

RISE PARK ACADEMIES

Curriculum Vision



Rise Park Junior School
School Development Plan 2021 – 2022





Rise Park
Academies

Rise Park Junior School School Improvement Plan 2021 – 2022

Key Performance Indicators

Key Priority 1	Key Priority 2	Key Priority 3
Continue to raise standards in reading and mathematics, with a specific focus upon the achievement of all disadvantaged pupil groups in these subject areas.	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
Disadvantaged pupils and KS1 prior low attainers are targeted through personalised learning/interventions in order to achieve/exceed nationally required progress and age-related expectations	<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 within all subject areas.</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
Lead Staff	Lead Staff	Lead Staff
Literacy Leader Assessment Leader SLT Year Group Leaders	Curriculum Leader/SLT Subject Leaders Year Group Leaders	SLT MMT Subject Leaders Year Group Leaders

Rise Park Junior School
School Development Plan 2021 – 2022

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RISE PARK ACADEMIES DEVELOPMENT PLAN 2021 -2022

School: Rise Park Junior 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)	Continue to hold 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 continue to be 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 KS1 test 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 KS1 test 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 SPaG is tracked against their end of KS1 outcome to ensure that any children who are not on track to make the expected progress and reach their expected end of KS2 outcome is closely monitored. If a child is not making the	1 Termly	Assessment Leader	SIMs assessment marksheets	Progress and attainment is tracked against the KS1 outcome to ensure children are on track to make the expected progress by the end of KS2. Those not	

	expected progress they will be identified within the termly Provision Map.				making the expected progress are monitored and additional support provided.	
	Continue to raise standards in English throughout the school, with a specific focus on boys' achievement (narrowing the gap between girls and boys).	1 Ongoing	English Leader	Progress tracking grids	Standards in English, particularly in writing, continue to improve and the gap between girls' and boys' achievement in English is diminishing.	
	Create an outdoor reading space for children.	3	English Team	£700 – outdoor rugs, cushion, reading shed, paint to decorate.	Creating an outdoor reading space will allow those children who love reading to have the choice of doing so during golden time, play or lunch time. Children can share their love of reading, enjoy a comfortable and creative space to read. Reading rangers can support.	
	Purchase oxford reading tree colour code books for all levels (library).	1 Urgent	English Leader	To follow our scheme and ensure that children have access to age and ability related	Children can develop confidence in reading by working through the levels and can feel a sense of	

				/appropriate reading materials in school we need to purchase books linked to the colour bands as we have very few in each colour band particularly the higher ones. If inspectors choose children to hear read they need to be able to have access to appropriate texts for individual reading. £2000	accomplishment when they move to the next colour. This continues on from the infants.	
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 Ranger' 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 Rangers to discuss expectations	Reading Rangers 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.	
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.	
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 Ranger' then reads with them at least 3 times a week (Y3/4).	2 Autumn 1	English Leader	Focus reader list	Children who are not heard to read at home are provided with opportunities to read to a member of staff on a daily basis. This improves their reading development, confidence and interest.	

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.	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.	
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 (cost of relevant training)	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, SPaG lessons, literacy lesson and classroom displays is monitored to ensure a high standard of delivery and provide feedback 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 and 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.	
Begin to create a skills and progression document for reading, SPaG, phonic and grammar.	3 Ongoing	English Team	Release time from class/time to meet with English Leader.	A whole Trust document is compiled to ensure consistency and coverage of the National Curriculum.	

	Review the use of reading and SPaG assessments used in Year 3, 4 and 5 and their effectiveness. Consider the use of alternative assessments if needed. Introduce an independent writing task for pupils to complete termly to support teacher judgements.	1 By Autumn 2 Assessment Week	English Leader	Cost of any additional assessment to be used	Assessments used in English are effective and support teachers in reaching an accurate milestone for pupils in their class.	
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		Booklets/ information for parents completed and distributed.	
	Organise a curriculum workshop for parents to attend (possibly linked to SPaG).	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.	

Long Term Objectives:

2022-2023

- Moderation across cluster schools

- Additional curriculum workshops for parents

2023-2024

- Review all schemes and policies
- Review English Term Overviews

RISE PARK ACADEMIES DEVELOPMENT PLAN 2021 - 2022

School: Rise Park Junior School
Subject Area: Maths

SEF Heading	Strategic Planning Area	Timescale /Priority 1-5	Lead Staff	Resources/ Costs	Success Criteria	Monitoring/ Review Of Progress
<p>Quality of Education (including SEND, PP and disadvantaged groups)</p>	<p>To continue to develop a mastery approach to the teaching of maths through:</p> <p>-Reviewing the teaching of the current curriculum to ensure that there are intrinsic opportunities for pupils to develop maths fluency, the ability to apply reasoning to problems and the opportunity to use maths skills in a wide variety of problems.</p> <p>-Ensuring all teaching for mastery in the school is underpinned by the NCTM'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 	<p>2-On going</p>	<p>Maths Leader; Maths Team; All staff</p>	<p>£1000- PA Maths membership (from training budget) – for whole academy, cost to split between both schools</p> <p>In addition:</p> <p>INSET training and a school maths review in the juniors</p> <p>£350 –cost of review half day (from training budget)</p> <p>£500-INSET half to be shared across both schools (£250) (from budget)</p>	<p>85 % of pupils will be on track to achieve 3 points progress. SEN at least two points.</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 KS2</p> <p>Staff continue to deepen their subject knowledge and demonstrate an increasing confidence in teaching to mastery level.</p> <p>Staff will be able to use the NCTM's 5 big ideas when planning and teaching. Evidence of this in planning, observations and</p>	

	<p>and abstract representations, 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>Improving how basic maths skills are taught throughout the school and at age appropriate levels so that we enable rapid recall of core arithmetic skills.</p> <p>Enabling all pupils, but more able pupils in particular, to routinely deepen their ability to use and apply learning in mathematics through frequent opportunities to</p>				<p>book looks.</p> <p>Pupils will demonstrate a deeper conceptual understanding, which supports the next move into abstract mathematics.</p> <p>Reasoning to be explicitly taught and evidenced in books.</p> <p>Arithmetic scores across school improved. Rapid recall of core arithmetic skills improves in pupils – evidenced in lesson observations, pupil voice, assessment scores.</p> <p>Arithmetic to be taught as a stand-alone lesson weekly to allow key skills to be targeted.</p> <p>Improvement in children’s familiarity of KS2 maths questions, so ability to solve calculations and problems, and reasoning</p>	
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	undertake open ended and targeted investigative tasks.				improves.	
	Staff have ongoing access to CPD as well as In house training.	2 - Ongoing	Maths Leader; Maths Team; All staff	Supply cover costs INSET training day costs if external approx. £500	Staff continue to deepen their subject knowledge and demonstrate an increasing confidence in teaching to mastery level.	
	Maths Hub courses to continue to supplement the training, particularly reasoning skills, the bar method and fraction training on offer. Most of these courses are free.	2 - Ongoing	Maths Leader; Maths Team; All staff	Supply cover costs	Staff continue to deepen their subject knowledge and demonstrate an increasing confidence in teaching to mastery level	
	Maths Hub research groups to continue to help develop the teaching of mastery maths lessons.	2 - Ongoing	Maths Leader; Maths Team; All staff	£1000 allowance given to support in cover of lead teachers in involved in Mastery Maths Research group Up to £1000 allowance provided to maths lead teachers in Mastery Maths research group for expenses such as textbooks	Staff continue to deepen their subject knowledge and demonstrate an increasing confidence in teaching to mastery level. Evidence of mastery material and reasoning in planning, observations and book looks. Pupils will	

				etc.	demonstrate a deeper conceptual understanding, which supports the next move into abstract mathematics.	
	Resources audited and purchased to support the concrete and pictorial aspects of the programme. (Spatial reasoning resources need to be purchased)	2-Termly	Maths Leader	Resources £500	Evidence of teachers and pupils regularly utilising resources to support teaching and learning. (concrete approach)	
	Teaching resources audited and purchased to support delivery of class maths	2-on Going	Maths leader	White Rose maths resources £250 Text books £120	Evidence of teachers and pupils regularly utilising resources to support teaching and learning.	
	Pupil Progress- staff identifying pupils with less than expected progress, those who are borderline (may need intervention) and general concerns. Groups are also discussed-Disadvantaged, SEND, Most Able.	1-Termly	Maths Leader; Assessment Co-ordinator; Maths team; All Staff	Cover x 2 (internal) needed for covering teachers during pupil progress meetings Progress Tracking Grids	85 % of pupils will be on track to achieve 3 points progress. SEN at least two points. Evidence of accelerated progress across the year groups for approximately 20% of children. Attainment is at least 65% expected (floor standard) across KS2.	

					Pupils identified are on class provision maps- support to enable pupils to make accelerated progress identified also.	
	Track groups of children through half-termly assessment-Progress Tracker and termly through SIMS. Full analysis at the end of each term.	1-Termly	Maths Leader; Assessment Co-ordinator; Maths team; All Staff	SIMs assessment marksheets Progress tracking grids	85 % of pupils will be on track to achieve 3 points progress. SEN at least two points. Evidence of accelerated progress across the year groups for approximately 20% of children. Attainment is at least 65% expected (floor standard) across KS2. Pupils identified are on class provision maps- support to enable pupils to make accelerated progress identified also.	
	School Monitoring Cycle followed across the Trust.	1 - ongoing As timetabled by SLT	Maths Leader; Assessment Co-ordinator; Maths team; All Staff	School monitoring proformas	Staff will be able to use the NCTEM's 5 big ideas when planning and teaching. Evidence of this in planning,	

					<p>observations and book looks.</p> <p>Pupils will demonstrate a deeper conceptual understanding, which supports the next move into abstract mathematics.</p> <p>Reasoning to be explicitly taught and evidenced in books.</p> <p>Arithmetic to be explicitly taught evidenced in folders or books, big maths weekly.</p>	
	Promote the use of Maths Talk culture in lessons, particular focus on accurate use of mathematical vocabulary, as this will help to develop children's reasoning across the school.	2 – ongoing	Maths Leader; Maths Team; All staff	Time to implement this and provide training and guidance to staff on accurate use of mathematical vocabulary	<p>Lessons will be interactive and will have a significant emphasis on children's maths talk.</p> <p>Evidence of vocabulary in books - key words, knowledge organizers etc.</p>	

