (including SEND, PP and disadvantaged groups)	To monitor the progression of skills across Key stage 1 through a topic based curriculum. Checking planning meets the requirements of the National Curriculum and Rise Park Academy Science scheme of work. To monitor the I can sheet usage and relevance	1	Science Lead	Non-contact time -2 days per term	Time will be allocated to visit a selection of KS1 classes to monitor science and see science in action	
	To monitor the teaching of science across Key Stage 1, checking all pupils are receiving a more practical, first- hand experience and an outdoor based curriculum.	1	Science Lead	Non-contact time - 1 day per term	Science lead will meet with year group leads to talk through science planning	
	All children participate in the 'things to do before you are 8'	2	Science lead		Science displays to promote Displays in class and reference to activities in work or floor books	

	To monitor the provision of 'science' in EYFS through Understanding The World ELG. Aim for the majority of children to achieve the science aspect of UTW ELG for EYFSP.	1			Check planning includes good coverage of relevant aspect of Understanding the World and staff are using the school science plan to promote the teaching of science	
	To ensure that science is accessible to all pupils in the school	1	Science lead		Monitor the implementation of science plans in year group plans – lessons are modified so they are accessible for all and as practical as possible	
More Able Provision	To give opportunity for pupils to devise a question and methods of enquiry – develop through TAPS and Explorify.	2	Reception lead with Year group leads – discuss how this can be incorporated – perhaps look to science lead providing a class each term	Time for science lead to teach a group of children in year 1 and year 2 – once a term 1 day a term non-contact for this	Once a term selected pupils are provided with an opportunity to develop questioning skills and a method of enquiry	
Behaviour and Attitudes	To meet with a mix of pupils to gain insight into their interest in science and how they view our outdoor environment (nature woods)	2	Reception lead	Non-contact time – ½ day per year	A series of questions are asked and analysed to improve opportunities and school grounds	

					Science displays Science learning wall	
	To ensure all science lessons are conducted in line with the school behaviour plan	1	Class teachers		Lessons are safe and engaging	
Personal Development, (including safeguarding and SMSC)	Lessons continued to be developed in a safe environment. Visitors have appropriate risk assessments in place. Planning shows reference/thought given to SMSC.	On going	Class teacher – science lead to review planning		Links are evidenced in planning or discussion	
	To attend relevant training	On going	Science lead	As required – usually twilight session	Training attended and information disseminated	
Cross-phase partnerships (RPAC)	To monitor the provision of Understanding the World – science aspects in Sunbeams Nursery	On going	Science lead with support of Nursery Manager and Nursery team	Non-contact time to be built in	Science is an integral part of opportunities offered Resources match needs Evidence is gathered of learning	
	To liaise with KS2 science lead – planning/skills check and resources. To discuss provision of a science week	Spring term		Time to meet Cost of science week – to include outside provision £500		

Leadership and Management	To plan and deliver a science week		Science lead	Cost of science week with outside agency and resourcing £500	Science week is booked in and is engaging	
	Resourcing – check and audit resources for KS 1 and replace/update as required Check resourcing in Nursery and ensure it meets requirements	1 Autumn term	Science lead with Nursery team	Update of resources – primarily outdoor items £250 for KS1 Nursery £300	Resources are supplied and are safe and accessible Resources supplied and enhance science learning	
	Start to build up activities related to 'forest school skills' for EYFS2 and KS1					
	To lead more able teaching with groups of pupils	3	Science lead	Non-contact time (as above)	Science lead enhances learning through focussed teaching sessions	
Parent/ Governor/ Community Engagement	Prepare reports for Directors/ Governors to keep them informed of current achievement across the school. – as directed by Executive Head-teacher	1 x yearly 2	Science lead KS2 science lead		Report is written to inform	
	Keep staff informed of Science developments through staff meetings	2	Science lead	Staff meetings as required		
	Inform parents of science week and how they can support at home.	3	Science lead		Parents are engaged with science week and participate	

	Check parents are informed of the science curriculum through the half termly newsletters sent home by each year group	3	Science lead Year group leads		Parents are aware of the science curriculum and can support at home	
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Long Term Objectives:

2022 – 2023

Review how the focussed teaching sessions worked for more able

- Review Nursery science
- Enquire about having outdoor agency to deliver a science club opportunity
- Develop more forest school plans and link to science curriculum

2023 – 2024

- To check the science planning is meeting requirements
- To review the things to do before you turn 8 activity – look to extend to KS2
- Review the Academy Policy

RISE PARK ACADEMIES DEVELOPMENT PLAN 2021 - 2022

School: RISE PARK ACADEMIES

Subject Area: Remote Learning

SEF heading	Strategic Planning Area	Timescale /Priority 1-5	Lead Staff	Resources/ Costs	Success Criteria	Monitoring/ Review of Progress
Quality of Education (including SEND, PP and disadvantaged groups)	<p>To use available computing technology and services at the junior school, including Chromebooks and Google Classroom. This will ensure that resources are being used effectively to produce lessons that are highly engaging and ensure learning is accessible to all pupils.</p> <p>Staff Meeting: One staff meeting to facilitate discussion, to share ideas and knowledge about the range of computing technology and services provided by the Trust. A second staff meeting for teachers to plan out for the year which resources they could use to support teaching and differentiation.</p>	<p>1</p> <p>2</p>	Remote Learning lead Class teachers SLT – staff meeting time.	<p>Staff meeting time to explore questioning, resources, and plan how to use them to support remote learning and blended learning for all Year Groups.</p> <p>Remote Learning policy documents to be displayed.</p>	<p>Evidence of remote learning and blended learning is seen across the curriculum in folders, books, displays, planning.</p> <p>Teachers are using technology and services with confidence, to facilitate and support remote learning and blended learning.</p> <p>Children are responding well to different learning modes.</p>	

More Able Provision	To encourage higher order reasoning and questioning skills in more able children. Staff meeting time as above to develop questioning skills.	1	Remote Learning lead Class teachers – discussion of importance of planning for thinking/questions across the curriculum during PPA. Links to SMSC.	Staff meeting time to explore questioning. Remote Learning policy documents to be displayed.	There is evidence of children’s growing thinking skills in their books/during lesson observations. Teachers are seen to be encouraging reasoning across a range of topics as well as through use of open-ended questions rather than closed/ information recall.	
Behaviour and Attitudes	To support children to further develop their knowledge, understanding and appreciation of learning. This could be aided by creating an inclusive display in the hall/classroom/class SMSC books celebrating achievements in school and at home, and promoting quotes on learning by celebrities.	2	Remote Learning lead Assemblies led by staff that discuss learning behaviour	-	Children are seen to show knowledge and understanding of learning behaviour. They are confident at speaking about their achievements as well as asking questions about the achievements of others.	
Personal Development, (including safeguarding and SMSC)	Attend any relevant training to support remote learning and blended learning across the Trust and in the school community	2	Remote Learning lead	Time to attend any training.	School maintains and continues to build strong links within the community.	

Cross-phase partnerships (RPAC)	To meet regularly with KS1/KS2 subject leads and the educational IT community to discuss how they can support Trust provision of remote learning.	2	KS1/ KS2 Remote Learning lead Remote Learning/Blended Learning/IT specialists		Children's appreciation of the links between learning in school and learning in the community and at home.	
Leadership and Management	To monitor remote learning and blended learning to ensure quality of curricular teaching across the school and in the school community through observations/ drop-ins, book looks, and surveys of online engagement and submissions by teaching staff and pupils.	1	Remote Learning lead SLT	Time to conduct book looks/ observations/ drop-ins/surveys	Remote Learning is provisioned and accessed consistently well across the school.	
	To continue to involve teaching staff and the wider school 'community in remote and blended learning to support curricular education across the Trust.	2		Arranging meetings for support and knowledge-gathering with teaching staff, parents and pupils.	Teachers show confidence when using remote and blended learning resources, and the remote learning and work produced remotely by children is of a high quality.	
Parent/ Governor/ Community Engagement	To investigate ways of bringing in visitors/parents who may wish to visit school to share their own examples of remote or blended learning, pitched either to teaching staff or to pupils and parents. To investigate the possibility of virtual programmes or media that could support remote or blended learning.	3	Remote Learning lead Head of School Parents/Carers	Letter to request examples of curricular work completed by the children at home. Possible letter dates: Autumn Year 3, Spring Year 4, and	School maintains and continues to build strong links within the community.	

	Investigate possibility of Year Groups bringing in examples of remote learning activities they have completed at home.	3		Summer Year 5/6.	Children's appreciation of the links between school and home deepens.	
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Long Term Objectives:

2022 – 2023

- Establish a 'bank' of parents/carers/visitors from the local community who can discuss remote learning with pupils.
- Organise opportunities for children to share evidence of their own work and experiences through the year to celebrate/learn about remote learning. Photos to create a 'Remote Learning Web' display in classrooms/hall.
- Introduce simple remote learning folders to Year 3 and Year 4 so that examples of cross-curricular work completed remotely can be filed in these straight away by the children. These folders could possibly move up to the next group in a similar way to the computing folders.

2023 - 2024

- Maintaining a 'bank' of parents/carers/visitors from the local community who can discuss remote learning opportunities and experiences with pupils as children move through the school.
- Organise virtual visits to a wider range of learning locations (such as museums, art galleries and subject-linked workshops) and visits from computing specialists to speak around services such as Google Classroom.
- There is a range of evidence (in children's folders/books, displays and in planning) that remote and blended learning is being integrated into curricular learning in a creative and engaging way to stimulate children's learning.