	Maths termly assessments to be reviewed and appropriate papers provided to Year groups -to ensure all children are being suitably assessed and are familiar with KS2 style questions.	2 – termly	Maths Leader; Maths Team; All staff	Cost of new assessments approx. £300. (£17.50 per 10-copy pack of termly tests for each year group.)	Improvement in children’s familiarity of KS2 maths questions, so ability to solve calculations and problems, and reasoning improves.	
More Able Provision	Planning includes differentiated and greater depth activities, where appropriate, for pupils to access as necessary.	2 - Ongoing	All Staff, monitored termly by Maths Lead	Greater depth activities – accessible Time for planning scrutinise	Staff training and subject knowledge will provide opportunities for children to reach greater depth.	
	Promote the use of Maths Talk culture in lessons, particular focus on accurate use of mathematical vocabulary, as this will help to develop children’s reasoning across the school.	2 - Ongoing	Maths Leader; Maths Team; All staff	Examples of planning, time to show this to staff. Time for staff to watch colleagues’ tech maths lessons. Cover internal.	Staff training and subject knowledge will enable them to provide daily opportunities for maths talk.	
	World Maths Day - Events to be scheduled more able mathematicians from each year group involved in planning	Summer term 2022	Maths Leader; Maths Team; All staff	Resources for world maths day £10 per class	Opportunities are provided for children to challenge themselves.	
	World Math Day-Spring 2022 Events to be scheduled across the Academy	Summer term 2022	Maths Leader; Maths Team; All staff	Resources for world maths day £10 per class	Opportunities are provided for children to challenge themselves and	

					enjoy maths	
Behaviour and Attitudes	Carry out a Maths pupil survey to gain an understanding of pupils' current views and perceptions. Share the feedback with teachers.	2 – Termly	Maths Leader; Maths Team	Pupil Survey, time for maths team to complete survey with pupils	Pupil voice is obtained about the current practices in Maths, analysed and shared with the teachers. Work alongside School council.	
	To ensure that all children have a positive attitude towards Maths which will reflect in their ability, attainment and progress.	2 – Half Termly	Maths Leader; Maths Team	Range of activities/tasks available to teachers and pupils that provide a challenge	Pupils talk about maths and their progress in this subject positively. They feel confident to challenge themselves and others.	
Personal Development, (including safeguarding and SMSC)	To ensure that the equipment needed to provide the Maths Curriculum is safe to use.	2 - Ongoing	Maths leader to monitor	Costs to replace an equipment £100	Staff report that the equipment is safe and in good condition enabling the children to learn effectively. More equipment purchased if needed.	
	Pupil Voice as part of the monitoring cycle-year groups and phases	2 - Termly	Maths leader	Pupil Survey, time for maths team to complete survey.	Pupil voice will enable maths team to gain an understanding of the pupil view of maths, and what can be implemented to aid children's development in this subject.	

					Work alongside the school council.	
	Cross curricular links with maths	2 - Ongoing	Maths leader, Maths team, all staff	Promotion of maths in all subjects.	Evidence of maths across all subjects. Pupils to understand maths is in different areas of the curriculum e.g. patterns in art.	
Cross-phase partnerships (RPAC)	Regular Maths Team Meetings to agree strategies and plan next steps	2 - Half Termly	Maths Leader; Maths Team;	Time for regular maths team meetings, Minutes of the meeting	Consistent approach across both schools with some joint events planned and delivered. Maths team meetings have been held regularly.	
	World Maths Day - Events to be scheduled more able mathematicians from each year group involved in planning.	4 -Summer Term 2022	Maths Leader; Maths Team; All staff	Resources for world maths day £10 per class	Pupils involved in planning of World Maths day event and their mathematical thinking is challenged through providing challenges for others.	
Leadership and	School Monitoring Cycle followed across the Trust, to ensure high	1 - As timetabled	Maths Leader; SLT	Pro-formas for monitoring. Time	Completion of the monitoring tasks	

Management	standards of mastery maths teaching. Feedback given to teachers.	by SLT		to carry out monitoring.	throughout the year to ensure high standard of maths teaching is delivered across the schools. Teachers are given feedback about their performance, and support is put in place where needed.	
	Maths Team to ensure new and support staff attending PA Maths Training employ CPA approach, using correct mathematical vocabulary to teach new concepts.	2- Year group meeting following each training session, whole school staff meetings.	Maths Leader; identified staff; all staff	Supply cover, Cost of course £115 per person per session x 5	All staff will be aware of the up to date training, and are able to employ correct mathematical vocabulary to teach new concepts.	
	In House Training for support staff to develop knowledge and skills in CPA teaching/use of correct mathematical terms.	2 – As necessary	Maths Leader	Resources for in house training £50 max. Time for	Support staff will be able to use and demonstrate knowledge and skills in CPA teaching, using correct mathematical terms.	
	Learning walks/ book looks/ pupil voice scheduled as part of the monitoring process.	2 - Termly	Maths Leader	Cover costs (internal) Monitoring pro-	Monitoring will provide evidence of mastery teaching	

				formas	and learning, demonstrating understanding at greater depth, focusing on explicit teaching of reasoning to develop mathematical talk.	
Parent/ Governor/ Community Engagement	Parent Workshops for parents of KS2 children.	2- Autumn/Sp ring term	Maths Leader and Maths Team	Cover (internal), refreshment costs £100	Parent workshop delivered and feedback collected. Parents have the opportunity to ask questions and engage with their child's learning.	
	PA concepts and strategies taught to parents, then a circus of activities for parents to take part in with their children.	2- Autumn/Sp ring term	Maths Leader and Maths Team	Cover (internal) x 1 for series of 5 weeks, refreshment costs £100	Parents will have a clearer understanding as to how maths is taught to their child. They will become more confident in being able to support their child.	
	Reports to Directors and Governors.	Termly	Maths Leader	Report for Directors and Governors	Directors and Governors are aware of the progress/attainment reported upon regularly.	
	To share mathematical successes with parents, directors, governors	Termly	Maths Leader	Website, newsletter	Mathematical successes shared	

	and other visitors. On website, curriculum newsletters, half-termly newsletters etc.			templates	to help develop further positive attitudes towards maths.	
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Long Term Objectives:

2022– 2023

- Review the PA maths membership across the school.
- Continue to embed teaching for mastery in the school.
- Continue to work with the Maths Hub as part of the mastery maths research groups.
- Maths at expected and greater depth to exceed national and local results at the end of KS2
- To ensure reasoning continues to be a priority.

2023 – 2024

- Maths at expected and greater depth to exceed national and local results at the end of KS2.
- Partnerships/links to be made with international schools to support teaching of mastery maths.
- Continue to work with the NCTEM to provide training for staff, so maths curriculum teaching and learning continues to be current.

RISE PARK ACADEMIES DEVELOPMENT PLAN 2021 - 2022

School: Rise Park Junior School

Subject Area: Science

SEF heading	Strategic Planning Area	Timescale /Priority 1-5	Lead Staff	Resources/ Costs	Success Criteria	Monitoring/ Review Of Progress
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Quality of Education (including SEND, PP and disadvantaged groups)	To use the wide range of science equipment and other resources that the junior school has available. This will ensure that they are being used effectively to produce lessons that are highly engaging and ensure learning is accessible to all pupils.	1	Science Lead Class Teachers SLT – staff meeting time	Staff meeting time to explore questioning, resources and plan how to use them to support Science lessons for Year Group. New curriculum documents to be displayed.	Evidence of Science teaching is seen across the curriculum in folders, books, displays, planning. Teachers are using practical resources with confidence to support the teaching of Science. Children are responding well to different types of questions.	
	Work could be kept in cardboard files to save time on sticking in and to keep Science work well-ordered and easily identifiable.	1	Science Lead Class Teachers	Order of cardboard files.	Work is being filed independently by the children and is easily accessible and well-organised.	
More Able Provision	To encourage higher order scientific thinking and questioning skills in more able children. Staff meeting time as above to develop questioning skills. Encourage children who wish to share their personal experiences with the class e.g. science at home or in a science club, visits to the Science Museum.	1	Science Lead Class Teachers – discussion of importance of planning for thinking/questions related to Science during PPA. Links to SMSC.	Staff meeting time to explore questioning. Curriculum documents to be displayed.	There is evidence of children’s growing thinking skills in their books/during lesson observations. Children are able to ask questions about scientists, scientific laws, theories and experiments.	

Behaviour and Attitudes	To support children to further develop their understanding and appreciation of scientists and scientific endeavours. This could be aided by creating an inclusive display in the hall/ classroom/ class SMSC books celebrating scientists and scientific achievements in school.	2	Science Lead Science Visitors (science teachers, or scientists employed locally) Assemblies led by staff that discuss scientific themes	-	Children are seen to be gaining knowledge and understanding of the significance of science to their daily lives. They are confident at speaking about scientists and scientific activities as well as asking questions about scientific ideas.	
Personal Development, (including safeguarding and SMSC)	To ensure links in Science are made between SMSC and PSHE, and that opportunities are given for children to share their own experiences.	Ongoing	Science Lead and all teaching staff	N/A	Evidence in class portfolios annotated to explain what the children have been doing within their lessons. Planning, e.g. - group work, discussion of ideas. Children are engaged in a rich and varied curriculum.	
	To maintain links with a local Secondary school to allow children the opportunity to experience Science in the labs.	Ongoing	Science Lead	Lesson time for visiting teacher sessions.	Secondary school teachers/ children visit school to share their experiences and knowledge with the children through experiments.	

					Displays within classroom/ corridors to 'showcase' these links.	
	To attend relevant training to support the teaching of Science.	Ongoing	Science Lead	Time to attend training. Staff meetings to share training.	Teachers and staff able to deliver imaginative and engaging lessons, using relevant activities and resources.	
Cross-phase partnerships (RPAC)	To meet with the KS1 Science Subject Lead to share ideas for Science week	Spring Term	Science Leads across the academy	Budget for Science week resources and workshops (linked to topic being studied and relevant to age-range) £200	Evidence of Science week in portfolios. Children have opportunities to view other year group's work and have a 'taster' experience of the experiments they conduct in that year group. Displays in the classroom and around the school.	

Leadership and Management	To complete a Science learning walk, book-looks to ensure National Curriculum (NC) and Switched-on-Science objectives are being taught, as well as the use of outdoor learning.	Ongoing	Subject Leader All teaching staff	Subject release time to complete learning walks, book looks and feedback forms.	Planning shows evidence of following Switched-on-Science objectives, including outdoor learning opportunities. Evidence in books and on displays to show that Science is being taught in a creative, interactive and engaging way; to a high standard and that pupil progress is evident (evidence of more-able children being challenged). Evidence of outdoor learning in portfolios and children's books.	
	To complete lesson observations once a term and provide feedback to the teacher.	Ongoing	Science Lead	Complete lesson observations and feedback forms.	Lesson feedback shared and form provided to teachers. A copy kept in the Science subject leader folder.	
	To audit and update resources.	Termly	Science Lead	Science Leader time £100 to buy new resources	Children produce work of a high standard with science resources easily accessible and labelled in the Science area.	

					Teachers inform subject leader of any broken or damaged equipment so that it can safely be disposed of and replaced.	
	To ensure that Science resources are safe and appropriate for use.	Termly	Science Lead	Science Leader time	Resources ordered that allow activities to be completed with a minimal level of risk Science books Portfolios PAT testing of electrical equipment.	
Parent/ Governor/ Community Engagement	To inform parents and Governors of the school Science curriculum	Termly	Science Lead, Year group leaders All teaching staff, Science Ambassadors	Newsletters, Subject leader meetings (email and folders saved on the system) Science Newsletter	Parents and Governors are aware of the current Science topics being covered and the upcoming topics, so that learning can be reinforced at home. Science Newsletter completed by Science Ambassadors Is parental support impacting on learning?	

Long Term Objectives:

2022 – 2023

- Establish a 'bank' of parents/carers/visitors from the local scientific community who can discuss scientific ideas and events with pupils.
- Organise opportunities for children to share evidence of their own scientific achievements to reinforce learning about science within the school community. Photos to create a 'Science Net' display in classrooms/hall
- Introduce simple Science folders to Year 3 and Year 4 so that extension work and cross-curricular information sheets and worksheets can be filed by the children. These folders could possibly move up to the next group in a similar way to the Computing folders.

2022 – 2023

- Maintaining a 'bank' of parents/ carers/ visitors from the local community who can discuss scientific roles at their places of work and within the school community.
- Organise visits to a wider range of scientific sites, including secondary school labs and the Science Museum, and visits from a wider range of scientists.
- There is a range of evidence (in children's folders/ books, displays and in planning) that science is being taught 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 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	Ongoing	Curriculum Leads and all teaching staff	Curriculum leader time/ cover for both leaders to be released to work on document for the front of the class portfolio. Staff meeting time to discuss use of the LP's in class portfolios.	Resilience shown when rehearsing the Christmas concert. 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/	Celebration assemblies. Half-termly celebration newsletters. Class portfolio/ school visitor portfolio.	

				school website (half-termly).		
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	Learning walks/ displays Evidence of new designs in School visitor portfolio Designs updated in staff handbook/ induction pack for parents	

				LP design competition, select/ announce winners and create new LP certificates (Autumn term)		
	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	Discussion with colleagues. Staff meeting/ INSET time. Curriculum leader time.	

				documents in each subject (minimum of 5 afternoon sessions to complete- weekly sessions if possible)		
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 proforma 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). Displays to include the speech bubble statements.	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 for teachers to update their LP display boards	Staff meeting time/ curriculum leader time. Photographs. Evidence in school visitor portfolio.	
	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	Half-	Curriculum	Curriculum leader	Photographs	

	Infants foyer and Junior foyer) to demonstrate each of the 8 learning powers. Evidence collected from all teachers for each learning power.	termly, during staff meeting time	leads and all teaching staff	time/ cover for both leaders to review school visitor book and update with evidence (every 2 weeks)	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	Ongoing	Curriculum leads and all	HOS to ensure all letter heads and	Letterhead strapline. Email signatures.	

	communications.		teaching staff	external communications display the 8 LP's	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: Rise Park Juniors
Subject Area: Geography

SEF heading	Intention	Timescale /Priority 1-5	Lead Staff	Resources/ Costs	Implementation	Impact
Quality of Education (including SEND, PP and disadvantaged groups)	To lead Geography across KS2, with a specific focus on ensuring the Humanities curriculum engages and challenges all pupils.	On going	Humanities subject leads	Purchase of resources needed to supplement and aid children's learning subject to SLT approval	<p>Clear cross-curricular links between Humanities and other curriculum areas) have been established and are reflected in pupils' books.</p> <p>Staff will be able to deliver a valuable geography experience through the curriculum.</p> <p>Relevant resources and plans made available to class teachers.</p> <p>Ensure objectives are included in planning and success criteria are</p>	

					recorded in pupils' books.	
					Atlases/ICT to support classroom learning and map skills	
	To ensure children are building on pre-existing skills whilst gaining new skills to achieve progress in all areas of the geography curriculum.	Ongoing	All teaching staff (Humanities subject leads to monitor)	Release time	Geography curriculum is monitored. Use of ICT to engage the learning Monitor teaching plans; carry out book looks in all year groups and observations as and when possible.	
	To encourage opportunities for outdoor learning where possible and carry out external trips which engages pupils interest in the wider world.	Ongoing	Year Leaders Teaching staff		Use of school grounds in the teaching and learning Encourage teachers to book visits which involve an element of field work on external trips.	
	To promote opportunities for children to share and discuss their experiences linked to human and physical geography		All teaching staff		Opportunities in PSHE, assemblies, EMW to discuss key issues. Opportunities given to watch world events on	

					Newsround given.	
	To continue to develop cross curricular links with geography objectives and support staff in the use of planning materials (E.g. Planbee, 3D Geography, Google maps and interactive websites) to support with the teaching and learning of Geography.	Ongoing	Humanities subject leads		Teaching staff to promote the enjoyment of geography and developing inquisitive skills about the wider world. Use of resources and ICT to engage the learning	
More Able Provision	Planning is appropriate and engaging to enrich all pupils and challenge the most able.	Ongoing	All Teaching Staff		Clear cross-curricular links between Humanities and other curriculum areas) have been established and are reflected in pupils' books. Ensure children are provided with opportunities to develop investigative and research skills in their Geography/cross-curricular lessons. To model and consolidate their understanding of online mapping, aerial photography, historic and modern	

					maps, ordnance surveys and grid referencing.	
	To promote activities which require and develop enquiry skills and allow for pupils to discuss issues which have a wider impact on our lives		Teaching staff		Staff will be able to deliver a valuable geographical experience through the curriculum. Work as a peer for others within the classroom and wider setting. Opportunities for discussions on topics outside of the lessons	
	Opportunities for learning experiences and external trips which develop human and physical geographical knowledge	Ongoing	Year leaders Teaching staff		At least one external visit in the year with a strong Historical/Geographical content organised	
	To ensure children are using more sophisticated investigative and research skills which builds upon and challenges their existing skills necessary to achieve accelerated progress in Geography	ongoing	All teaching staff		Book looks Ensure planning ensures continuity of coverage and investigative skills Children used as role models/peers supporting others within their setting and other classes.	

					Ensuring ICT is embedded in their learning and geographical skills are becoming more sophisticated e.g. Deeper understanding of ordinance surveys and grid referencing.	
Behaviour and Attitudes	Pupils behave appropriately inside and outside of the classroom and on external visits/trips.	Ongoing	Year group leads All Teaching Staff		School behaviour policy adhered to at all times. Information shared with parents/carers To complete risk assessment before any educational visits.	
	To establish pupil's involvement and enjoyment of Geography lessons.	Autumn term	Humanities subject leads		Pupil voice demonstrates children are keen to explore different cultures, people and places and enjoy geography lessons	
	Commitment to attend termly/half termly meeting as Eco Warriors and maintain any Litter Picker duties.	Termly	Humanities subject leaders		Opportunities available to join Eco Warriors and discuss key issues and ways forward in	

					making the school more 'Eco-friendly'	
					Pupils behave appropriately and are good role models to others	
Personal Development, (including safeguarding and SMSC)	Geography is delivered (under Humanities) in all year groups and ensure recommended levels of progression for all children being met.	Ongoing	Year group leads Humanities leads		Book Look each term to ensure coverage and differentiation plus links SMSC All groups of children make recommended levels of progression.	
	Ensure any resources and ICT used is safe and appropriate	Ongoing	All teaching staff		Teachers watch any media prior to children viewing to deem suitable Ensure no hazards within the classroom	
	To complete risk assessment before any educational visits.	Ongoing	Year group leads		All educational visits/internal activities are adequately risk assessed and approved.	
	To attend any CPD meetings to enhance subject knowledge	Ongoing	Humanities subject leaders		Attendance/participation in any seminars, meetings to increase subject	

					knowledge/develop skills in this subject.	
Cross-phase partnerships (RPAC)	To audit geography resources and notify teaching staff of available resources which can be utilised across the Academy.	Autumn Summer	Humanities subject leads		Central location of resources Staff are aware/made aware of resources available	
	Ensure geography curriculum overview provides children with the coverage of key skills and knowledge of their local environment as well as the wider world.	Ongoing	Humanities subject leads		ICT/Geography cross curricula links are monitored. Pupils develop skills and techniques across all year groups.	
	Working and liaising with infant subject leader/s and seek opportunities to promote an engaging curriculum across the academy.	Spring/summer	Humanities subject leads		Sharing of any resources and grounds throughout the Academy. Possibility of mini-teaching sessions, joint visits?	
Leadership and Management	To monitor geography lessons in each year group	Ongoing	Humanities leaders	Release time	Termly Humanities book look across the school and photographic evidence of displays will show year group consistency of teaching and learning.	

					Observations of good practice as part of the monitoring cycle. Discussions with staff and pupils	
	To review the Humanities policy.	Autumn 2 and summer 1		Release time	Review and refine the Knowledge and Skills Progression document in association with the Whole School Curriculum Overview, to ensure that the key national curriculum objectives are met	
	To monitor and assess pupils learning across KS2 and keep a portfolio of evidence. Ensure work is differentiated to enable challenging opportunities and monitor the progression of geographical skills.	Ongoing	Subject leads	Release time	Geography cross curricula links Pupils develop skills and techniques across all year groups. Book looks – feedback to staff	
	To ensure historical and geographical skills are both being taught as part of a joint humanities curriculum	Ongoing	All teaching staff		Book looks Planning (monitored by Humanities subject leads)	
	To ensure teachers are able to use planning materials such as Planbee, 3D geography and	Ongoing	All teaching staff		Book look with feedback to staff	

	Geography resources to support them in their planning and delivery of lessons		Humanities subject leads		Updating/purchase of any resources and advising staff Ensuring staff are able to reach out to humanities leads to request support/resources in their planning and delivery of lessons Staff feel confident in their delivery of Geography lessons	
Parent/ Governor/ Community Engagement	To inform parents of the History curriculum via the termly curriculum newsletter.	Termly	Humanities subject leads		Termly curriculum newsletter made available to all parents/carers.	
	Homework develops investigative skills and/or has strong geographical links	Ongoing	All teaching staff		Parents assist pupils with homework tasks. Links to in school learning are developed and challenged	
	To support pupils in accessing opportunities to deepen their interests in the wider world	Ongoing	All teaching staff, Humanities subject leads		Staff provide opportunities for pupils to develop their interests within and outside of lessons Competitions,	

					participation in non-school events	
					Teachers regularly view Newsround and allow for opportunities to discuss key issues	
	To develop whole school awareness of becoming increasingly eco-friendly e.g. Encouragement to join as eco-warrior, less waste in packed lunches promoted, switching off of lights and whiteboards in classrooms and promoting walking to school.	Ongoing	Teaching staff/ Humanities subject leads		Feedback from pupils is positive in the learning of Geography and interest in nurturing the environment in which we live Eco-warriors used as role models	
	To encourage parental support and participation.	Ongoing	Year group leaders		Parent participation on school visitors, in-class visits where linked to the learning	

Long Term Objectives:

2022 – 2023

- To continue to monitor the effectiveness of the Humanities Long Term Whole School Overview on pupil's learning and ensure key national curriculum objectives are being met
- To review and update resources
- To ensure the teaching of Geography is enjoyable and challenging and children's learning is progressive

2023 – 2024

- To look for opportunities to explore the teaching of Geography in other schools and its effectiveness
- To continue to ensure that key national curriculum objectives are being taught and met, with any changes updated
- To develop further opportunities for field trips

RISE PARK ACADEMIES DEVELOPMENT PLAN 2021 - 2022

School: Rise Park Academy – Junior School

Subject Area: History

SEF heading	Intentions	Timescale /Priority 1-5	Lead Staff	Resources/ Costs	Implementation	Impact
Quality of Education (including SEND, PP and disadvantaged groups)	To review the Humanities Policy.	Autumn Term	Humanities subject leads	Humanities lead release time	Policy reviewed and updated	
	To ensure that all pupils are building on existing skills (finding similarities/differences, themes within a period) and gaining new skills (interpretation of different sources) required to achieve progress in all areas of the History curriculum.	Ongoing	Humanities subject leads Teaching staff	Staff Meetings	Pupils actively engaged in their learning, applying their knowledge, skills and understanding, producing work of a high standard. Lesson observations Planning e.g. scaffolding for SEN, high order questioning for more-able pupils Book looks Displays Class Portfolios Portfolio of work	