RISE PARK ACADEMIES DEVELOPMENT PLAN 2021 - 2022

School: Rise Park Academy

Subject Area: Whole-school Curriculum and Vision

SEF Heading	Intention	Timescale/Priority 1-5	Lead Staff	Resources/Costs	Implementation	Impact
Quality of Education (including SEND, PP and disadvantaged groups)	All long, medium and short-term planning to include reminder of the 8 learning powers, using a colour-coded key at the top of each planning pro-forma. This is to replace the SMSC box on weekly planning.	Autumn 1	Curriculum Leads, Subject Leaders and all teaching staff	Curriculum leader time/ cover for both leaders to be released (weekly)	Evidence of planning following NC and linked to learning powers. Reference to curriculum maps where necessary. Evidence of learning power success criteria being used. Book looks. Learning Walks.	
	Juniors- Weekly success criteria to include a section for pupil reflection of the 8 Learning Powers in the plenary/ end of the week e.g. I have used...	Ongoing	Curriculum Leads, Subject Leaders and all teaching staff	Success criteria template uploaded to the Drive	Evidence of learning power success criteria being used. Book looks.	
	Infants- Pupil self-reflection to be verbal/ active, e.g. what superhero have you been today? / Pupils to stand by the relevant superhero (pictures displayed around the room).	Ongoing	Curriculum Leads, Subject Leaders and all teaching staff	Relevant display boards	Evidence of learning power success criteria being used. Book looks. Photographs.	
	Class Portfolios to include a generic introduction as to how pupils, staff, parents and visitors can spot the learning powers	Ongoing	Curriculum Leads and all teaching staff	Curriculum leader time/ cover for both leaders to be released to work	Resilience shown when rehearsing the Christmas concert.	

	throughout the pupil's learning journey. In addition, class portfolios to include where the 8 Learning Powers have been demonstrated in particular events/ activities, using the agreed colour-coded words			on document for the front of the class portfolio. Staff meeting time to discuss use of the LP's in class portfolios.	Evidence of learning powers in class portfolios. Evidence in school visitor portfolio. Photographs.	
	Children are provided with a range of exciting and inspiring opportunities in all subject areas across the curriculum throughout the academic year	Ongoing	Curriculum Leads, HOS, Subject Leaders and all teaching staff	Curriculum leader time/ cover for both leaders to be released to review curriculum maps for each subject (half-termly). Work alongside HOS.	Workshops. Competitions. Themed weeks. Educational visits. Learning Powers Day(s).	
More Able Provision	Each subject leader to ensure more-able provision is incorporated into their action plans, as well as their curriculum policy.	Ongoing	Curriculum Leads and Subject Leaders	Curriculum leader time/ cover for both leaders to be released to review subject action plans and policies (half-termly). Work alongside HOS.	Book looks. Monitoring of planning/ action plans to ensure more-able provision is included. Lesson observations. Learning walks. Evidence of extra-curricular provision/ photographs.	

	More-able pupils given the opportunity to share their achievements in their specialised area	Ongoing	Curriculum Leads, Subject Leaders and all teaching staff	Curriculum leader time/ cover for both leaders to be released to showcase achievements in Newsletters/ school website (half-termly).	Celebration assemblies. Half-termly celebration newsletters. Class portfolio/ school visitor portfolio.	
Behaviour and Attitudes	Pupils talk confidently and positively about the use of the learning powers and the Trust's vision and its impact upon their learning and whole-school life	Ongoing	Curriculum Leads, Subject Leaders, all teaching staff and support staff	Curriculum leader time/ cover for both leaders to be released to do a learning walk and gather pupil voice (half-termly)	Pupil voice/ questionnaire. Learning walk. Discussions with pupils. Book looks.	
	Pupils are given opportunities to self-reflect on how they have demonstrated the learning powers during lessons/ after a series of lessons, using the Success criteria with the learning powers	Weekly	Curriculum Leads, Subject Leaders, all teaching staff and support staff	Curriculum leader time/ cover for both leaders to be released to do a learning walk/ book looks (half-termly)	Evidence of the learning powers success criteria being used in lessons. Book looks. Learning walk. Discussions with pupils.	
Personal Development, (including safeguarding and SMSC)	Learning power certificates to be awarded in weekly celebration assemblies, which will replace all achievement/ good news certificates	Weekly	HOS, Curriculum Leads, Subject Leaders, all teaching staff and support staff	Packs of certificates printed and placed in the back of the LP Handbook for each teacher	Learning power certificates being used in celebration assemblies.	

	Head of School Award to be given out during the weekly celebration assembly, specifically linked to one of the learning powers	Weekly	Head of School	HOS awards printed and ready for distribution	Learning power certificates being used in assemblies.	
	Pupils across the Trust to re-design the superhero for each learning power (every 3 years), linking to the allocated colour for each power. Selected designs to be used on all displays.	Every 3 years in Autumn term	Curriculum Leads	Curriculum leader time/ cover for both leaders to be released to organise LP design competition, select/ announce winners and create new LP certificates (Autumn term)	Learning walks/ displays Evidence of new designs in School visitor portfolio Designs updated in staff handbook/ induction pack for parents	
	Cultural Capital Challenges for each year group to link to the 8 learning powers for pupils to aim to achieve.	Termly	Curriculum Leads, SMSC lead and all teaching staff	Staff meeting time to discuss Cultural Capital challenges/ share good ideas	Learning walks. Book looks. Displays. Photographs. Planning (SMSC).	
Cross-phase partnerships (RPAC)	Adjoining subject leaders across the Trust to work closely together to produce curriculum documents to ensure consistency and progression	Ongoing (review termly)	Curriculum Leads, Subject Leaders and all teaching staff	Staff meeting time (x2) INSET time Curriculum leader time/ cover for both leaders to be released to review documents with HOS (termly)	Skills and knowledge progression. Long-term/ medium-term planning. Subject statements/ child-friendly statements. Cross-curricular mapping. Subject leader folders. Staff meeting time.	

	Subject Leader meetings to take place half-termly to share good practise, decide on next actions to take and liaise with other subject leader teams.	Half-termly	Curriculum Leads, Subject Leaders and all teaching staff	Staff meeting time for Foundation meetings- joint across the Trust	Minutes from the meeting. Actions for next meeting. Discussion with colleagues. Staff meeting time.	
	KS1 and KS2 Curriculum Leaders to work and liaise closely together to ensure consistency and progression in all subject areas and practises across the Trust.	Ongoing (review termly)	Curriculum Leads, Subject Leaders and all teaching staff	Curriculum leader time/ cover for both leaders to sit with HOS to review skills and knowledge progression documents in each subject (minimum of 5 afternoon sessions to complete- weekly sessions if possible)	Discussion with colleagues. Staff meeting/ INSET time. Curriculum leader time.	
Leadership and Management	Subject leaders to contribute to the development of half-termly celebration newsletters of the events and achievements completed, with reference to the learning powers.	Half-termly	Head of School, Curriculum Leads and Subject Leaders	Staff meeting time (half-termly)	Completed Newsletters, with reference to the learning powers. Electronic version of the Newsletter uploaded to the school website.	
	Review Curriculum vision policy document to reflect changes made, or new practises implemented.	Yearly (Autumn term)	Curriculum Leads	Curriculum leader time/ cover for both leaders to review Curriculum vision policy (Autumn term)	Notes/ annotations made on current Curriculum vision policy- to be used as a working document. Curriculum leader time.	

	Each subject policy to include 8 bullet points at the beginning to identify how the learning powers can be demonstrated in that subject area.	Yearly (Autumn term)	Curriculum Leads and Subject Leaders	Staff meeting time to review and update subject policies to include how the LP can be demonstrated in that subject	Evidence of the learning powers at the start of each subject policy.	
	Subject leaders to keep an evidence folder of all key documents (planning, Intent statement, skills and knowledge progression and curriculum mapping, evidence etc.) on an agreed pro-forma and template.	Ongoing	Curriculum Leads and Subject Leaders	Staff meeting time Curriculum leader time/ cover for both leaders to monitor subject leader folders (half-termly)	Subject leader folders. Documents loaded to Google Drive. Discussion with subject leaders. CPD training/ INSET days/ Staff meetings	
	All teaching staff to use the assessment system for foundation subjects. Curriculum leads to monitor and review accordingly.	Termly	Curriculum Leads, Subject Leaders and all teaching staff	Curriculum leader time/ cover for both leaders to review assessment system (termly) Staff meeting time to complete foundation assessments	Staff meeting time to complete assessment trackers. Documents loaded to Google Drive. Curriculum leader time.	
	Classrooms and school-wide displays to promote the learning powers (one in the Infants foyer, one in the Juniors foyer and one in the Nursery/ Reception).	Ongoing	Curriculum Leads, Subject Leaders and all teaching staff	Curriculum leader time/ cover for both leaders to update main display boards (termly)	Staff meeting time/ curriculum leader time. Photographs. Evidence in school visitor portfolio.	

	Displays to include the speech bubble statements.			Staff meeting time for teachers to update their LP display boards		
	Explanation of the learning powers to be incorporated in the staff handbook for September 2021 and copies given to all members of staff, including new starters/ MDA's/ PTFA/ Governors.	Autumn 1	Head of School and Curriculum Leads	Curriculum leader time/ cover for both leaders to review staff handbook and update where necessary (Autumn 1)	An electronic copy saved on Google Drive and added to the website. Curriculum leader time. INSET day	
	School CPD Tracker- include an objective to support the Trust ethos and values, by modelling and demonstrating the 8 learning powers across the curriculum.	Autumn 1	Head of School	Staff meeting time CPD Training	CPD Tracker and evidence to support the objective. Discussions with colleagues. Staff meeting time/ INSET	
	A school visitor book (kept in Infants foyer and Junior foyer) to demonstrate each of the 8 learning powers. Evidence collected from all teachers for each learning power.	Half-termly, during staff meeting time	Curriculum leads and all teaching staff	Curriculum leader time/ cover for both leaders to review school visitor book and update with evidence (every 2 weeks)	Photographs Evidence of pupil work Curriculum leader time	
	Regular learning power days throughout the academic year to remind pupils of what they are, and how they may use them in school (x3 in Autumn, x2 in Spring and x3 Summer).	Termly	Curriculum leads and all teaching staff	Curriculum leader time/ cover for both leaders to plan for LP days (termly)	Curriculum leader time Staff meeting time/ Foundation leaders meeting Discussion with colleagues Photographs from the day Evidence of activities completed Evidence in class/ school visitor portfolios	

					Evidence on the school website	
Parent/ Governor/ Community Engagement	Explanation of the learning powers to be incorporated in the induction communication to parents for September 2021	Autumn 1	Head of School and Curriculum leads	Curriculum leader time/ cover for both leaders to review induction to parents and update where necessary (Autumn 1)	School brochure. Transition PowerPoint/ packs. Intake meetings.	
	School website to display the 8 learning powers and the importance of them in our curriculum and school life, and how they impact on all staff and pupils.	Ongoing	School website manager and Curriculum leads	Curriculum leader time/ cover for both leaders to organise with MA and upload information to the school website (termly)	Photographs of displays/ pupil work Curriculum leader time Discussions with website manager	
	The 8 learning powers to be displayed on all external communications.	Ongoing	Curriculum leads and all teaching staff	HOS to ensure all letter heads and external communications display the 8 LP's	Letterhead strapline. Email signatures. Pupil school planners/ reading records. Parentmail	
	Capture parental feedback/ pupil voice in relation to the vision and the use of the learning powers at points during the academic year.	Termly	Curriculum leads	Curriculum leader time/ cover for both leaders to create a parent feedback form and capture/ analyse results (termly)	Parents' evening. Pupil voice/ parent voice survey and results	

Long Term Objectives:

2022 – 2023

- Subject leaders to ensure their subject policy includes 8 bullet points at the beginning to identify how the learning powers can be demonstrated in that subject area.
- All staff/ new starters/ parents to be given a handbook explaining the 8 learning powers and how they drive the values of the Trust.
- To create a page on the school website for Learning Powers (hyperlink from main home page)