	To continue to develop cross curricular links across the key stage.	Ongoing	Humanities subject leads Teaching staff	Staff Meetings	Pupils able to make links across the curriculum and bring meaning to their learning. Lesson observations Planning Book looks Displays Class Portfolios Portfolio of work	
	To work closely with KS1 Humanities subject leads, monitoring and refining the Progression of Knowledge and Skills document, to ensure continuity across the key stages.	Ongoing	Humanities subject leaders across the key stages	Designated Staff Meetings	Staff will be able to deliver imaginative and engaging lessons, using relevant activities and resources. Minutes of staff meetings Record of joint meetings Whole school documents held in subject folders	
	To ensure that work is differentiated appropriately to enable all pupils to access activities and develop their knowledge, skills and understanding.	Ongoing	Humanities subject leads Teaching staff	Humanities lead release time	All pupils are actively engaged in their learning and able to make progress across the curriculum, producing work of a high standard. Lesson observations Planning e.g. scaffolding for SEN, high order	

					questioning for more-able pupils Book looks Displays Class Portfolios Portfolio of work	
More Able Provision	To include challenging questions in planning that develop the range and depth of knowledge and skills of enquiry, interpretation, organisation and communication.	Ongoing	Humanities subject leads Teaching staff	Staff meetings	Pupils work with greater independence using the skills and knowledge developed. Lesson observation Planning High order questioning for more-able pupils Book looks Displays Class Portfolios Portfolio of work	
	To provide small group learning experiences that extend knowledge and understanding (guest parent, small group research)	Spring Term	Humanities subject leads Teaching staff	Humanities lead release time Staff Meetings	Pupils are actively engaged in their learning, researching, interpreting, organising and communicating their findings in response to questions. Portfolio of work Photographs Written accounts Speech bubbles Pupil voice	
Behaviour and Attitudes	To complete 'Pupil voice' questionnaires, to establish pupil's involvement and enjoyment of	Autumn Term	Humanities subject leads Teaching staff	Humanities lead release time	Completed questionnaires. Findings shared	

	History lessons.	Summer Term			with teaching staff. Steps forward-courses available, support with planning, resource needs.	
	To ensure that behaviour for learning is maintained both in school and on educational trips/visits.	Ongoing	Humanities subject leads Teaching staff		School behaviour policy is adhered to. Risk assessments completed before educational visits.	
Personal Development, (including safeguarding and SMSC)	To attend relevant training to support the teaching of History.	Ongoing	Humanities subject leads	Time to attend training and staff meetings to share training.	Teachers and staff able to deliver imaginative and engaging lessons, using relevant activities and resources. Lesson observations Book looks Displays	
	To ensure the Humanities Long Term Whole School Overview provides pupils with the appropriate coverage of knowledge and skills.	Ongoing	Humanities subject leads Year group leads	Humanities subject release time	Pupils actively engaged in their learning, applying their knowledge, skills and understanding, producing work of a high standard. Lesson observations Book looks Class portfolios Displays	
	To ensure that clips from the Internet (You Tube) are viewed prior to class use.	Ongoing	Humanities subject leads	Staff meetings Planning	Pupils are able to develop their knowledge,	

					understanding and skills using safe educational video clips.	
	To complete risk assessments prior to educational visits	Ongoing	Year group leaders Teaching staff	Parental donations/school subsidy	Risk assessments completed before educational visits.	
Cross-phase partnerships (RPAC)	To work closely with KS1 Humanities subject leads, monitoring and refining the Progression of Knowledge and Skills document, so as to ensure continuity of coverage across the key stages.	Ongoing	Humanities subject leaders across the key stages	Designated Staff Meetings	Pupils will be able to make links with the past and acknowledge the changes and how they have contributed to the present day. Minutes of staff meetings Record of joint meetings Whole school documents held in subject folders	
	To liaise with relevant subject leaders on cross phase projects (Book Week, Arts/Science Week).	Spring Summer	Humanities subject leads Subject leaders Teaching Staff	Staff meetings	Pupils will have the opportunity to develop their knowledge and skills. Displays	
Leadership and Management	To review and refine the Knowledge and Skills Progression document in association with the Whole School Curriculum Overview, to ensure that the key national curriculum objectives are met.	Ongoing	Humanities subject leads	Humanities lead release time Cross phase Humanities lead meetings	Pupils learning is chronological. Pupils able to link eras. Lesson observations	

					Book looks Displays	
	To complete lesson observations and provide feedback to the teacher.	Spring	Humanities subject leads	On a rota	Lesson form completed and shared with the teacher. Copy kept in the Humanities folder. Provide support needed – help with planning, courses etc.	
	To audit and update resources.	Termly	Humanities subject leads	Humanities lead release time Budget not allocated	Pupils able to produce work of a high standard using the resources available (located in 4HM). Lesson observations Book looks Displays	
Parent/ Governor/ Community Engagement	To inform Governors of the school History curriculum	Ongoing	Humanities subject leads	Planning Newsletter	Governors have a clear understanding of how History is implemented within the curriculum.	
	To inform parents of topics to be taught via curriculum newsletter.	Half termly	Humanities subject	Staff meetings	Is on-going parental	

			leads Year group leaders Teaching Staff	Year group meetings Newsletters	support impacting on pupil learning?	
	To encourage parental support through planning (supporting educational visits, loan of artefacts)	Ongoing	Humanities subject leads Year group leaders Teaching Staff	Newsletters	Parents support educational visits and loan artefacts.	

Long Term Objectives:

2022 – 2023

- To explore the use of Havering Museum and local trips and speakers.
- To continue to monitor the effectiveness of the Humanities Long Term Whole School Overview (in association with the Progression of Knowledge and Skills document) on pupil's learning.
- To monitor the impact of small group (MA) learning experiences on pupil learning and development of skills.
- To review and update resources

2023 – 2024

- To ensure that there continues to be a balance of History and Geography taught as part of the Humanities curriculum.
- To continue to ensure that key national curriculum objectives are being taught and met, with any changes updated
- To review and update resources

RISE PARK JUNIOR SCHOOL DEVELOPMENT PLAN 2021 - 2022

School: Rise Park Junior
Subject Area: Art/DT

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 art activities.	Ongoing	Year group leaders/ Teachers	No costs needed	All children able to access all art lessons	
	Ensure work is scaffolded appropriately to enable more able children to extend their skills and are provided with challenging opportunities	Ongoing	Year group leaders/Teachers	No costs needed	Evidence of some scaffolding (templates etc.) art activities in place	
	Ensure main school art display is updated. Class/corridor displays to be updated in each year group	Ongoing	Art leader/Year group leaders/Teachers	No costs needed from Art/DT budget	Children's work up on display, reflecting their learning.	
More Able Provision	Class teachers are to identify the more able art students within their own classes and	Xmas competitions	Art/DT leader	No costs needed	All MA children given opportunities to enhance their Art	

	pass information to Art/DT leader for their inclusion in art competitions. This will enhance their skills and knowledge of various artists.	Mother's days competition			skills/knowledge	
Behaviour and Attitudes	Class teachers to ensure that children are informed of the possible dangers of some equipment they will be using during their DT sessions and they are fully aware of their correct use. E.g. scissors, knives, saws, needles.	Ongoing	Class teachers	No costs needed unless equipment requested by class teachers	No accidents/good attitude towards their learning of given topic.	
Personal Development, (including safeguarding and SMSC)	Ensure all art materials are safe and appropriate for school use.	Ongoing	Art/DT leaders	No costs needed	Art materials safe for use	
	All year groups to look at the work of various artists and develop appropriate SMSC skills	Ongoing	Art/DT leaders Year group leaders		Children show developing empathy for art through developing SMSC skills and Learning powers	
Cross-phase partnerships (RPAC)	Arts Week in both schools	Summer term	Art/DT leaders	Put aside £800 for Arts Week – resources.	Art week across both schools in June	

Leadership and Management	To liaise with subject leaders to organise cross-curricular events.	Summer term	Art and DT leaders	No costs needed	Cross curricular activities/lessons throughout the year as well as art week.	
	To monitor the progressions of art skills across the year groups	Ongoing			Subject leaders monitoring checklists	
	To ensure the art curriculum is followed and planned for.	Ongoing			To comply with new Ofsted regulations, new mark scheme implemented with learning powers. In line with infants.	
	To purchase any new resources which may be required for curriculum	Ongoing		Budget to be discussed for Christmas, NY, Chinese NY ongoing art/DT work	New resources available	
	To review and update the Art & DT Policies	2021				
	To organise and carry out an Art/DT Project - Arts Week	Summer term		Put aside £300 for Arts Week – resources. Possible cohesion with local college for art/DT	Pupils will have the opportunity to develop their artistic/physical skills/techniques	
	To organise Xmas competitions	Autumn term		No costs needed	Follow Mercury Mall competition guidelines. Provide children with templates and parent mails/Class Dojo messages sent out to encourage parents	
	To organise Mother's Day competition	Spring term				

					to participate.	
Parent/ Governor/ Community Engagement	To use self-assessment strategies across the year groups so that children can understand what they have done well and how their art work could have been improved	Ongoing	Class teachers	No costs needed	Children are using self-assessment strategies regularly in art lessons	

2022 – 2023

- To participate in upcoming competitions in 2021/2022 (mother's day, bauble competition).
- To update policies.
- To organise art week.
- To order resources for Xmas
- Possible art trips to raise the profile of art.
- Monitoring/pupil voice

2023 – 2024

- To review Art/DT policies 2022
- Organise art week, increase cross-curricular links
- Order resources for Xmas and art week

RISE PARK ACADEMIES DEVELOPMENT PLAN 2021 - 2022

School: Rise Park Junior School
Subject Area: MFL

SEF Heading	Intention	Timescale /Priority 1-5	Lead Staff	Resources/ Costs	Implementation	Impact
Quality of Education (including SEND, PP and disadvantaged groups)	To ensure that all pupils are building on existing skills and gaining new skills required to achieve progress in all units of work	Ongoing	Subject lead Spanish tutors	Primary PPA Cover Ltd £17,365 per year	<p>Subject lead liaises with the specialist teacher to ensure coverage/consistency across the curriculum.</p> <p>Coverage/skills identified in termly and long-term planning.</p> <p>Pupils actively engaged in their learning, applying their knowledge skills and understanding.</p> <p>Lesson observations Book looks Planning e.g. scaffolding for SEN, high order questions for more-able pupils Displays Class portfolios</p>	
	To provide pupils with a wider experience of Spanish within the school environment	Ongoing	Subject lead Spanish tutors All staff	Staff meetings	Stimulating, interactive Spanish displays throughout the school.	

		Autumn			Learning resources easily accessible	
		Summer			Learning songs in Spanish during lessons/singing assemblies (in particular Christmas songs). Celebration of European Day of Languages, week commencing 27.09.21 (tbc) A Spanish Day to promote the subject.	
	To continue to provide an after school Spanish club for pupils in KS2.	Ongoing	Subject lead Spanish tutors	£1360 per year	Spanish language club in place and well attended.	
More Able Provision	To appropriately challenge and extend more able pupils during Spanish lessons.	Ongoing	Subject lead Spanish tutors		Pupils work with greater independence using the skills and knowledge developed Planning Lesson observations Book looks Pupil voice Displays Class portfolios	
	To provide opportunities for pupils to create interactive displays.	Ongoing	Subject lead Spanish tutors		Interactive displays created and used by	

			All staff		pupils to enhance their learning. Portfolios	
Behaviour and Attitudes	To complete 'Pupil Voice' questionnaires, to establish pupil's involvement and enjoyment of Spanish lessons	Autumn term Summer term	Subject lead Class Teachers	Subject release time	Completed pupil questionnaires Results analysed and acted upon Findings shared with teaching staff Steps forward - resources needed, courses available	
	To ensure that behaviour for learning is maintained in school	Ongoing	Subject lead Spanish tutors Class teachers	Subject release time	Lesson observations - pupils demonstrate good behaviour and understand its importance. Spanish tutors following school behaviour policy. Class Dojos Certificates Feedback comments	
Personal Development, (including safeguarding and SMSC)	To ensure that SMSC is included in the planning of Spanish lessons	Ongoing	Subject lead Spanish tutors All staff		Evidence of SMSC on Spanish lesson plans	
	To attend relevant training to support the teaching of Spanish	Ongoing	Subject lead Spanish tutor Class teachers	Attend meetings Staff meetings to share training	Teachers and staff are aware of current practice and the topics taught	
Cross-phase partnerships (RPAC)	N/A					

Leadership and Management	To review the current Spanish policy.	Autumn term	Subject lead	Subject release time	Policy checked and amended.	
	To ensure the progression of knowledge and skills across the key stage	Spring term	Subject lead Spanish tutors	Subject release time	Planning Lesson observations Book looks Displays	
Parent/ Governor/ Community Engagement	To inform adults/governors of upcoming events and events that have taken place.	Termly	All teachers to contribute Subject lead to contribute to content on a termly basis		Termly newsletters with contributions from subject lead	
	To inform parents/governors of the topics to be taught	Termly	Subject lead Spanish tutor		Termly newsletter with contributions from subject lead	

Long Term Objectives:

2022 – 2023

- To establish links with a school in a Spanish speaking country for pupils to communicate online or via letters (pen pals).
- To monitor and review the assessment of Spanish provided for by Primary PPA Cover Ltd and its effectiveness/impact/use

2023 - 2024

- To establish links with local secondary schools (Marshalls Park and Royal Liberty) to share good practice, resources and ensure smooth transition to KS3.

2024 – 2025

- To further improve the quality of teaching and learning in Spanish through analysis of monitoring and data.

RISE PARK ACADEMIES DEVELOPMENT PLAN 2021 - 2022

School: Rise Park Junior
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)	Audit of equipment with regards to purchasing what is needed to extend learning and for lessons to be inclusive.	Summer 2021 term (2)	PE Sports Coach	Sports Funding to be used £300 swimming £700 (sports/gym equipment)	PE equipment is of a high standard; with enough quantity to facilitate scheme of work and is accessible by children and adults. PE shed is organised.	
	PIPs continue to encourage children to be active at lunchtimes.	Ongoing (1)	PE Sports Coach		Change4Life groups set up. PIPs in place.	
	Organise an apparatus inset to ensure safe handling for staff and children	Autumn term (1)	Subject Leader		Apparatus inset has taken place.	
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 Sports Coach, Swimming Coach, Subject Leader		More able children have been recognised and chosen to participate in a selective group. A variety of clubs	

					are organised to provide opportunity.	
Behaviour and Attitudes	To continue to develop the role of PE leader across the schools in order to raise standards in all aspects of PE.	Ongoing (1)	Subject Leader/Sports Coach		PE policy is reviewed to ensure all aspects of the PE curriculum are reflected.	
	To monitor schemes of work and assessment sheets to ensure continuity/progression across the key stages.	Throughout the year (1)	Subject Leaders (KS1 and KS2)		Discussions with KS1 Subject Leader. Termly feedback – assessment from teaching staff/PE Sports Coach (KS2) ensures pupil progression.	
Personal Development, (including safeguarding and SMSC)	All children to participate in indoor and outdoor PE.	Across the year(1)	PE Sports Coach and Subject Leader		New 'Sports Crew' set up to organise intra school activities. A new Change4Life club to be set up, targeting least active children in Year 3.	
	Each child to be surveyed to ascertain those who require extra physical motivation.	Autumn term and summer term respectively (2)	PE Sports Coach and Subject Leader		Sports survey completed in the autumn term, then repeated in the summer term.	
	Extra swimming for non-swimmers.	Autumn term (2)	Swimming Coach		Non-swimmers are receiving extra tuition.	
Cross-phase	Links with KS1 and KS2 – a	Summer	Subject Leaders, KS1		Date in the diary for	

partnerships (RPAC)	sporting activity morning to be held with Yr2 and Yr5.	term (3)	and KS2		this event.	
	Year 5 to establish links with secondary schools (Marshalls Park Academy and Bower Park Academy).	Summer term (3)	Year Group Leader		Year 5 have visited a secondary school.	
Leadership and Management	To continue to support staff with scheme of work.	Across the year (1)	Subject Leader/PE Sports Coach		PE planning reflects half termly topics where possible.	
	Review success of team competitive sports day (KS1 & 2).	Summer term (2)	Subject Leader and KS2 staff		Liaise with KS1 Subject Leader. Discussions with KS2 staff.	
	Continue with 'Sports Crew', facilitating intra-school competitions across houses/year groups.	Spring term (3)	Subject Leader and PE Sports Coach		Arrangement of intra-school activities.	
	Continue to participate in inter-school activities organised by Havering Sports Collective.	Across the year (1)	Subject Leader and PE Sports Coach		Children have participated in a wide range of sporting activities, organised by the Collective.	
Parent/ Governor/ Community Engagement	Meet with the PE Governor to discuss various aspects of PE within KS1 and KS2.	Summer term (3)	Subject Leader		All parties involved with PE are working together and have knowledge of current events across the Academy.	
	Inform parents of the PE curriculum via a year group information sheet.	Termly (1)	Year Group Leaders and teachers.		Termly Curriculum Newsletters are sent to parents.	

Long Term Objectives:

2022 – 2023

- Review the progress of the all-weather facility upon the school and the local community.
- Continue to monitor children's participation of physical activity, using pupil participation survey.
- Continue to establish links between secondary schools.

2023 – 2024

- Continue to monitor children's participation of physical activity, using pupil participation survey.
- 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 Junior School
Subject Area: Religious Education

SEF Heading	Intention	Timescale /Priority 1-5	Lead Staff	Resources/ Costs	Implementation	Impact
More Able Provision	Encourage pupils' capacity for critical questioning.	Ongoing	Subject Leader/Teachers	Subject Folders Question Boxes Portfolio Books Class Displays	Question box or book, where children's fundamental/ BIG questions can be addressed to show they are important.	
	Discuss how thinking skills can be promoted. Ask open ended questions with multiple possibilities. Use Talk Partners to foster collaboration.	Ongoing	Subject Leader/Teachers	Team meetings Training as appropriate	Evidence in folders of this being carried out (with at least three pieces of work for each Unit taught to be evidenced in folders, and with LO and SC, marked according to school policy).	
Personal Development,	To ensure links in RE are made between	Ongoing	Subject Leader/Teachers	Subject Folders Question Boxes	Evidence in class portfolios and in	

(including safeguarding and SMSC)	SMSC and PSHE, and that opportunities are given for children to share their own religious backgrounds and experiences.			Portfolio Books Class Displays	folders of cross-curricular links.	
Cross-phase partnerships (RPAC)	To ensure that KS2 RE policy is shared and reviewed with KS1 subject lead, and that policy delivery continues to be aligned across the academy trust.	Ongoing	Subject Leader/Teachers	Team meetings Training as appropriate	Evidence in Subject Leader folders of KS1 and KS2 policies	
Leadership and Management	To complete an RE folder scrutiny and learning walk of children and teaching.	Ongoing	Subject Leader/Teachers	Folders/Displays	Evidence in folders and on displays showing that scheme is being followed to a high standard and pupil progress is evident. Displays to also raise the profile of RE in classes evident.	
Parent/ Governor/ Community Engagement	To inform parents, governors, community of the RE curriculum via the curriculum newsletter.	Termly	Subject Leader/Year Group Leaders	Team meetings Newsletter	Parents, governors and community are made aware of the current PSHE topics being covered each term and can be reinforced this learning at home.	

Long Term Objectives:

2022 – 2023

- To look at RE curriculum and to converse with the RE. KS1 subject leader to ensure the consistency across the academy.
- To audit and update R.E. resources.
- To develop the use of different media when teaching RE.
- To organise an RE theme week across the school, looking at and sharing religious cultures from around the world.

2023 – 2024

- To ensure all teaching in RE. is at least good and a significant proportion is outstanding
- 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

RISE PARK ACADEMIES DEVELOPMENT PLAN 2021 - 2022

School: Rise Park Junior School
Subject Area: PSHE

SEF Heading	Intention	Timescale /Priority 1-5	Lead Staff	Resources/ Costs	Implementation	Impact
Quality of Education (including SEND, PP and Dis advantaged groups)	Establish current practice in the subject, including staff confidence, curriculum and teaching time.	Easter 2022 To also collect the evidence termly	PSHE Subject Lead	Audit Template Time for audit	Undertake a subject audit Look at current evidence of PSHE(book look, learning walk, displays) Carry out a pupil voice survey, monitor class time tables to ensure that subject is given enough time. Subject leader and SLT have a detailed understanding of current practice within the subject. Observe some teaching of the subject. Complete an audit of staff confidence within the subject.	