2023 – 2024

- All teaching staff to use the assessment pro-forma to record progress in the Foundation subjects
- CPD Tracker Objective to link directly to demonstrating the Learning Powers
- Subject leaders to contribute to the Newsletters

2024-2025

- Establish and develop links with the local community
- Establish and develop links with local primary/ secondary schools

RISE PARK ACADEMIES DEVELOPMENT PLAN 2021 - 2022

School: Infant
Subject Area: Humanities (History/Geography)

SEF Heading	Intention	Timescale /Priority 1-5	Lead Staff	Resources/ Costs	Implementation	Impact
Quality of Education (including SEND, PP and disadvantaged groups)	Ensure that the children are building on existing skills and gaining new skills required to achieve progress in all areas of history/geography curriculum.	Autumn Term	Humanities lead Teaching staff	Subject leader time	<p>Clear cross-curricular links between humanities and other curriculum areas) have been established and are reflected in pupils' books/role play and displays and planning.</p> <p>Ensure objectives are included in planning and success criteria are recorded in pupils' books.(When asked children will be able to explain what they need to do to achieve the success criteria) Differentiation clearly visible in books and planning.</p>	

					Pupils actively engaged in their learning, applying their knowledge, skills and understanding, producing work of a high standard. (book looks, lesson drop ins etc.)	
	Continue to develop cross curricular links across the key stage.	Ongoing	Humanities lead Teaching staff	Subject leader time	Pupil's able to make links across the curriculum and bring meaning to their learning e.g. that they have used maths skills when reading and ordering a timeline. Planning, book looks, meeting with year groups, portfolio and lesson drop ins. Developing inquisitive skills about the wider world.	

	To ensure that all outdoor areas are being used regularly by all Year Groups across the curriculum; ensure access to WildWood at lunchtimes for all children at least once each term.	Autumn Term /Ongoing	Teaching staff MTS's	Time to meet with MTS/ Set up a timetable for year groups/ staffing	Use the Wild Wood and school grounds for teaching and learning. To highlight outdoor learning in lesson plans across all areas of the curriculum e.g. Science- living things, Art - sketching the seasons.	
	Ensure all children are provided with challenging opportunities and able to extend their geographical/historical knowledge and skills. (Next steps in humanities books)	Ongoing	Teaching staff	Leadership time to review planning.	Children experience the outdoors and take part in activities they may not have access to with their families/ at home. Next steps evident in books.	
	To carry out external trips which engages pupils' interest in the wider world.	Ongoing	Year group leaders		School trips that engage children and involve an	

			Teaching staff		element of fieldwork/topics.	
More Able Provision	Planning is appropriate and engaging to enrich all pupils including most able. Activities require and develop enquiry skills.	Ongoing	Teaching staff	Leadership time to review planning/children's books.	Clear cross-curricular links between humanities and other curriculum areas have been established and are reflected in pupils' work and books and planning. Differentiation is evident in planning and children's books.	
	Ensure planning ensures continuity of coverage and investigative skills	ongoing	Humanities lead Teaching staff	Meeting with TT Education /history lead in juniors to discuss Knowledge and skills progression across the Academy phases	Staff will set appropriate challenges and next steps. More able children are given opportunities to be reflective learners and teach/support in mixed ability groups and present work to others.	

Behaviour and Attitudes	Pupils behave appropriately inside and outside classrooms with regard to school property or location they are visiting.	Ongoing	All teaching staff		School behaviour policy adhered to at all times	
	School behaviour policy adhered to at all times.	Ongoing	All teaching staff		Information shared with parents/carers	
	To complete risk assessment before any educational visits.	Ongoing	All teaching staff		To complete risk assessment before any educational visits.	
	Encourage Eco Warriors to discuss key issues and ways forward in making the school 'Eco-friendlier'.	Termly	Humanities lead	Leadership time	Children will have regular meetings to discuss issues. (Termly)	
	Pupil voice	Termly	Humanities lead	Leadership time	Children will have regular meetings to discuss issues. (Termly)	
Personal Development, (including safeguarding and SMSC)	Ensure Humanities curriculum overview provides children with the coverage of key skills and knowledge of their local environment as well as the wider world.	Termly	Teaching staff Humanities lead	Leadership time	Children make appropriate progress in humanities and are able to demonstrate their geographical/historical knowledge and skills	

					Children understand how the past links to the present/future.	
	Ensure recommended levels of progression are evident during book looks.	Termly	Teaching staff	Leadership time to book look	Book looks, uploading of samples of work termly to google drive subject area.	
Cross-phase partnerships (RPAC)	Work closely with Junior School humanities subject lead, monitoring and refining the progression of Knowledge and Skills document, to ensure continuity across the key stages.	Autumn Term	Humanities leads	Leadership time to meet with the humanities lead/ set up coverage sheet.	<p>Termly meeting with humanities lead in junior school.</p> <p>Long term plan across both schools to show progressions from each year.</p> <p>Introduce skills/ knowledge coverage sheet that each year group has to highlight when and what they are covered. (Highlight and date)</p>	

	<p>Sharing of any resources and grounds throughout the Academy.</p> <p>Encourage staff to share resources in the humanities folder on google drive.</p>	ongoing	Infant/junior humanities leads		<p>Children develop closer links with the Junior School</p> <p>through micro-teaching</p> <p>Resources will be evident in humanities folder on google drive</p>	
	<p>Working more closely with junior humanities subject leader to seek opportunities for greater ties e.g. School bulb competition, possibility of mini teaching lessons with children working across the Academy to teach small topics.</p>	ongoing	Infant/junior humanities leads	Leadership time	<p>Children develop closer links with the Junior School through micro-teaching</p>	
Leadership and Management	<p>Check coverage across each year group and plans in any additional areas.</p>	Autumn Term	<p>Humanities lead</p> <p>Teaching staff</p>	Leadership time	<p>Long term plan revised and changes made if needed.</p>	
	<p>To monitor humanities in each year group (book look and discussion with staff and children, photographic evidence)</p>	Termly	Humanities lead	Leadership time	<p>Termly book look across the infant school and photographic evidence of displays will show</p>	

					year group consistency of teaching and learning. Photographs taken of children's work across all year groups and uploaded to google classroom file.	
	To audit humanities resources and provide a central unit for subject artefacts/resources and topic boxes. Encourage staff to share resources in the humanities folder on google drive.	Ongoing	Humanities lead Teaching staff	Leadership time to audit/resource	Humanities resources will be in one central area. Staff will be shown the resources and will be using them in their teaching. Resources evident in the humanities folder on google drive.	
	To rewrite Humanities Policy		Humanities lead	Leadership time	Humanities Policy will be updated.	
	To attend humanities CPD's to improve subject knowledge across the school.		Humanities lead Teaching staff	Cover depending on time/date of courses.	Attend CPD's and implement any relevant ideas. Teaching staff informed about any relevant CPD's and that they have attended them.	

	To produce a recording sheet to ensure that all skills are being taught throughout the year.	Autumn Term	Humanities lead	Leadership time	Skills/knowledge recording sheet being used throughout Infant school.	
Parent/ Governor/ Community Engagement	To inform parents of the Humanities curriculum via the half termly curriculum newsletter.	Termly	Humanities lead Teaching staff	Leadership time	Half termly curriculum newsletter made available to all parents/carers	
	To encourage parental support through planning – e.g. loan of artefacts, helping on school trips.	ongoing	Teaching staff Humanities lead	Leadership time	Parents visit school events and share items from home.	
	Parents receive homework with a humanities link regularly throughout the school year.	ongoing	Teaching staff		Parents assist pupils with homework tasks that are returned to school.	

Long Term Objectives:

2022 – 2023

- To continue to ensure the outside areas are well maintained and are used on a regular basis by all year groups.
- To continue to monitor teaching and learning of Humanities and that resources are best suited for this.
- To ensure there is continuity and consistency in all year groups with links to National Curriculum and cross-curricular links
- To encourage more field trips and visiting speakers, history groups from the local community
- To review and further develop the use of our local area as a resource – for example Rise Park for field studies or Fire Station
- To invite more professionals to speak about plants and farming to the school.

2023 – 2024

- To be proactive by entering local gardening initiatives - London Children's Flower Society Spring Bulb and the Summer Flower Competitions. (Started Rise Park in bloom)

- Joint trips with KS2 Eco-Warrior to recycling centres such as Murphy’s World
- Gardening club with KS1 and KS2.
- Explore multimedia experiences to enhance learning.
- Review use of Havering Museum and local trips and speakers
- Continue to source appropriate resources, including artefacts and ICT.

RISE PARK ACADEMIES DEVELOPMENT PLAN 2021 - 2022

School: Rise Park Infant School

Subject Area: Art

SEF Heading	Intention	Timescale /Priority 1-5	Lead Staff	Resources/ Costs	Implementation	Impact
Quality of Education (including SEND, PP and disadvantaged groups)	To monitor the progression of skills and knowledge across the key stage through a topic based curriculum, directed by the requirements of the National Curriculum. Review and adapt curriculum documents where necessary.	Ongoing 1	Art Lead	Subject Leader time Topic maps Planning Folders Art portfolio	Pupils actively engaged in their learning, producing quality pieces of work that show progression of skills. Evidenced in final pieces of work, books, displays and art portfolio.	
	To facilitate learning through the introduction of Art Books, allowing pupils to record their ideas, research, and evaluations	1	Art Lead Year Group Leaders Class Teachers	Subject Leader time	Pupils have a sense of ownership of their learning. Requirements of the curriculum evidenced. Cross curricular links apparent.	

	To ensure that work is differentiated appropriately to enable all pupils to access the art activities and develop their knowledge and skills.	Ongoing 1	Art Lead Class Teachers	Subject Leader time Planning	Visual aid to monitoring the progression of skills across the year groups. All children are engaged and are able to access the activities and complete the art work. Pieces of work, displays, SMSC journals.	
More Able Provision	To ensure that work is differentiated appropriately, providing opportunities for the more able artists, to extend their skills through the provision of challenging opportunities	1	Art Lead Year Group Leaders Class Teachers	Topic maps Planning (activities to include independent selection of scale, media, equipment, experimenting with line and form etc.) Opportunities to discuss artists and their style/media and influence on society. Work books	Pupils are actively engaged in their learning, applying their knowledge, understanding and skills to create a high quality piece of work. Extended skills evidenced in art folders, books, art portfolio, SMSC journals and on displays.	