	To ensure that the children are building on existing skills and gaining new skills required to achieve progress in all areas of PSHE curriculum.	Easter 2022	PSHE Subject Lead All Teachers	NA Lesson Observation template.	Children are evidenced as making required/better progress in this curricular area. Lesson observations, lesson plans and pupil voice	
More Able Provision	Encourage pupils' capacity for complex questioning and provide them with challenging/stimulating tasks.	On going	Subject Leader /Teachers	More complex questions, alternate learning objectives and independent projects. Lesson Plans. Lesson observation template.	Evidence of work in pupils' folders with alternate LO/SC.	
Behaviour and Attitudes	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. Children to respect different cultures and values.	On going	All Teaching Staff	N/A	Observations to be made at all times by all staff members particularly during educational visits or introducing some sensitive issues in class/assemblies Evidence to be seen during assemblies. Pupil survey	
Personal Development,	To ensure links in PSHE are made between SMSC and RE, and that	On going	Subject Leader /Teachers	N/A	Evidence of work with cross-curricular links to	

(including safeguarding and SMSC)	opportunities are provided for children to share their own cultural backgrounds and experiences.				be provided in class portfolios and PSHE in folders.	
Cross-phase partnerships (RPAC)	To ensure new PSHE Policy is shared with KS1 subject lead, and the policy is merged into one for the academy trust.	On going	Subject Leader /Teachers	N/A Time allocated for KS1 and KS2 PSHE Subject Leaders.	Successful merge of the two policies in place, so there is one updated version for 2020-21.	
	Ensure that the PSHE curriculum within school matches the needs of the new 2020 curriculum	Easter 2020	SLT	Develop resources and planning for the teaching of First Aid.	PSHE lessons cover all necessary skills from the new 2020 PSHE curriculum. Children in Key Stage 2 have a basic understanding of First Aid. Teachers have a range of resources for the teaching of First Aid	
	To monitor the way SMSC is being considered and used in year group lessons and planning of PSHE lessons/learning.	On going	Subject Leaders SMSC/PSHE	N/A	All teaching and planning of PSHE shows evidence of the programme objectives. To conduct folder scrutiny and learning walk of teaching and learning.	
	To look for and attend relevant training courses for all staff. Staff	April 2020	Subject Leader	N/A	Staff CPD attended and cascaded to all	

	knowledge, understanding and confidence of PSHE topics will increase resulting in the best possible teaching of PSHE.				relevant staff within the school.	
Parent/ Governor/ Community Engagement	To inform parents, governor's, community of the PSHE curriculum via the curriculum newsletter.	Termly	Year Group Leader	N/A	Parents, governors and community are made aware of the current PSHE topics being covered each term and can be reinforced this learning at home.	

Long Term Objectives:

2022 – 2023

- Establish current practice in the subject, including staff confidence, curriculum and teaching time.
- Ensure that the PSHE curriculum within school matches the needs of the new 2020 curriculum
- To introduce PSHE profile books. (On going)
- Observe the teaching of PSHE across the school and the cross curricular links. (On going)
- To converse with KS1 Subject Leader. (On going)

2023 – 2024

- To monitor how more able children are being further challenged within PSHE lessons
- To continue to review and monitor the new curriculum in place.
- To monitor new PSHE profile books and any concerns regarding this.
- To monitor how more able children are being further challenged within PSHE lessons
- To promote self-responsibility, respect and tolerance for others as part of pupils' spiritual, moral, social and cultural development

RISE PARK JUNIOR SCHOOL DEVELOPMENT PLAN 2021 - 2022

School: Rise Park Junior School

Subject Area: RSHE

SEF heading	Strategic Planning Area	Timescale/Priority 1-5	Lead Staff	Resources/ Costs	Success Criteria	Monitoring/ Review Of Progress
<p>Quality of Education (including SEND, PP and disadvantaged groups)</p>	<p>Establish current practice in the subject, including staff confidence, curriculum and teaching time. To develop key staff understanding of the new RSE framework that is mandatory for all schools To deliver a training session to Teachers to help develop their understanding of the new framework and the content that should be covered.</p>	<p>Easter 2022 To also collect the evidence termly</p>	<p>RSHE Subject Lead</p>	<p>Audit Template Time for audit</p>	<p>To attend RSE training and bring information from sessions back to school – share with the head teacher to see how we can use and develop this in school. - To produce a questionnaire for all staff to complete to analyse what we currently offer and individual strengths in this subject area. To ensure that staff are aware that some RSE type topics will be covered in cross curricular lessons.</p>	

					<p>To deliver a training session to Teachers and HLTA's- to be delivered in summer 2.</p> <p>To tailor a curriculum that shows progression of topics throughout school that is developmentally and physically appropriate.</p> <p>Undertake a subject audit</p> <p>Look at current evidence for RSHE (book look, learning walk, displays)</p> <p>Carry out a pupil voice survey,</p> <p>Monitor class time tables to ensure that subject is given enough time.</p> <p>Subject leader and SLT have a detailed understanding of current practice within the subject.</p> <p>Observe some teaching of the</p>	
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					subject. Complete an audit of staff confidence within the subject.	
	To ensure that the children are building on existing skills and gaining new skills required to achieve progress in all areas of RSHE curriculum.	Easter 2022	RSHE Subject Lead All Teachers	NA Lesson Observation template.	Children are evidenced as making required/better progress in this curricular area. Lesson observations, lesson plans and pupil voice	
More Able Provision	Encourage pupils' capacity for complex questioning and provide them with challenging/stimulating tasks.	On going	Subject Leader /Teachers	More complex questions, alternate learning objectives and independent projects. Lesson Plans. Lesson observation template.	Evidence of work in pupils' folders with alternate LO/SC.	
Behaviour and Attitudes	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. Children to respect different	On going	All Teaching Staff	N/A	Observations to be made at all times by all staff members particularly during educational visits or introducing some sensitive issues in class/assemblies	

	cultures and values.				Evidence to be seen during assemblies. Pupil survey.	
Personal Development, (including safeguarding and SMSC)	To ensure links in RSHE are made between SMSC and RE, and that opportunities are provided for children to share their own cultural backgrounds and experiences.	On going	Subject Leader /Teachers	N/A	Evidence of work with cross-curricular links to be provided in class portfolios and RSHE in folders.	
Cross-phase partnerships (RPAC)	To ensure new RSHE Policy is shared with KS1 subject lead, and the policy is merged into one for the academy trust.	On going	Subject Leader /Teachers	N/A Time allocated for KS1 and KS2 PSHE Subject Leaders.	Successful merge of the two policies in place, so there is one updated version for 2020-21.	
Leadership and Management	Ensure that the RSHE curriculum within school matches the needs of the new 2020 curriculum	September 2021	Subject leader/SLT	Develop resources and planning for the teaching of First Aid.	RSHE lessons cover all necessary skills from the new 2021 RSHE curriculum. Children in Key Stage 2 have a basic understanding of First Aid. Teachers have a range of resources for the teaching of First Aid	
	To monitor the way SMSC is being considered and used in year group lessons and planning of	On going	Subject Leaders SMSC/RSHE	N/A	All teaching and planning of RSHE shows evidence of	

	RSHE lessons/learning.				the programme objectives.	
	To look for and attend relevant training courses for all staff. Staff knowledge, understanding and confidence of RSHE topics will increase resulting in the best possible teaching of PSHE.	April 2022	Subject Leader	N/A	To conduct folder scrutiny and learning walk of teaching and learning. Staff CPD attended and cascaded to all relevant staff within the school.	
Parent/ Governor/ Community Engagement	To inform and consult parents and governors about new RSE framework that is mandatory for all schools	Summer 1 2021	RSHE subject leader to prepare parent letter covering the RSE framework, Feedback survey and an overview of RSHE curriculum.		Head teacher to approve these documents before sending to the parents and governors.	
	To inform parents, governor's, community of the RSHE curriculum via the curriculum newsletter.	Termly	Year Group Leader	N/A	Parents, governors and community are made aware of the current RSHE topics being covered each term and can be reinforced this learning at home.	

Long Term Objectives:

2022 – 2023

- Establish current practice in the subject, including staff confidence, curriculum and teaching time.

- Ensure that the RSHE curriculum within school matches the needs of the new 2020 curriculum
- To introduce RSHE/PSHE profile books. (On going)
- Observe the teaching of RSHE across the school and the cross curricular links. (On going)
- To converse with KS1 Subject Leader. (On going)

2023 – 2024

- To monitor how more able children are being further challenged within RSHE lessons
- To continue to review and monitor the new curriculum in place.
- To monitor new RSHE profile books and any concerns regarding this.
- To monitor how more able children are being further challenged within RSHE lessons
- To promote self-responsibility, respect and tolerance for others as part of pupils' spiritual, moral, social and cultural development

RISE PARK JUNIOR SCHOOL DEVELOPMENT PLAN 2021 - 2022

School: Rise Park Junior School

Subject Area: SMSC

SEF Heading	Intention	Timescale /Priority 1-5	Lead Staff	Resources/ Costs	Implementation	Impact
Quality of Education (including SEND, PP and disadvantaged groups)	A rolling programme of assemblies is devised, which focuses upon a diverse range of spiritual, moral, social and cultural themes, including topical customs/traditions, rapid response sessions RE world events and the School's Learning Powers.	On-going	Head of School, RE & PSHE leaders, class teachers	N/A	All pupils are receiving a broad and balanced collective worship sessions, which give them the opportunity to explore and question different values and beliefs.	
	Extra- curricular clubs e.g., Dance, Football, Fitness, Badminton, Choir, Orchestra, Art clubs etc. provide a wider conceptual and linguistic framework within which the children can learn about other cultures.	On-going	Teachers, Teaching Assistants, Volunteers, Parents, external providers	N/A	Extra-curricular opportunities cater for the holistic development of every child.	
	SMSC/ British Values to be evident within planning, assemblies and other areas of school life, including classroom displays.	On-going	Head of School, SMSC, RE, PSHE Leaders, Class Teachers, Mid-day assistants other stakeholders within the school	N/A	All stakeholders will demonstrate British values within school. Introduce at start of year & through school rules; shared guided reading.	
	Maintain the SMSC profiles through the class portfolios. Links	Termly	Head of School, SMSC, PSHE, RE	£10 per portfolio	SMSC is evident in all areas of school life and	

	with display e.g. RE, PSHE etc.		Leader/ Class teachers		its community.	
	To improve the children's ecological awareness and provide opportunities for volunteering.	On-going	Geography leader	£50 plants	Eco Warriors group Litter pickers Science/ Geography outdoor work	
	JTAs to promote road safety, active travel and cleaner air through assemblies, workshops, clubs and events.	On-going	STP leader	£100 JTA Prizes	TfL opportunities provided to all children. E.g. Daily Mile, Bike Club, Bike Polo, Road Safety assemblies & workshops etc. See Stars Travel Plan	
	To improve the children's 'Cultural Capital' through year group challenges, reinforcing SMSC areas.	On-going	SMSC, RE, PSHE Leaders and class teachers	N/A	Cultural Capital challenges are completed by pupils.	
More Able Provision	Extra- curricular Philosophy club for more able pupils. KS1 and KS2 could meet where relevant.	Spring Term	SMSC, RE, PSHE Leaders	N/A	A small group of more able children will meet to discuss philosophical questions.	
Behaviour and Attitudes	Children given the opportunity to express their opinion / Pupil Voice.	Spring Term	SMSC leader, PSHE Leader, School Council leader	N/A	Pupil voice meetings	
	Demonstrate good behaviour for learning.	On-going	Class teachers, TAs, LSAs	N/A	Children demonstrating good behaviour and understanding it's importance.	
Personal Development, (including safeguarding and SMSC)	The school council meets regularly with the lead member of staff and other stakeholders to share views and discuss school related issues which may be of interest to pupils. These are then fed back appropriately.	Half termly	School Council leader	Ref: Learning Resources	Opportunities are provided for pupils to engage in the democratic process and to participate in community life, as well as exercising leadership and responsibility.	
	PSHE/Circle time continues to be included in planning on a regular basis to provide an inbuilt	Weekly	PHSE Leaders/ Class teachers	N/A	Lesson planning clearly shows weekly PSHE sessions and circle time	

	opportunity for pupils to share/respect each other's ideas and beliefs.				focus (children to discuss issues raised by Newsround).	
	The Junior Travel Ambassadors (JTA) meets regularly with the STP and working group to promote active travel, walking, cycling or scooting and road safety in the school.	Half termly	STP leader, JTA, Working group	N/A	Opportunities are provided for pupils to improve active and safe travel. See Stars Travel Plan	
Cross-phase partnerships (RPAC)	KS1 & KS2 School council members to meet where relevant.	On-going	School Council, School Council leader	N/A	Minutes notes	
	KS1 & KS2 JTA members to meet where relevant.	On-going	STP leader, JTA, Working group	N/A	Opportunities are provided for KS1 & KS2 pupils to meet.	
Leadership and Management	Ensure links with PSHE/ RE/ School Council/ JTAs/ SENCO/ Midday leaders and other relevant members of staff are maintained regarding SMSC so that provision continues.	On-going	Head of School, SMSC / RE / PSHE Leader/ Class Teachers/ Mid-day assistants/ other stakeholders within the school	N/A	Evidence of SMSC throughout the school.	
Parent/ Governor/ Community Engagement	Ensure SMSC links and evidence are included on the School website.	On-going	HT/ SMSC leader/ ICT leader	N/A	Evidence of SMSC area on the school website.	
	Ensure JTA/TfL information is on display board and school website, showing how active travel and road safety is evident in the school.	On-going	SMSC Leader/ STP/JTA	N/A	Evidence of TfL on display board and school website.	
	Invite grandparents to have a greater involvement in maintaining the school garden areas and allotment. This could include a Learning Garden.	On-going	Science leader, Geography leader	Plants and flowers	Garden areas maintained	
	Involve parents and carers during themed weeks such as Book	On-going	DH, Science leader, Art leader	N/A	Opportunities provided for parents and carers to	

	Week, Science Week and Arts Week to celebrate children's achievements.				be involved during themed weeks.	
	Annual Afternoon Tea led by School Council, inviting the 60+ residents of our local community.	Summer Term	School Council, School Council leader	General resource budget	Afternoon Tea event taken place.	
	Newsletters to inform adults of upcoming events and events that have taken place.	Termly	All teachers	N/A	Evidence of newsletters sent out on Parentmail.	

Long Term Objectives:

2022 – 2023

- Links with external agencies to widen provision e.g., police and fire services to deliver sessions such as 'Stranger danger', 'Fire alarms' and parents with different cultural backgrounds for assemblies.
- Whole school philosophical question of the week.
- Portfolios to go up with class.

2023 – 2024

- Links with a second school within the surrounding locality to offer fresh opportunities for growth and to share best practice, enjoying symbiotic, professional development.

2024 – 2025

- Links with a third school within the surrounding locality to offer fresh opportunities for growth and to share best practice, enjoying symbiotic, professional development.

RISE PARK ACADEMIES DEVELOPMENT PLAN 2021 - 2022

School: Rise Park Junior School
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>	<p>Remote Learning lead Class teachers SLT – staff meeting time.</p>	<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) Cross-phase partnerships (RPAC)	Attend any relevant training to support remote learning and blended learning across the Trust and in the school community 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 2	Remote Learning lead KS1/ KS2 Remote Learning lead Remote Learning/Blended Learning/IT specialists	Time to attend any training.	School maintains and continues to build strong links within the community. Children’s	

					appreciation of the links between learning in school and learning in the community and at home.	
Leadership and Management	<p>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.</p> <p>To continue to involve teaching staff and the wider school 'community in remote and blended learning to support curricular education across the Trust.</p>	1 2	Remote Learning lead SLT	<p>Time to conduct book looks/ observations/ drop-ins/surveys</p> <p>Arranging meetings for support and knowledge-gathering with teaching staff, parents and pupils.</p>	<p>Remote Learning is provisioned and accessed consistently well across the school.</p> <p>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.</p>	
Parent/ Governor/ Community Engagement	<p>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 possibility of virtual programmes or media that could support remote or blended learning.</p> <p>Investigate possibility of Year Groups bringing in examples of</p>	3 3	Remote Learning lead Head of School Parents/Carers	<p>Letter to request examples of curricular work completed by the children at home. Possible letter dates: Autumn Year 3, Spring Year 4, and Summer Year 5/6.</p>	<p>School maintains and continues to build strong links within the community.</p> <p>Children's appreciation of the links between school and home deepens.</p>	

	remote learning activities they have completed at home.					
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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 Junior

Subject Area: Midday Staff & Lunchtime Provision

SEF Heading	Intention	Timescale /Priority 1-5	Lead Staff	Resources/ Costs	Implementation	Impact
Quality of Education (including SEND, PP and disadvantaged groups)	Ensure Staff and Pupils are aware of any new lunchtime arrangements.	Autumn 1 2021	J Shaw Teaching/ non-teaching staff Pupils	Nil	Staff will be notified of new arrangements through Staff Meeting Ensure assembly time to inform pupils; YGL to pass on details to class teachers to share with pupils. This is dependent on any COVID restrictions that are applicable.	
	Ensure Midday Staff are fully aware of their responsibilities for the smooth running of serving food, clearing away etc. with focus	Autumn 1 2021/ half termly meetings	J Shaw Midday Staff	Non – contact time: early on in the Autumn first half term.	First of the half-termly meetings; meet and greet new staff – ensure MDA	

	on new 'sittings'/ timings.	with MDAs			Supervisor and Staff are familiar with new arrangements and their roles/ responsibilities.	
	Ensure good quality play equipment, suitable for each year group's needs, is available for all to use outside.	Autumn 1 2021/ ongoing	J Shaw	Non – contact time: early on in the Autumn first half term.	Ensure current equipment is still in good order. Ask children through MDAs and School Council what equipment children would like to have available. Ensure equipment is stored safely and if necessary in separate containers for each Year Group – dependent on any COVID restrictions applicable.	
More Able Provision	Provide at least one lunchtime activity club each day – ask for teaching/ non-teaching staff to volunteer to take a range of clubs with different themes – will need to take into account cross over of sitting times or provide different clubs (Volunteers will be dependent on COVID restrictions)	Autumn 2 2021 & Ongoing	Autumn 2 2021 & Ongoing	J Shaw MDA Supervisor All staff Governors/ Parent volunteers	Nil	A range of clubs will be available throughout the week.
Behaviour and Attitudes	Encourage the development of positive relationships between mid-day staff and pupils:	Autumn 2 2020	J Shaw	Nil	Display of MDA names and photos in dining hall.	

	Display of Staff/ names Display expected behaviour rules/ rewards				Display of Golden Rules in dining hall.	
	Provide at least one lunchtime activity club each day – ask for teaching/ non-teaching staff to volunteer to take a range of clubs with different themes – will need to take into account cross over of sitting times or provide different clubs	Autumn 2 2021 & Ongoing	J Shaw MDA Supervisor All staff Governors/ Parent volunteers	Nil	A range of clubs will be available throughout the week.	
	Use of Golden Lunchtime Dojos to encourage positive behaviours – MDA staff to say which class from each year group has earned an extra 5 minutes of play due to excellent behaviour. MDAs to advise teachers of individual children who deserve a lunchtime dojo.	Autumn 1 2021	J Shaw MDA Supervisor		Teaching staff will take their class for 5 minutes extra play at a time to suit if they have be awarded this.	
Personal Development, (including safeguarding and SMSC)	Arrange Jenny Mosely training for MDAs	Summer 2 2021/ Autumn 1 2021	J Shaw HT S Adams	Negotiate costs with Training company – if possible arrange for training to be offered to other local schools so that we can get free training for our MDAs	Staff will have received good quality training to help deal with positive attitudes and behaviour; this will impact on children/ staff experiencing happier lunchtimes.	
	Set up effective Mini MDA system to support the adult MDAs – Children to volunteer and explain why they think they should be given role of responsibility; change	Autumn 1 2021 & Ongoing	J Shaw MDA Supervisor		Suitable volunteers will be appointed on half termly basis – either to support the MDA roles in dining	

	these on a half termly basis and ensure their efforts are recognised and rewarded e.g. Certificate of Thanks				hall (Mini MDAs) OR to support appropriate play outside (Playleaders).	
	Play Leaders – appoint pupils that volunteer to support positive play/ use of outdoor equipment, social games etc. Change pupils half-termly and reward as for Mini MDAs	Autumn 1 2021 & Ongoing	J Shaw MDA Supervisor	See above	See above	
Cross-phase partnerships (RPAC)	Liaise with Infant School – share good practise and try to ensure equality of provision across RPAC	Autumn 1 2021 & Ongoing	J Shaw Infant School counterpart	Nil	Termly meetings to be held and issues discussed.	
Leadership and Management	Half termly meetings held with the team; ensure new staff receive induction before starting, attend any relevant training etc. and to discuss any issues as they arise.	Autumn 1 2021 & Ongoing	J Shaw MDA Supervisor MDAs HT?	Non – contact time required	Half-termly meetings will be held; issues discussed – minutes to be produced.	
	Appraisals of MDAs: Intial, Interim and final Appraisal meetings to be held 1:1 with each MDA	Autumn 1 2021; Spring 1 2022; Summer 2 2022	J Shaw MDA Supervisor MDAs	Non – contact time required	Termly appraisal meetings to be held.	
Parent/ Governor/	Approach PTFA for funding for further equipment/ resources for use at lunchtimes.	Autumn 1 2021	J Shaw HT?	Footballs Skipping ropes Hoops Mini MDA & Play Leader Bibs.	Cost of these items will be covered – J Shaw to make appropriate purchases or arrange for them to be ordered through usual educational suppliers.	
Community Engagement	Request funding from PTFA to	Autumn 2	J Shaw	Find cost of	Sun/ Rain shades	

	cover cost of rain/ sun shades and coat pegs on field/ playground		HT S Adams	equipment – approach PTFA plus local firms such a B&Q	and coat pegs erected in playground or on field.	
	Request support for provision of lunchtime clubs. (Dependent on COVID restrictions)	Autumn 1 2021	J Shaw HT?	Nil	Parentmail / E-mail will be sent to request volunteers to support with lunchtime club provision.	

Long Term Objectives:

2022 – 2023

- Training for Mini MDAs and Play-leaders

2023 – 2024

- Experienced MDAs to train new members of staff in good practice (following their own Jenny Mosely training)
- Playing old fashioned playground games – Parent/ Governor volunteers

RISE PARK ACADEMIES DEVELOPMENT PLAN 2021 - 2022

School: Rise Park Junior School
Subject Area: Music

SEF Heading	Intention	Timescale /Priority 1-5	Lead Staff	Resources/ Costs	Implementation	Impact
Quality of Education (including SEND, PP and disadvantage d groups)	Create an inventory of the musical instruments available in the school. Including pictures and descriptions of origins and use.	Autumn 1 2021	Music Lead	Laminated booklet containing information	Research instruments thoroughly, inform all staff about the booklet and its location via email.	
	Continue to ensure that music lessons are being taught frequently and to a good standard throughout the junior school.	Autumn – Summer term	Music leader	N/A	Conduct observations throughout the year. Distribute teacher, support staff and pupil surveys in the autumn and summer term.	
	Reintroduce the new form of assessment which clearly indicates how children are progressing from reception to year 6.	Autumn 1	Music leader	Scrapbook already in use	Ensure that everyone knows what they are doing.	
More Able Provision	Generate a list of more able children from each class (2 children per class) Assign these children as music ambassadors for the school. They will then be called upon to learn about the instruments and have a tutorial of how to use Charanga.	Autumn term 2021	Music leader	N/A	Send a list round every class for teachers to contribute two students. Have a meeting with the 'music ambassadors' and discuss their roles.	