	To identify the more able pupils in each year group and invite them to participate in mini-projects	3	Art Lead	Art folders Lesson observations £50 for materials Staff Meeting Half term curriculum letter	Pupils are actively engaged in their learning, researching and producing high quality pieces of work. Evidence of completed work in books or on display (photographs). Class SMSC journals Art portfolio	
Behaviour and Attitudes	To complete an art survey/interviews, to establish the enjoyment and involvement of pupils within an art lesson observation. Child's voice.	2	Art Lead Class Teachers	Subject Leader time Staff meetings Survey template	Results compiled and the outcomes shared with staff. Steps taken to address the areas raised in the survey, allowing children to deepen their understanding and learning of art topics, taking into account their wishes and needs.	

Personal Development, (including safeguarding and SMSC)	To attend relevant training to support the teaching of art in the school	2	Art Lead	Subject Leader time to attend training Staff meetings	Teachers and staff able to deliver imaginative and engaging lessons, using relevant activities and resources.	
	To ensure that art materials are safe and appropriate to use	Termly 1	Art Lead	Subject Leader time	Appropriate resources ordered that enable activities to be completed with a minimal level of risk. Evidenced in art folders, portfolio, books, SMSC journals	
	To monitor the use of group activities to research, discuss (including evaluations) and create art work.	Termly 3	Art Lead Class Teachers	Topic maps Planning Work Books Art Folders Lesson observations Photographs	Pupils are able to discuss, reflect and evaluate the work of artists, their peers and their own work using appropriate vocabulary.	
		Ongoing 1	Art Lead ICT Lead	Staff Meetings	Pupils are able to work safely, sensibly and co-	

	To ensure that clips from the Internet are screened prior to class use		Class Teachers	Internet Safety Days	operatively and when relevant, on a large scale. Pupils are able to develop their knowledge understanding and skills using safe educational video clips.	
Cross-phase partnerships (RPAC)	To arrange Arts and Cultural Week	Summer 2022 2	Leaders of Creative Arts across the Academy	£200 for additional materials	Pupils are engaged in a rich and multi-cultural curriculum.	
Leadership and Management	To review the Art Policy To audit and purchase resources for teaching the art curriculum	Summer Ongoing 1 Termly 1	Art Lead Art Lead Year Group Leads	Subject Leader time Subject Leader time Resource costs £1500 Topic maps Planning Staff Meetings	Updated policy. Quality materials are used that actively engage pupils in their learning, applying their knowledge, understanding and skills to produce	

	To liaise with DT and Music Leads to plan an Arts and Cultural Week	Summer 2022 2	Art, Music, PE, DT Leads across the Academy	Staff Meetings	<p>high quality pieces of work/products. Evidenced in portfolio, books, displays and SMSC class journals.</p> <p>Pupils have the opportunity to develop their artistic and physical skills within a chosen culture. Evidenced in completed pieces of work, SMSC class journals, displays, school walks, newsletters, portfolio and assemblies.</p>	
Parent/ Governor/ Community Engagement	<p>To inform parents, governors and the community of the art curriculum</p> <p>To invite the school community to view work and engage in Display Evenings</p>	<p>Half Termly 2</p> <p>3</p>	<p>Art Lead Year Group Leaders</p> <p>Art Lead Leaders of Creative Arts</p>	<p>Topic maps Half termly curriculum newsletters Newsletters</p> <p>Art Folders Work Books Wall displays Pieces of work/products displayed in classrooms</p>	<p>Is ongoing parental support impacting on pupil learning?</p> <p>Pupils are engaged in a rich and varied curriculum. Success and achievement is celebrated.</p>	

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Long Term Objectives:

2022 – 2023

- To monitor the results of the new curriculum documents.
- To ensure children’s voices are reflected in the planning of Art lessons.
- To continue to monitor the progression of skills across the key stage, so that they are in line with the National Curriculum requirements

2023 – 2024

- To organise a termly cross phase art activity, in which pupils will have the opportunity to work with different year groups

RISE PARK ACADEMIES DEVELOPMENT PLAN 2021 - 2022

School: Rise Park Infant School
Subject Area: Design and Technology

SEF Heading	Intention	Timescale /Priority 1-5	Lead Staff	Resources/ Costs	Implementation	Impact
Quality of Education (including SEND, PP and disadvantaged groups)	To monitor and evaluate the progression of skills across the key stage as demonstrated in the new curriculum documents.	Ongoing (2)	DT Subject Leader	Planning Lesson observations Pupil design and evaluation sheets Products Portfolio of work ½ day supply cover (£70)	Children are able to apply their knowledge, understanding and skills to engage in the process of design and making, producing a product that reflects the expectations for each year group.	
	To audit and update resources for DT and Food Technology.	Ongoing (1)	DT Subject Leader	Planning Curriculum maps Subject overviews Resource costs ~£500	Planning Pupils are actively engaged in their learning, able to apply their knowledge, understanding and	

				Supply cover: Two 1/2 days £140	skills to design and make high quality products, using appropriate resources. Portfolio of work	
More Able Provision	To consider introducing DT/Food Technology workshops/links in Years 1 and 2, for high attaining pupils	Summer 2022 (3)	DT Subject Leader	Planning Curriculum maps Subject overviews Resource costs ~£500	Children are able to apply their knowledge, understanding and skills to engage in the process of design and making. Children have a better understanding of a healthy and varied diet and the processes and skills required to prepare dishes.	
Behaviour and Attitudes	To speak to the children and create evaluation sheets to understand their views and needs on D+T and reflect on this. To ensure the development of personal/ social skills and behaviour in DT/Food Technology lessons.	Ongoing (3) Ongoing (2)	DT Subject Leader DT Subject leader, Teaching Staff	Pupil design and evaluation sheets Planning Lesson observations	Through the children's voice DT lead will be able to monitor and ensure of a varied DT curriculum. Children are able to discuss ideas, working safely, sensibly and cooperatively (partnered and	

					group activities) to produce an end product. Photographs of children during design and making process.	
Personal Development, (including safeguarding and SMSC)	To ensure that clips from the Internet (e.g. You Tube) are screened prior to class use.	Ongoing (1)	DT Subject leader, Teaching Staff	Staff Meetings Planning	Children are able to develop their knowledge, understanding and skills using safe educational video clips.	
	To ensure that equipment used has undergone the necessary safety checks.	Ongoing (1)	DT Subject leader	PAT testing	Level of risk is minimal.	
Cross-phase partnerships (RPAC)	Regular meetings with D+T subject lead in KS2 for updates across the year groups.	Ongoing (3)	DT Subject leader		Subject leader shares developments/updates in DT with staff.	
Leadership and Management	To keep updated with new developments in D&T	Ongoing (2)	DT Subject leader	Attend Subject Leader meetings.	Subject leader shares	

	<p>To ensure staff are aware and understand the new curriculum documents. Make changes as necessary. To ensure all classes create a 3D model during Arts week.</p> <p>To liaise with Music/PE/Art Subject leaders to organise events/workshops that will take place during the Arts week.</p>	<p>Ongoing (2)</p> <p>Summer 2019 (3)</p> <p>Summer 2019 (2)</p>	<p>DT Subject lead D&T/ Art Subject leader</p> <p>Art/Music/PE/D&T Subject leaders</p>	<p>Staff meeting</p> <p>Staff Meeting</p>	<p>developments/updates in DT with staff.</p> <p>Subject leader shares developments/updates in DT with staff.</p> <p>Pupils will have the opportunity to develop their artistic and DT skills</p> <p>Pupils will have the opportunity to develop their artistic and physical skills and techniques</p>	
Parent/ Governor/ Community Engagement	<p>To continue to keep the governors informed of changes in the planning and delivery of D&T through a topic based approach.</p>	<p>Ongoing (1)</p>	<p>DT subject leader</p>	<p>Planning</p>	<p>Governors have a clear understanding of how D&T is implemented within the new curriculum.</p>	

	To inform parents of the D&T curriculum, via half termly curriculum letters and meetings.	Ongoing (1)	DT Subject leader Year group teams	Curriculum map Half termly curriculum letters	Is on-going parental support impacting on pupil learning?	
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Long Term Objectives:

2022 – 2023

- To review and evaluate the impact of the new curriculum documents.
- To continue to review and update resources.
- To monitor the impact of workshop/links in Years 1 and 2 for high attaining pupils.

2023 – 2024

- To continue to review and update resources.
- To monitor the impact of the curriculum documents.

RISE PARK INFANT SCHOOL DEVELOPMENT PLAN 2021 - 2022

School: Rise Park Infant School
Subject Area: PE

SEF heading	Intention	Timescale/ Priority 1-5	Lead Staff	Resources/ Costs	Implementation	Impact
Quality of Education (including SEND, PP and disadvantaged groups)	Ensure all ability groups and children with disabilities are able to access all PE activities/resources.	Ongoing (3)	All teachers	No costs	All children able to access all PE lessons and the correct equipment is available for them to achieve learning a skill.	
	Re-organisation of all PE equipment to ensure the correct amount and type is available for lessons to be inclusive.	Autumn (1)	PE Coordinator	No cost	Amalgamate Year 1 & 2's equipment so there is one whole class set of everything. Remaining equipment to be stored away and used for top up.	

More Able Provision	Ensure that children who display a natural talent for a sport are chosen to attend external competitions.	Throughout the year (2)	PE coordinator	Cost of mini bus to get to external competitions – Average 4/5	More able children have been recognised and chosen to participate in a selective external competitions, in order to focus on extending their abilities.	
Behaviour and Attitudes	All staff working with children need to ensure that children are informed of the possible dangers when using equipment E.g. swinging back with a bat, too close when skipping. Rules/fairness of playing games and respecting the equipment. The school values are reinforced through PE lessons.	Ongoing (1)	All staff	No costs needed	Prevention of accidents. Good attitude towards their learning, each other and the use of equipment. The 8 school values are being reflected in the children's learning and achievements.	
Personal Development, (including safeguarding and SMSC)	Ensure all PE equipment is safe and appropriate for teaching specific skills.	Ongoing (1)	PE Coordinator – weekly Class teachers – each lesson before use	No costs	PE equipment is safe to use.	

	Organise a gym apparatus inset to ensure safe handling for staff, to then teach to the children.	Autumn (1)	PE Coordinator	No cost	Apparatus inset has taken place and staff are confident in how gym equipment is used.	
Cross-phase partnerships (RPAC)	Links with KS1 and KS2 – a sporting activity morning to be held with Yr2 and Yr5.	Summer term (3)	Year 2 & 5 class teachers	No cost	Date in the diary for this event.	
Leadership and Management	To continue to support staff with scheme of work.	Ongoing (1)	PE Coordinator All staff	No cost	P.E. planning reflects half termly topics where possible.	
	To monitor and observe class lessons to see the progressions of PE skills across the year groups.	Termly (2)	PE Coordinator	Subject time to observe lessons being taught	Subject leaders monitoring checklists	
	Review success of team competitive sports day. (KS1 & 2)	Summer term.(2)	Subject Leader and staff	No cost	Liaise with Year 2 & 5 Year Leaders for feedback on the event.	
Parent/ Governor/ Community Engagement	Inform parents of the PE curriculum via a year group information sheet.	Termly (3)	Class teachers	No cost	Termly Curriculum Newsletters are sent to parents.	

	Meet with the PE Governor to discuss various aspects of PE within KS1 and KS2.	Summer term (3)	PE Coordinator KS1 & 2 PE Governor	No cost	All parties involved with PE are working together and have knowledge of current events across the Academy.	
	Invite parents and Governors, PTA to sports day.	Summer term (3)	PE Coordinator to run. All staff to support.	Water bottle and reward ribbon for each child.	All staff involved to have knowledge of activity set up and competition procedure.	

2022 – 2023

- To participate in upcoming competitions in 2022/2023
- To update policy
- To organise sports day
- Continue to develop intra sporting activities across the key stages
- Continue to monitor and review all schemes of work

2023 – 2024

- To participate in upcoming competitions in 2023/2024
- To organise sports day
- Continue to develop intra sporting activities across the key stages
- Continue to monitor and review all schemes of work

RISE PARK ACADEMIES DEVELOPMENT PLAN 2021 - 2022

School: RISE PARK INFANT

Subject Area: R.E.

SEF Heading	Intention	Timescale/Priority 1-5	Lead Staff	Resources/ Costs	Implementation	Impact
Quality of Education (including SEND, PP and disadvantaged groups)	<p>To produce lessons that are highly engaging and stimulating and make use of the range of resources/ artefacts that the infant school has available.</p> <p>To ensure learning is accessible to all pupils and that opportunities for discussion are embedded.</p>	1	RE lead Class teachers	Purchase of any new resources/artefacts if needed £100-£150	<p>Evidence of RE teaching is seen across the curriculum in folders, books, displays, planning.</p> <p>Teachers are using practical resources and religious artefacts, with confidence, to support the teaching of RE.</p> <p>Children are responding well to</p>	

					different types of questions. PlanBee is used as a basis for the teaching and learning	
	To provide opportunities for children to explore religion through creative and where possible, enquiry-based activities. Children are given opportunities to reflect on their own beliefs and practices.	1	Class teachers		Evidence in book looks. LO and SC are marked according to the school's policy. PlanBee is used as a basis for the teaching and learning.	
More Able Provision	To encourage higher order thinking and questioning skills in more able children. Encourage children to share their personal experiences with the class E.g. celebrations, rites of passage through a show and tell activity.	Ongoing	Class teachers		There is evidence of children's growing thinking skills in their books/ during lesson observations. Children are able to ask questions about the world and beliefs whilst appreciating and comparing the beliefs/ faiths of others.	

	Discuss how thinking skills can be promoted. Use Talk Partners to foster collaboration				Teachers are seen to be encouraging these beliefs through use of open ended questions rather than closed/ information recall. Observe some teaching of the subject. Complete an audit of staff confidence within the subject. Ask open ended questions with multiple possibilities. Links to SMSC and PSHE are encouraged.	
Behaviour and Attitudes	To support children to further develop their understanding and appreciation of others' views, beliefs and cultures.	Ongoing	RE Lead Class teacher		Observations to be made at all times by all staff members particularly during educational visits or introducing some sensitive issues in class/assemblies	

					Inclusive displays in the hall/ classroom/ portfolios celebrating beliefs/ traditions of the school.	
	Encourage pupils to continue to exhibit positive attitude and behaviour towards their learning within lessons, during educational visits and assemblies. Children to follow school's behaviour policy all the time.	Ongoing	Class teacher		Children to demonstrate a respect for different cultures and values as incorporated in our British values.	
Personal Development, (including safeguarding and SMSC)	Attend any relevant training to support the teaching of RE in the school. To ensure links in RE are made between SMSC and PSHE. To ensure opportunities are provided for children to be reflective learners.	Ongoing	RE lead		Staff CPD attended and cascaded to all relevant staff within the school. Pupil survey	

Cross-phase partnerships (RPAC)	<p>To engage with KS2 RE lead and reflect on the practice of RE within the academy and the sharing of materials and resources.</p> <p>To discuss with KS2 RE lead opportunities for external trips and visitors to the school.</p>	Ongoing	RE lead		<p>Audit of RE resources shared within the academy.</p> <p>Visits to local places of worship or external visitors to share their beliefs and practice</p>	
Leadership and Management	<p>To monitor the teaching of RE using the PlanBee scheme as a basis and ensure quality RE teaching across the school through observations/ RE drop-ins and book looks.</p>	Ongoing	RE lead Class teacher	Cover needed to conduct book looks/ RE observations/ drop-ins.	<p>RE is taught consistently well across the school with greater staff knowledge, understanding and confidence of RE topics.</p> <p>Teachers show confidence when teaching RE and the learning and work produced by children is of a good standard and in some cases outstanding.</p>	
Parent/ Governor/ Community Engagement	<p>To investigate and regulate ways of bringing in visitors/ parents who may wish to visit school to share their own</p>	Ongoing	Year group leader RE lead Class teacher			

	examples of faith and celebrations.					
	To inform parents, governors, community of the RE curriculum via the curriculum newsletter.	Ongoing	Year group leader RE lead		Parents, governors and community are made aware of the current RE topics being covered each term. Opportunities for learning can be reinforced at home.	

Long Term Objectives:

2022 – 2023

- **To organise a ‘bank’ of parents/ carers/ visitors from the local community who can discuss faith and celebrations with pupils as children move through the school.**
- **Organise visits to a wider range of religious places of worship and visits from a wider range of religious leaders.**
- **There is a range of evidence that RE is being taught in a creative and engaging way to stimulate children’s learning.**

2023 – 2024

- **To ensure all teaching in RE. is at least good**
- **To improve the quality and effectiveness of questioning, marking and feedback to ensure that it has a direct impact upon outcomes for children**
- **To improve the teaching of and provision for the more able children across the school so that a significant proportion of lessons are outstanding**

RISE PARK ACADEMIES DEVELOPMENT PLAN 2021 - 2022

School: Rise Park Infant School

Subject Area: PSHE/ RSHE

SEF Heading	Intention	Timescale /Priority 1-5	Lead Staff	Resources/ Costs	Implementation	Impact
Quality of Education (including SEND, PP and disadvantaged groups)	To embed the new RSHE scheme of work Discovery Education, which has many overlaps in its objectives and learning with PSHE/ SMSC/ RE.	1	PSHE Subject Lead Year Group Leads Infant Head Teacher	Full purchase of RSHE Discovery Education when trial ends in October (£695 for scheme and resources for both schools).	Planning of PSHE/ RSHE will be detailed, challenging and engaging for all pupils and create many opportunities for thinking and discussion.	
	To order sets of high quality, differentiated texts for each class that are based around PSHE/ RSHE themes to ensure children	2	PSHE Subject Lead All teaching staff	Staff Meeting Costs in purchasing texts – around £400.	A staff meeting where staff explore the new texts together, how they	

	are provided with many opportunities to develop their thinking and discussion skills.				would use them to support PSHE/ RSHE will develop examples of questions related to the book that will then encourage children's critical thinking.	
	To ensure staff are confident at delivering lessons that support and challenge pupils at all levels.	1	PSHE Subject Lead Year Group Leads Infant Head Teacher	Staff Meeting	Staff are comfortable and keen to teach the subject and able to assess children's progress effectively.	
More Able Provision	To develop the thinking skills, including critical thinking of more able children during PSHE/ RSHE sessions.	2	PSHE Subject Lead All teaching staff TA's/ LSA's	-	Children's learning in the subject is deep and they are confident at communicating their thinking/ understanding.	
	To order sets of high quality, differentiated texts for each class that are based around PSHE/ RSHE themes to ensure children are provided with many opportunities to develop their thinking and discussion skills.	2	PSHE Subject Lead All teaching staff	Staff Meeting Costs in purchasing texts – around £400.	A staff meeting where staff explore the new texts together, how they would use them to support PSHE/ RSHE and develop examples of questions related to the book.	

Behaviour and Attitudes	To provide sports equipment to develop physical health at lunchtime.	3 on-going	PSHE Subject Lead PE lead Mrs Curwood/ Midday Assistants	Future costs of replacing/ purchasing any equipment for use at lunchtime e.g. balls, skipping ropes, etc. Approx. £100	Resources are available to develop the outside area and lunchtime clubs, encouraging positive behaviour, supporting mental well-being and supporting children's social skills.	
	To provide creative activities that children can access during lunchtime (e.g. drawing/ colouring/ reading) to support children's social skills and well-being.	3 on-going	PSHE Subject Lead Mrs Curwood/ Midday Assistants	Future costs of purchasing any equipment for use at lunchtime e.g. pens, clipboards, etc. Approx. £50	Resources are available to develop the outside area and lunchtime clubs, encouraging positive behaviour, supporting mental well-being and supporting children's social skills.	
	To reinforce the school's Learning Powers and Golden Rules directly during PSHE/ RSHE lessons as well as the wider curriculum and school life (e.g. lunchtimes).	1	PSHE Subject Lead All school staff Mrs Curwood/ Midday Assistants	-	Staff and children have a deeper understanding of the Learning Powers and they are commonly spoken about.	
Personal Development, (including safeguarding and SMSC)	To lead staff meetings to gather evidence of staffs feelings/ opinions/ suggestions about PSHE teaching and learning as well as collecting evidence of work produced from the children.	2	PSHE Subject Lead Teaching Staff Infant Head Teacher	Staff Meeting	Children are completing a variety of work and activities that reflect the PSHE/ RSHE objectives.	

Cross-phase partnerships (RPAC)	To make sure the PSHE policy and scheme of work has been shared with all year groups as well as KS2 subject lead to reflect the academy trust.	1	PSHE Subject Lead – Infant/ Junior	-	There is consistency between the Infant/ Junior schools.	
Leadership and Management	To look for and attend relevant training courses for key staff.	3	PSHE Subject Lead – Infant/ Junior	-	Training of staff is up to date.	
	To support staff to develop their knowledge, understanding and confidence in delivering high quality PSHE teaching and supporting children’s thinking in areas of learning.	2	PSHE Subject Lead	Staff Meeting	Teaching and learning is purposely, creative and challenging leading to high quality work from pupils.	
Parent/ Governor/ Community Engagement	To ensure that parents/ carers, director’s, school community are informed of the PSHE curriculum via the curriculum newsletter and appropriate documents.	2	PSHE Subject Lead Year Group Leads Infant Head Teacher	-	The school community are all aware of the aims of PSHE/ RSHE in the school learning environment.	