					Arrange times to talk them through Charanga and music equipment.	
	Find out which children in the school have ability to play music confidently. Ensure that these children present their skills at school events.	Autumn term 2021	Music leader	N/A	Arrange for select children to play at concerts/ display evenings/parents evenings.	
Behaviour and Attitudes	Create an enthusiasm for music throughout the junior school using displays.	Autumn-Summer terms	Music leader	Display board / space in school.	On the music display, present all of the different events and elements of music in the junior school including pupils' achievements.	
	Increase teacher's confidence in music by ensuring that all understand how to use Charanga and music instruments.	Autumn term	Music leader	N/A	Arrange a time to share what is gained from Charanga courses with all teachers. Ensure to address concerns highlighted in teacher surveys.	
	Encourage teachers to highlight and acknowledge effort in music during celebration assemblies	Autumn – summer term	Music leader	N/A	Promote the use of praise for music in assemblies throughout the year by reminding pupils and staff to highlight good work. Add any child who has won an award for music to music display under	

					“musicians of the term”.	
Personal Development, (including safeguarding and SMSC)	Ensure all equipment used (instruments) is safe for use.	Autumn 1	Music leader	N/A	Go through all instruments and check for any sharp edges or cracks.	
	Generate an SMSC display with music ambassadors to display.	Spring term	Music leader	N/A	Arrange to meet with music ambassadors. Create a display which indicates how music displays each element of SMSC.	
Cross-phase partnerships (RPAC)	Ensure that good practice is taught throughout the academy trust, with progression being clear.	Autumn – summer term	Music leader	N/A	Meet with music leader from the infant school frequently to discuss the aim of music from reception to year 6 as appose to within the separate schools.	
	Ensure there is consistency with assessment throughout both schools.	Autumn – summer term	Music leader	N/A	If a new form of assessment is bought in then ensure that decision are made with the infant lead and that all staff receive the same information and understanding.	
Leadership and Management	Gain an understanding of the teacher’s confidence in teaching music using the provided provision.	Autumn 2	Music leader	N/A	Issue teachers surveys twice a year and action any concerns or questions immediately.	

					Use these concerns to guide any courses that may need to be attended.	
	Ensure that all the equipment and resources for charanga are available for teachers.	Autumn 1	Music leader	N/A	Go through plans for all year groups on Charanga and make sure that all resources are available in school.	
Parent/ Governor/ Community Engagement	Look into showcasing children and staff's musical talent more during summer fayre.	Summer term	Music leader	N/A	Find out with pupils and staff play instruments and are willing to perform. Talk to head of the PTFA about singing performances during summer fayre.	
	Include more photos and pupil comments about music lessons in newsletters and on the website.	Autumn – Summer terms	Music leader	N/A	Encourage teachers to share any good practice with the music lead.	

Long Term Objectives:

2022 – 2023

- To ensure that music is taught and evidenced consistently throughout the school.
- To continue to provide outside provision which broadens the students learning.
- To ensure children have a secure understanding of what their targets in music are and how they progress each year.

2023 – 2024

- To continue to promote enthusiasm for music throughout both schools.
- To ensure children's progress in music is assessed and evidenced every term.
- To continue to assess and review the musical provision provided to ensure it is benefiting children's knowledge and understanding.

RISE PARK ACADEMIES DEVELOPMENT PLAN 2021 - 2022

School: Rise Park Junior 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 their Provision Map already completed.	1 Termly	Assessment Leader/ English/ Maths Leader/ Inclusion Manager	Cover x 2 (internal)	Termly pupil progress meetings continue to be 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 KS1 test 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/ October	Assessment Leader	Progress Tracking Grids	Teachers set end of year target milestones based on KS1 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.	
	The progress and attainment of all pupils for reading, writing and maths is tracked against their end of KS1 milestone/outcome to ensure accelerated progress sufficient gaps have been filled to enable them to reach KS2 expected outcome. If a child is not making the expected/accelerated progress they will be identified within the termly Provision Map	1 Termly	Assessment Leader	SIMs assessment marksheets	Progress and attainment is tracked against the KS1 outcome to ensure children are on track to make the expected progress by the end of KS2. Those not making the expected progress are monitored and additional support provided.	
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 targets and editing/up-leveilling their work for improvement.	2 Ongoing	Assessment Leader/ English Leader/ Maths Leader/ Foundation Subject Leaders	Pupils' work Jam Board Tasks on Google Classroom	Pupils are actively involved in regularly reviewing their own learning and this is evident in pupils' books and on Google classroom.	
	Case studies to be kept by class teachers/Inclusion Manager of all vulnerable pupils, which are to include ongoing assessments, IPPs, logs of meetings etc.	2 Ongoing	Class teachers/ Inclusion Manager	Case study file for each child	Case studies ensure that an up-to-date profile of each child is maintained.	
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	KS1 and KS2 Assessment Leaders (along with SLT) moderate KS1 test	1 July 2021	Assessment Leaders/SLT	Meeting time	Moderation of KS1/2 outcomes is	

(RPAC)	outcomes before final data is submitted.				completed before data is submitted.	
	Review the Assessment, Recording and Reporting Policy to reflect any changes made e.g. assessment across the curriculum, reviewed attainment and progress expectations and expectations after catch-up programme.	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 re-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, SPaG and maths to the Assessment Leader at the end of each half term. Dates to be given to	1 Termly	Assessment Leader	Pupil Tracking Grids SIMs Assessment	Pupil attainment milestones are submitted using agreed tracking grids	

teachers in advance. Data inputted into SIMs by class teachers and tracked and analysed against the children's end of previous year milestone.				half termly and inputted onto SIMs termly and analysed. This 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.	
Work with Foundation Leaders (across the Trust) and Foundation Subject Leader to develop a consistent, manageable approach to assessing pupil achievement within the broader curriculum.	1 Autumn	Assessment Leader/ Foundation Subject Leader/ Foundation Leaders	Meeting time	A consistent, manageable approach to assessing the broader curriculum is developed and implemented.	
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 KS1 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 KS1 or Spring 2 baseline outcomes, giving class teacher as clear indication of KS2 progress from KS1 for each pupil.	
Review and Update catch up spending plans	1 Ongoing	Assessment Leader/ Head of School	Meeting between Heads of School	Junior school catch up spending is regularly reviewed and updated and the academy overview reflects this.	
Alongside the English Leader and Maths Leader, ensure new assessments are ordered used and embedded in Year 3, 4 and 5.	1 Autumn 1	Assessment Leader/ English Leader/ Maths Leader	Cost of any new assessments purchase	Assessments used in English and Maths are effective and support teachers in	

					reaching an accurate milestone for pupils in their class.	
	Liaise closely with the Maths Leader regarding the Year 4 Multiplication Tables Check (7 th June – 3 week period), to ensure all admin tasks are completed and deadlines are met. Each test is administered following all guidelines.	1 Summer	Assessment Leader/ Maths Leader	Y4 MTC guidelines	The Y4 MTC is administered according to all guidelines and deadlines are met.	
	Ensure all KS2 SATs Test guidelines and dates are followed in preparation with for the w/c 9 th May. Liaise closely with Year 6 Year Group Leader.	1 Ongoing	Assessment Leader	KS2 test guidelines	The end of KS2 tests are administered according to all guidelines and deadlines are met.	
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 narrow gaps. Meet with link director once a year.	2 Termly	Assessment Leader	Data reports	Data is analysed and reports produced and distributed to key stakeholders. Meeting to take place with link director governor on a termly basis.	

Long Term Objectives:

2022 – 2023

- Review and monitor the assessment system used for the broader curriculum.
- Ongoing moderation across the key stage/Trust and development of portfolio's
- Cluster moderation with other local schools
- Opportunities to monitor more able pupils across the broader curriculum
- Review all assessment systems and procedures and update policy where needed

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 Junior School
Subject Area: SEND/PP/VUL/EAL

SEF Heading	Intention	Timescale/ 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.	
	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/H ead 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 fair access to learning. All staff are consistent in their approach.	1 - ongoing	SLT	None	Advice is obtained in a timely manner through Inclusion consultations and liaison with external agencies. 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)	Vulnerable pupils have a safe, calm space during unstructured times.	3- Autumn term	Inclusion Manager/S BM	LSA x 1 hour a day = £2,886 (PP fund) 'Pod' = £30,000 (PP and PTFA fund)	Inclusion Manager to work with School Business Manager to authorise this spending and have the Pod constructed. The 'Pod' is available for supervised use throughout the day.	
	All staff (including visitors) respond appropriately and	1 – ongoing	Safeguarding team		All staff attend training delivered on September INSET day and top-up	

	immediately to safeguarding concerns.				<p>training delivered where necessary. New staff are trained on induction.</p> <p>Updates on key issues (national and local) provided to staff via email and at the beginning of staff meetings.</p> <p>Visitor induction booklet and overview provided to visitors as they sign in.</p> <p>Staff receive induction on CPOMS and use this to log incidents.</p>	
	ELSA provision has a clear, measurable impact on pupils in need of support.	2 - ongoing	Inclusion Manager/ELSA	Time for ELSA to attend supervision.	<p>Monitor ELSA provision. Through referral pathway, ensure correct 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 (Y2 – Y3 and Y6 – Y7) to ensure effective transfer of information and appropriate support available at the next setting.	2 – summer term	Inclusion Manager/Class Teachers/CA/AD 0-5/Nursery Manager	None	<p>Transfer of records and transition meetings held in Summer term. Support in place.</p> <p>Lead Person Centred Reviews for vulnerable Y6 pupils with families and Secondary Inclusion teams.</p> <p>Monitor nursery SEN pupils, communicate with nursery parents where necessary.</p>	
Leadership and	Pupils' needs are met enabling them to make good progress	1 - ongoing	Inclusion Manager/	None	Termly book observations and lesson observations focussing on Wave 1	

Management	from their starting points. Observations demonstrate effective inclusion of all pupils in high-quality lessons.		Teachers		QFT and differentiation across the year groups. Effective deployment of support staff. Monitor interventions and provide appropriate feedback. Hold termly progress reviews to identify children in need of more/ different support Support with the development of IPPs, ensure they are reviewed termly and shared with pupil, staff and parents.	
	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	All groups are represented on Student Council. Meet with a selection of above pupils during spring term to find out about their views about schools Support in place to enable SEND/disadvantaged/ vulnerable/EAL	

					pupils to attend school and community events.	
	Parents feel supported and engaged.	3 – ongoing	Inclusion Manager	None	Regular liaison with parents (in person, email, telephone, online platforms). Parents actively participate in target setting and review of provision. Offer parent drop in sessions/coffee mornings to engage them in the school community and support with learning at home.	

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.**
- **To ensure that good mental health and wellbeing are part of a consistent whole school approach and that expectations of behaviour are reinforced with highly consistent consequences.**

2023 – 2024

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