Long Term Objectives:

2022 – 2023

- To monitor the implementation of physical and creative activities that the children can take part in during lunchtimes to support their physical and mental health (post-Covid restrictions).
- To monitor the teaching and learning of PSHE/ RSHE across the Infant school.

2023 – 2024

- To review how planning and teaching of PSHE/ RSHE is developing children’s thinking skills.

- To monitor the teaching and learning of PSHE/ RSHE across the Infant school.

RISE PARK ACADEMIES DEVELOPMENT PLAN 2021 - 2022

School: Rise Park Infant School

Subject Area: RSHE

SEF Heading	Intention	Timescale /Priority 1-5	Lead Staff	Resources/ Costs	Implementation	Impact
Quality of Education (including SEND, PP and disadvantaged groups)	To embed the new scheme of work RSHE Discovery Education, which has many overlaps in its objectives and learning with PSHE/ SMSC/ RE/ Computing whilst ensuring all PSHE objectives are being covered (PSHE Association).	1	RSHE Subject Lead Year Group Leads Infant Head Teacher Parents/ carers	Full purchase of RSHE Discovery Education when trial ends in October (£695 for scheme and resources for both schools).	Parents/ carers and staff will be consulted about RSHE at RISE PARK ACADEMIES. A sample of pupils will also be spoken as RSHE is embedded. Planning of RSHE will be detailed, challenging and	

					engaging for all pupils and create many opportunities for thinking and discussion.	
	To order sets of high quality, differentiated texts for each class (classroom book boxes) that are based around RSHE themes to ensure children are provided with many opportunities to develop their thinking and discussion skills.	2	RSHE Subject Lead All teaching staff	Staff Meeting Costs in purchasing texts – around £400.	A staff meeting where staff explore the new texts together. How they would use them to support RSHE will develop examples of questions related to the book that will then encourage children's critical thinking.	
	To ensure staff are confident at delivering lessons that support and challenge pupils at all levels and teach the strands of RSHE.	1	RSHE Subject Lead Year Group Leads Infant Head Teacher Teachers and support staff	Staff Meeting	Staff are comfortable and keen to teach the subject and able to assess children's progress effectively.	
More Able Provision	To develop the thinking skills, including critical thinking of more able children during RSHE sessions.	2	RSHE Subject Lead All teaching staff TA's/ LSA's	-	Children's learning in the subject is deep, yet respectful and tolerant of others views, and they are confident at communicating their thinking/ understanding.	

	To order sets of high quality, differentiated texts for each class that are based around RSHE themes to ensure children are provided with many opportunities to develop their thinking and discussion skills.	2	RSHE Subject Lead All teaching staff	Staff Meeting Costs in purchasing texts – around £400.	A staff meeting where staff explore the new texts together, how they would use them to support RSHE and develop examples of questions related to the book.	
Behaviour and Attitudes	To establish positive classroom environments where children can discuss, listen to others and develop their own views in a respectful, constructive manner.	3 on-going	RSHE Subject Lead All teaching and support staff Parents/ carers	Costs of providing any necessary class resources to support this atmosphere e.g. worry boxes, cuddly toys to help turn-taking. Approx. £100	Resources are regularly used to support routines in RSHE sessions and children are engaged and very clear about the structure/ ground rules of RSHE in the classroom.	
	To reinforce the school's Learning Powers and Golden Rules directly during RSHE learning as well as the wider curriculum and school life (e.g. lunchtimes).	2	RSHE Subject Lead All school staff Mrs Curwood/ Midday Assistants Parents/ carers	-	Staff and children have a deeper understanding of the Learning Powers and they are commonly spoken about.	
Personal Development, (including safeguarding and SMSC)	To lead staff meetings to gather evidence of staffs feelings/ opinions/ suggestions about RSHE teaching and learning and discuss possible scenarios.	2	RSHE Subject Lead Teaching and support staff Infant Head Teacher	Staff Meeting	Staff are confident at discussing/ teaching RSHE and also aware of how report any relevant issues, especially	

					those related to safe-guarding.	
Cross-phase partnerships (RPAC)	To make sure the RSHE policy and scheme of work has been shared with all year groups as well as KS2 subject lead to reflect the academy trust.	1	RSHE Subject Lead – Infant/ Junior	-	There is consistency between the Infant/ Junior schools about how RSHE has been implemented.	
Leadership and Management	To look for and attend relevant training courses for key staff.	3	RSHE Subject Lead – Infant/ Junior	-	Training of staff is up to date.	
	To support staff to develop their knowledge, understanding and confidence in delivering high quality RSHE teaching and supporting children’s thinking in areas of learning.	1	RSHE Subject Lead	Staff Meeting	Teaching and learning is purposeful, creative and challenging, leading to high quality work from pupils.	
Parent/ Governor/ Community Engagement	To ensure that parents/ carers, director’s, school community are informed of the RSHE curriculum through consultation via appropriate documents.	1	RSHE Subject Lead Year Group Leads Infant Head Teacher Parents/ carers	-	The school community are all aware of the aims of RSHE in the school learning environment and an overview of learning across the year groups.	

Long Term Objectives:

2022 – 2023

- To review the impact of the classroom PSHE/ RSHE Book boxes upon the teaching of RSHE specifically.

- To monitor the teaching and learning of RSHE across the Infant school, especially the use of Discovery education to support RSHE.

2023 – 2024

- To review how planning and teaching of RSHE is developing children’s thinking skills.
- To monitor the teaching and learning of RSHE across the Infant school.

RISE PARK ACADEMIES DEVELOPMENT PLAN 2021 - 2022

School: Infant School
Subject Area: SMSC

SEF heading	Strategic Planning Area	Timescale/ Priority 1-5	Lead Staff	Resources/ Costs	Success Criteria	Monitoring/ Review Of Progress
Quality of Education (including SEND, PP and disadvantaged groups)	To ensure a rolling programme of assemblies is devised, which focuses upon a diverse range of spiritual, moral, social and cultural themes, including topical customs/traditions and rapid response sessions re world events.	On-going	Infant HoS/SMSC leader/ RE leader/ Class teachers	www.assemblies.org.uk	All pupils are receiving a broad and balanced collective worship sessions, which give them the opportunity to explore and question different values and beliefs.	
	To ensure a range of extra-curricular clubs are provided e.g., Dance, Football,	On-going	Class teachers/ Teaching assistants/Volunteer			

	<p>Fitness, Badminton, Choir, Orchestra, Art and Enterprising clubs etc. provide a wider conceptual and linguistic framework within which the children can learn about other cultures.</p>	Ongoing	Parent/External Providers		Extra-curricular opportunities cater for the holistic development of every child.	
	<p>British values to be evident throughout the school. This should be seen in displays throughout the school and in classrooms.</p>	Autumn term 2021/22	HT/DHT/SMSC / RE / PSHE Leader/ Class Teachers/ Mid-day assistants/ other stakeholders within the school	British values display materials	<p>All stakeholders will demonstrate British values within school. British values display board updated and made interactive. All classrooms provided with updated display materials.</p>	
	<p>To complete new SMSC audit across the Infant School ensuring evidence of SMSC is clear in all classrooms, that posters are displayed, school council is running and portfolios are being used and that children are aware of the terminology of SMSC.</p>	Autumn term 2021/22	SMSC Leader/ Class teachers		<p>SMSC is evident in all areas of school life and its community.</p>	

	To plan key events throughout the year to support SMSC (Remembrance Day and Queen's Platinum Jubilee)	Ongoing	HT / SMSC Leader/ Class teachers		Whole school events to take place throughout the year making links to SMSC.	
More Able Provision	School Council. School councillors to be selected in class and ensure meetings are consistently taking place	Autumn Term 2021/22	Subject Leader and Infant HoS	School council posters in classrooms	Half termly meetings will be held to discuss important issues within school; meetings will follow Class Circle Time discussions.	
	To provide lunchtime Philosophy Club selected Yr 2 Higher Achievers	Ongoing	Subject Leader/class teachers	List of G&T pupils from class teachers	Weekly lunchtime discussion club to be held.	
	Explore Councillors visiting other schools to widen their knowledge/ understanding of different socio-economic backgrounds.	Spring or Summer Term 2021/22	Subject Leader and Infant HoS	Transport cost dependent on location.	School Councillors will meet up with children from another school.	

<p>Behaviour and Attitudes</p>	<p>To ensure staff, governors and pupils, the interactions between people and the way they care for one another demonstrate an understanding that SMSC and British Values underpin all areas of school life.</p> <p>To ensure the quality of the physical environment, the range of opportunities provided by the school both within the curriculum and beyond it, the relationship developed by the school with the wider community and school communication all have a part to play.</p>	<p>Ongoing / priority 1</p>	<p>Subject Leader Senior Management All teaching and non-teaching staff All pupils Volunteer helpers Outside agency clubs and visitors to the school</p>	<p>Displays Pupil voice questionnaire</p>	<p>Each child given the opportunity to explore social and moral issues; develop a sense of social and moral responsibility and promote the British Values.</p> <p>Provide children with opportunities to explore and develop: their own values and beliefs; their own spiritual awareness; their own high standards of personal behaviour; their team and collaborative skills; a positive, caring attitude towards other people; an understanding of their social and cultural traditions; an understanding of</p>	
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					<p>democratic processes and the law in England; an appreciation and acceptance of the diversity and richness of their cultures;</p> <p>their opportunities to experience other cultures; their ability to celebrate each other's successes; their access to a range of educational visits</p>	
Personal Development, (including safeguarding and SMSC)	School Council / Class Circle Times to consider and discuss these areas as part of regular half-termly meetings e.g. what can we do in school to stay safe/ healthy etc. also link with PE Lead re. Healthy School Initiatives and PSHE lead re wellbeing, Computing lead re online safety.	Autumn Term 2021 / 2022	SMSC lead/ class teachers/ PE lead/ PSHE lead/ Computing lead	Timetables showing PSHE/SMSC/Circle time slots Posters with post it notes evidence discussions Children's comments in class portfolios for older year groups	Regular half termly circle times/ meetings held for discussions.	

<p>Cross-phase partnerships (RPAC)</p>	<p>Re-establish links across Rise Park Infant and Junior Schools, as part of the RISE PARK ACADEMIES, to ensure continued shared resources and working patterns, smooth transition, economies of scale and improved communication channels within the wider school community.</p> <p>Hold joint School Council meeting.</p>	<p>Autumn Term 2021/202</p>	<p>SMSC Lead/ KS2 school council lead/Infant HoS</p> <p>SMSC Lead/ KS2 school council lead/Infant HoS</p>	<p>Transport costs</p>	<p>Termly meeting held between SMSC leaders.</p> <p>Joint School Council meeting held to review achievements for the year.</p>	
<p>Leadership and Management</p>	<p>Ensure links with PSHE/ RE/ School Council/ SENCO/ Midday leaders and other relevant members of staff are maintained regarding SMSC so that provision continues.</p>	<p>Ongoing</p>	<p>HT/DHT/SMSC / RE / PSHE Leader/ Class Teachers/ Mid-day assistants/ other stakeholders within the school</p>	<p>List of all staff and roles within school. Cross-curricular mapping document</p> <p>List of key vocabulary</p> <p>Pupil voice questionnaire</p>	<p>Evidence of SMSC throughout the school.</p> <p>Pupil voice questionnaire will show that children are aware of key terminology and how SMSC is</p>	

					part of their daily life.	
Parent/ Governor/ Community Engagement	To continue to encourage a wider range of visitors such as police/ fire service/ gardening support and other volunteers to come to school to encourage creativity/ support curriculum/ learning/ reading support. In particular invite parents/grandparents to be more involved as volunteers.	Autumn term 2021/22	Subject Leader/Year Group Leaders/ Class Teachers/ Office	List of parents religions from office in order to approach them about sharing their experience.	Children will benefit from first-hand experience/ knowledge given by volunteers. Parents/carers can share religious insights, jobs and involvement in the community. Contact local emergency services, businesses and parents re visits.	

Long Term Objectives:

2022 – 2023

- Pupil voice to be carried out in autumn term to check children’s understanding of SMSC.
- Explore fundraising events to support children’s understanding of SMSC.
- Build links across all areas of the curriculum

2023 – 2024

- Pupil voice to be carried out in autumn term to check children’s understanding of SMSC.
- Increase the role of the school council.

2024 - 2025

- Pupil voice to be carried out in autumn term to check children’s understanding of SMSC.
- SMSC quality mark

RISE PARK ACADEMIES DEVELOPMENT PLAN 2021 - 2022

School: Rise Park Infant

Subject Area: Music

SEF heading	Intention	Timescale /Priority 1-5	Lead Staff	Resources/ Costs	Implementation	Impact
Quality of Education (including SEND, PP and disadvantaged groups)	To continue to develop the use of Music within the wider KS1 and EYFS Curricula.	Summer 2022	Music subject leader Teaching Staff	Subject Leader time for monitoring, planning, lesson observations, pupil interviews	Music is being used to support learning in the wider Curriculum.	
	To implement and follow the scheme of work, the new version of Music Express, across the Infant School while adding in other teacher-led creative ideas to enhance the scheme in music planning and in the wider curriculum.	Summer 2022	Music subject leader Teaching Staff	Monitoring, planning, lesson observations, pupil interviews	Music Express is being used alongside teacher planned activities.	
		Summer 2022	Music subject leader Teaching Staff		Staff to evidence music provision and	

	To ensure evidence of children's progression in music is being captured half-termly.			Monitoring, planning, lesson observations, pupil interviews	new skills taught to pupils in their class area of the network once every half term. EY's – Capture on 2Simple and in their Learning Journeys ongoing.	
More Able Provision	To update the gifted and talented register in Music and make provision for these children to be challenged within this area through a level of challenge in lessons and extra-curricular activities. To continue to book high-quality Music workshop days in conjunction with the Junior School where all children can participate and achieve.	Half termly Arts Week 2022	Music subject leader Teaching Staff Infant and Junior Music subject leaders	Subject leader time for monitoring, planning, lesson observations, pupil interviews. Peripatetic Music Teacher once a week. £500 - workshop costs.	Pupils with any talents are identified and encouraged to develop their musical talents within and outside school. Music workshops are booked in for Arts Week.	
Behaviour and Attitudes	To increase children's enjoyment of music by inviting Junior children who are learning an instrument to play to the Infants in assemblies during the year and sometimes Infant children who play an instrument playing to the Juniors.	Termly	Music subject leaders in both schools	Time to be allocated in Assemblies.	Children learn about other instruments by hearing live music, listening with concentration and appreciating how sounds can be	

					made in different ways.	
<p>Personal Development, (including safeguarding and SMSC)</p> <p>Cross-phase partnerships (RPAC)</p>	<p>To replace old/damaged instruments where necessary. Purchase and organise new instruments.</p> <p>Opportunities for KS2 children to perform to KS1 and KS1 Children to play/sing to the KS2 children.</p>	Autumn 2021 and ongoing	Music subject leader	<p>Subject leader time. Musical instrument audit.</p> <p>Time to store instruments safely at the end of each half term. Time to put instruments back in correct places again beginning of each half term.</p> <p>Time to be allocated in Assemblies or at other suitable times.</p>	<p>Instruments are in good condition and safe enabling children to learn effectively.</p> <p>Children learn about other instruments by hearing live music.</p>	
Leadership and Management	To support Staff with the implementation of the Music Scheme "Music Express".	Autumn 2021 and ongoing	Music subject leader	Staff meetings Subject leader time to work with Staff.	Staff are confident with the "Music Express" Music scheme.	

	To support Staff in exploring other avenues in which to teach music. (E.g. through using a picture book to inspire composition, song writing based on topics learning, looking at great composers in history etc.).			Staff meetings, Year group meetings.	Other means are used to teach music. E.g. through using a picture book to inspire composition, song writing based on the current topic, looking at great composers in history, etc.	
Parent/ Governor/ Community Engagement	To share musical success with parents, directors, governors and other visitors during concerts and display evenings.	Autumn 2022 and ongoing	Music subject leader CC leader	Governors' meetings Curriculum meetings	Governors and parents are aware of the current Music provision.	

Long Term Objectives:

2022 – 2023

- To continue using the updated “Music Express” scheme.
- To continue to ensure evidence of music lessons is being captured on a regular basis demonstrating a broad and balanced curriculum.
- To ensure all children in the school have ready access to tuned and untuned percussion instruments including multicultural instruments.
- To continue reviewing and resourcing instruments to ensure high-quality music provision.

- To continue to ensure that children with talents in the subject are challenged to help them develop their skills further.
- To ensure there are some Assemblies, participation and performances through the year held jointly with the Junior School.

2023 – 2024

- To continue using the updated “Music Express” scheme.
- To continue to ensure evidence of music lessons is being captured on a regular basis demonstrating a broad and balanced curriculum.
- To ensure all children in the school have ready access to tuned and untuned percussion instruments including multicultural instruments.
- To continue reviewing and resourcing instruments to ensure high-quality music provision.
- To continue to ensure that children with talents in the subject are challenged to help them develop their skills further.
- To ensure there are some Assemblies, participation and performances through the year held jointly with the Junior School.

RISE PARK ACADEMIES DEVELOPMENT PLAN 2021 - 2022

School: Rise Park Infant School

Subject Area: Assessment

SEF Heading	Intention	Timescale /Priority 1-5	Lead Staff	Resources/ Costs	Implementation	Impact
Quality of Education (including SEND, PP and disadvantaged groups)	Re-establish Pupil Progress Meetings each term with class teachers, the English and Maths Leader as well as the Inclusion Manager. Discussion is based around the children's' needs and the support to be provided. Teachers to attend meetings with most recent provision maps.	1 Termly	Assessment Leader/ English/ Maths Leader/ Inclusion Manager	Cover x 2 (internal)	Termly pupil progress meetings are embedded into yearly practice and inform the SLT/core subject leaders of the performance of different groups/ cohorts across the school.	
	Teachers set end of year targets based on the children's end of EYFS outcomes or baseline	1 September / October	Assessment Leader	Progress Tracking Grids	Teachers set end of year target milestones based	

	outcomes from Spring 2, so that teachers are aware of those pupils who need to make accelerated progress and ensure all pupils remain on track. These to be submitted to Assessment/English/Maths Leader in early Autumn 1.				on EYFS outcomes or baseline outcomes from Spring 2 to ensure all pupils are on track.	
	Track the progress and attainment of groups of children, including Vulnerable Pupils, Disadvantaged, Non Disadvantaged, More Able, Boys/ Girls, SEN, Non FL, KS1 Middle Attainers and White British Boys for reading, writing and maths against their baseline milestone (milestone from the end of the previous year).	1 Termly	Assessment Leader	Progress Tracking Grids SIMs assessment marksheets	The progress of all children in every year group is monitored against their baseline milestone. Pupils who are not making required progress are identified on termly provision maps and additional intervention put in place.	
More Able Provision	Monitor more able progress through termly data analysis in reading, writing and maths	2 Termly	Assessment Leader/ Subject Leaders	SIMs assessment marksheets	More able pupils making clear progress with some evidence of accelerated progress.	
Behaviour and Attitudes	Ensure that pupils are involved in the ongoing, regular assessment and review of their own learning in all areas of the curriculum, including: self-assessment against the success criteria, peer-assessment, reviewing termly	2 Ongoing	Assessment Leader/ English Leader/ Maths Leader/ Foundation Subject Leaders	Pupils' work	Pupils are actively involved in regularly reviewing their own learning and this is evident in pupils' books.	

	targets and editing/up-leveilling their work for improvement.					
Personal Development, (including safeguarding and SMSC)	Vulnerable pupils (e.g. PP, SEN, EAL, Non-PP, WBB, VP) are identified and their progress and attainment tracked on a termly basis. This information is shared with the Inclusion Manager for intervention planning.	1 Termly	Assessment Leader/ Inclusion Manager	Termly Provision Maps, assessment data	Vulnerable pupils' needs are analysed termly and any interventions required are provided.	
Cross-phase partnerships (RPAC)	KS1 and KS2 Assessment Leaders (along with SLT) moderate KS1 test outcomes before final data is submitted if applicable	1 July 2022	Assessment Leaders/SLT	Meeting time	Moderation of KS1 outcomes is completed before data is submitted if tests are reintroduced.	
	Review the Assessment, Recording and Reporting Policy to reflect any changes made e.g. assessment across the curriculum.	2 Autumn	Assessment Leaders	Meeting time	The policy is reviewed and changes made where necessary to reflect the current practice of assessment across the two schools.	
	Provide opportunities for teachers to moderate milestone judgements across the Trust. This is to be identified on the monitoring cycle/staff meeting cycle. Add moderated work to writing portfolio.	2 At least twice	Infant/ Junior Assessment Leaders	Staff meeting time	Teachers are provided with time to moderate across the key stages to develop confidence in reaching an	

					accurate milestone of pupils' outcomes.	
Leadership and Management	Monitoring cycle is established at the beginning of the year for observations, book looks, surveys, submission of assessment data etc. and shared with all staff.	1 September	SLT/ Subject Leaders/ HofS	Monitoring cycle Cover needed for subject leaders to complete monitoring tasks	All termly monitoring is undertaken by distributed leadership team/ subject leaders and outcomes communicated to all relevant stakeholders.	
	Attend any relevant assessment training sessions delivered by the LMS Team. Liaise with link support officer in the LMS Team if further support/guidance is needed.	1 Ongoing	Assessment Leader	Training courses Cost of course is required	Relevant courses are attended and knowledge implemented. Further support is sought if necessary.	
	Provide opportunities during the year e.g. through the monitoring cycle, for teachers to moderate milestone outcomes in year groups. Maintain writing portfolio for reference.	2 Termly	Assessment Leader	Staff Meeting time/ INSET time	Teachers are provided with time to moderate in teams to develop confidence in reaching an accurate milestone of pupils' outcomes	
	Milestones submitted for reading, writing, and maths to the Assessment Leader at the end of each term. Dates to be given to teachers in advance. Data inputted into SIMs by class teachers and tracked and	1 Termly	Assessment Leader	Pupil Tracking Grids SIMs Assessment	Pupil attainment milestones are submitted using agreed tracking grids and inputted onto SIMs termly and analysed. This	

	analysed against the children's end of previous year milestone.				information is then shared with all teachers during pupil progress meetings.	
	Introduce new assessments for the broader curriculum and regularly review and consider staff feedback.	1 Autumn	Assessment Leader/ Curriculum Leaders	Meeting time	A consistent, manageable approach to assessing the broader curriculum is developed and regularly reviewed.	
	Use termly assessment data and SIMs to closely monitor and track pupils' progress against their EYFS or Spring 2 baseline outcome. Specifically identifying those pupils not making expected progress (for reading, writing and maths) in each year group, share with all staff and ensure these children are identified on termly provision maps.	1 Termly	Assessment Leader	Monitoring EYFS progress template	Pupils' progress against EYFS or Spring 2 baseline outcomes are closely monitored on a termly basis, and used to inform termly provision maps and pupil progress meetings.	
	Review the progress trackers which teachers submit termly data on to include the tracking of progress, not only from the end of the previous year, but also from their EYFS or Spring 2 baseline outcomes. Teachers to calculate percentages of progress and attainment prior to submission.	1 September	Assessment Leader	New progress trackers for each year group	Progress Trackers track progress against end of previous year and, more importantly, against EYFS or Spring 2 baseline outcomes, giving class teacher as clear indication of EYFS to KS1	

					progress for each pupil.	
	Review and Update catch up spending plans	1 Ongoing	Assessment Leader/ Head of School	Meeting between Heads of School	Infant school catch up spending is regularly reviewed and updated and the academy overview reflects this.	
Parent/ Governor/ Community Engagement	Data reports are produced to share with staff, governors and directors on a termly basis in order to assess impact and identify actions to ensure continued/ accelerated progress.	2 Termly	Assessment Leader	Data reports	Data is analysed and reports produced and distributed to key stakeholders. Evidence of some accelerated progress due to interventions/ catch up provision.	

Long Term Objectives:

2022 – 2023

- Cluster moderation with other local schools
- Review all assessment systems and procedures and update policy where needed
- Opportunities to monitor more able pupils across the broader curriculum

2023 – 2024

- Review assessment procedures including impact and teacher workload
- Attend relevant network meetings and training sessions

RISE PARK ACADEMIES DEVELOPMENT PLAN 2021 - 2022

School: Rise Park Infant School
Subject Area: SEND/PP/VUL/EAL

SEF Heading	Intention	Time scale/ Priority 1-5	Lead Staff	Resources/ Costs	Implementation	Impact
Quality of Education (including SEND, PP and disadvantaged groups)	All children make required progress as their additional needs are met. Termly review meetings have identified children in need of additional or alternative support. Monitoring of interventions demonstrate impact.	1 – termly	Inclusion Manager/ Head of School	Time for ongoing data analysis and monitoring.	Continue to monitor the progress of all SEND/disadvantaged/vulnerable/NFL children through observations, termly tracking and pupil progress reviews. Ensure at least required progress being made. Analyse termly data and ensure any identified children are given appropriate support. Review termly provision maps and liaise with teachers to ensure the needs of all children are effectively identified and appropriate provision is in place.	

					Monitor Wave 1 (quality first teaching), LSA support and interventions across the school.	
	Provision is adjusted in response to children's needs.	2 - ongoing	Inclusion Manager/all staff	None	Pupil progress reviews take place each term and provision adjusted accordingly. Review termly provision maps and liaise with teachers to ensure the needs of all children are effectively identified and appropriate provision is in place.	
	All children have access to the broad and balanced curriculum offer	1 – Autumn term	Inclusion Manger/Curriculum lead	None	Inclusion Manager to advise curriculum leads on inclusive strategies and approaches Strategies provided to support teachers to differentiate for all children.	
	Pupil Premium funding allocated to effective, evidence based interventions to diminish the difference between PP pupils and their peers.	1 – Autumn term	Inclusion Manager/Head of School	Pupil premium funding	Inclusion Manager and Head of School to identify priorities and allocation of funding. Review termly to measure impact.	
	All Pupil LSAs are appropriately trained to deliver high quality support	2 - ongoing	Inclusion Manager	None currently. Cost will depend on the needs of any new children.	Training needs identified during performance management reviews. Appropriate training provided internally or by external specialists. Termly observations of LSAs working with children to identify strengths and areas for further development.	

	Identified pupils make good progress toward speech and language targets.	3 - termly	Inclusion Manager SALT intervention lead LSA	Speech link license = £300 (annually). LSA time = 3 afternoons	Caseload meetings with Havering SLCN team. Lead LSA (SP) and Inclusion Manager to advise on the implementation of targets in class. Children on caseload to be assessed twice using Speech/Language link to track progress.
More Able Provision	More able SEND/disadvantaged/vulnerable/EAL pupils achieve end of year targets. Evidence shows good progress being made over the year.	2 – termly	Inclusion Manager/ Subject leaders/ All staff	None	All staff to be aware of more able SEND/disadvantaged/ vulnerable/EAL pupils. Ensure more able SEND/disadvantaged/ vulnerable/EAL pupils are identified and given appropriate support to reach higher attainment levels. Monitor termly through progress meetings, book looks and observations. Progress tracked on termly basis
Behaviour and Attitudes	All school staff recognise indicators of SEMH difficulties and appropriate strategies are used effectively to support them.	2 - ongoing	Inclusion Manager	£550 (if not available from Local Authority)	Training in 5P approach for all staff. Teachers to follow referral process to access SEMH interventions (counselling, ELSA) if children require additional support.
	Low level disruptive behaviour is reduced and all pupils have a	1 - ongoing	SLT	None	Advice is obtained in a timely manner through Inclusion consultations and liaison with external agencies.

	fair access to learning. All staff are consistent in their approach.				Behaviour is monitored via lesson drop ins and significant incidents are followed up by SLT. 5P profiles are consistently used for children with additional needs and are reviewed as new behaviours arise.	
	Pupil voice shows positive views from all groups of children	2 - ongoing	Inclusion Manager	None	Capture pupil voice termly. Ensure alternative forms of obtaining pupil voice available (e.g. video recording, symbols, talking mats) to ensure SEN children are able to make their voices heard.	
Personal Development, (including safeguarding and SMSC)	All staff (including visitors) respond appropriately and immediately to safeguarding concerns.	1 – ongoing	Safeguarding team		All staff attend training delivered on September INSET day and top-up training delivered where necessary. New staff are trained on induction. Updates on key issues (national and local) provided to staff via email and at the beginning of staff meetings. Visitor induction booklet and overview provided to visitors as they sign in. Staff receive induction on CPOMS and use this to log incidents.	
	ELSA provision has a clear, measurable impact on pupils in need of support.	2 - ongoing	Inclusion Manager/ELSA	Time for ELSA to	Monitor ELSA provision. Through referral pathway, ensure correct	

				attend supervision.	<p>children are identified for this provision and progress is tracked.</p> <p>ELSA to Update parents and class team regularly with to share strategies and progress through the programme.</p> <p>Facilitate joint training and planning sessions with Junior school ELSA.</p>	
Cross-phase partnerships (RPAC)	A robust transition approach is in place (N – YR and Y2 – Y3) to ensure effective transfer of information and appropriate support available at the next setting.	2 – summer term	Inclusion Manager/Class Teachers/Class AD 0-5/Nursery Manager	None	<p>Transfer of records and transition meetings held in Summer term. Support in place.</p> <p>Liaise regularly with nursery staff and Junior Inclusion manager about SEN/Disadvantaged/ EAL provision across the Trust.</p> <p>Monitor nursery SEN pupils, communicate with nursery parents where necessary.</p>	
Leadership and Management	Pupils’ needs are met enabling them to make good progress from their starting points. Observations demonstrate effective inclusion of all pupils in high-quality lessons.	1 - ongoing	Inclusion Manager/Teachers	None	<p>Termly book observations and lesson observations focussing on Wave 1 QFT and differentiation across the year groups.</p> <p>Effective deployment of support staff.</p> <p>Monitor interventions and provide appropriate feedback.</p>	

					<p>Hold termly progress reviews to identify children in need of more/ different support</p> <p>Support with the development of IPPs, ensure they are reviewed termly and shared with pupil, staff and parents.</p>	
	Meetings and paperwork are completed in line with legal requirements and deadlines.	2 - ongoing		None	Lead EHCP, PEP, CP, SALT, IPP, HCP meetings, complete paperwork and liaise with outside agencies.	
Parent/ Governor/ Community Engagement	Governors have a clear understanding of progress and barriers linked to these groups. SEND governor has increased understanding of provision across the school.	3 – termly	Inclusion Manager/Governor	None	Liaise termly with SEND governor and provide termly Inclusion report to Governors about SEND/disadvantaged/EAL provision. Invite SEND governor in to the working school day to put the reports into context.	
	Pupils are positive and feel confident and supported within the school community.	3 – termly	Inclusion Manager	None	<p>All groups are represented on Student Council.</p> <p>Meet with a selection of above pupils during spring term to find out about their views about schools</p> <p>Support in place to enable SEND/disadvantaged/ vulnerable/EAL pupils to attend school and community events.</p>	

	Parents feel supported and engaged.	3 – ongoing	Inclusion Manager		<p>Regular liaison with parents (in person, email, telephone, online platforms).</p> <p>Parents actively participate in target setting and review of provision.</p> <p>Offer parent drop in sessions/coffee mornings to engage them in the school community and support with learning at home.</p>	
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Long Term Objectives:

2022 – 2023

- **Ensure the attainment difference between identified groups & their peers is diminishing.**
- **To continue to develop a curriculum that is broad, balanced, rigorous and challenging for all learners.**
- **Raise teaching standards to ensure all pupils access quality first teaching.**
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2023 – 2024

- **In line with whole school target – 85% of all pupils (including all groups) will make expected progress.**