

Priority 1 - Reading			Lead(s): Amy Evans/Becca Ainsworth		
Targets: - To raise outcomes for <u>all</u> pupils - To ensure all key groups of children achieve in-line with or above national data averages by the end of key stage 2 or the difference is diminishing - To develop the quality of teaching and learning in Reading, ensuring that all teaching is consistently good or above - To ensure policy is put into practice - To ensure that there is challenge for all key groups of children					
Success Criteria: - VIPERS are implemented and used consistently across the school - Policy is in place and used consistently across the school - New planning format consistently used - Children speak with enthusiasm about the books they are reading - Staff confidently plan engaging reading sessions using ambitious texts - Assessment processes are in place and accurate assessments of pupils reading are made					
Tasks	Personnel	Resources	Milestones	Impact	Next steps
What will we need to do to achieve the target?	Who will lead the work?	What will it cost in: Time? Supply cover? CPD?	Which are the <u>Key dates</u> for intended outcomes? What will be achieved?	Notes on progress (dated)	What now needs to be achieved?
Reading model – revisit, revise and embed Update the reading policy in line with the new reading model Short term planning format updated and agreed	AE	1 morning Staff meeting 1 morning 1 morning	Jan 2022 – audit present reading teaching Feb 2022 - Model agreed End of Spring Term – Model implemented in all classes End of Summer Term – monitored/learning walk		
Audit reading resources in each classroom/school Update reading resources using high quality texts Audit and purchase early reading texts to support early readers Texts used within the curriculum updated to ensure high quality text linked to learning	AE/SLT MA HD	1 day per year group Texts bought (SiFD)	Feb half term 2022 – Y3 Easter 2022 – Y4 May half term 2022 – Y5 Summer 2022 – Y6 Feb half term 2022 Termly		

All staff confident in the teaching of reading • Drop ins • Learning walk • Lesson observation • Book looks CPD for staff, including leading staff meeting	SLT AE	On going	Autumn 1 – formal lesson observations By end of Spring 2 – reading model is being consistently implemented By end of Summer 2 – reading skills show teachers have a good understanding of progression		
All teachers knowing expectations of year group and the year above and below • Explicit teaching of VIPERS • VIPERS displayed in all classrooms • Knowing all key groups – use of dots on books to highlight • Providing appropriate challenge to all and meeting their learning needs	SLT AE	On going	Oct 2021 key groups known End of Jan 2022 – VIPERS introduced, displayed and planned for Half termly -		
Create and agree assessment protocols for reading – summative and formative • NFER summative assessments (termly) or Y6 end of KS2 tests • Early readers – colour band analysis (termly) • Formative assessment sheet for all children against NC expectations	MA/HD	INSET day	Sept 2022 – NFER in place Sept 2022 – Early readers assessment in place Jan 2022 – agreed formative assessment format By Feb 2022 – Formative assessment shared and set up Assessments half termly		
Raise the profile and develop a love of reading in all children • Book week • Class reader • English award half termly • Pupil voice • Reading areas within classrooms • 'Teacher's favourite books' box • High quality texts across the curriculum	ALL Lead by AE		Sept 2021 book areas in place March 2022 Book week to promote the love of reading Half termly awards Spring term – introduce class reader Spring/Summer – update reading areas with quality texts		

Priority 2 – Writing				Lead(s): Amy Evans/Becca Ainsworth	
Targets: - To raise outcomes for <u>all</u> pupils - To ensure all key groups of children achieve in-line with or above national data averages by the end of key stage 2 or the difference is diminishing - To develop the quality of teaching and learning in Writing, ensuring that all teaching is consistently good or above - To ensure policy is put into practice - To ensure that there is challenge for all key groups of children					
Success Criteria: - Genres are mapped against the new curriculum overview and a progression is in place - New planning format consistently used - Marking is in line with the new marking and feedback policy - GPS skills taught discretely and in line with NC expectations - Carefully selected texts are used to develop opportunities for high quality writing - Opportunities for writing across the curriculum are beginning to be included with the planning - Assessment processes are introduced and moderation supports the assessment process					
Tasks	Personnel	Resources	Milestones	Impact	Next steps
What will we need to do to achieve the target?	Who will lead the work?	What will it cost in: Time? Supply cover? CPD?	Which are the <u>Key dates</u> for intended outcomes? What will be achieved?	Notes on progress (dated)	What now needs to be achieved?
Revisit, revise and plan genres to be included in each term’s curriculum	HD	INSET and staff meeting time	Termly		
Ensure a genre progression within writing is in place across the school	BA/MA	1 morning	Spring 2022		
Short term planning format updated and agreed	SLT	Staff meeting	By end of Spring 2022		
Marking and Feedback policy in place and used consistently	SLT	Staff meeting	By end of Autumn 1 Monitored termly		
Revisit and revise GPS coverage	SLT	INSET day	By end of Spring term 2022		
Discrete teaching of GPS planned and delivered (in additional to other writing sessions)	All		By end of summer term 2022		

All teachers knowing expectations of year group and the year above and below - Knowing all key groups– use of dots on books to highlight - Providing appropriate challenge to all and meeting their learning needs	BA/ new English subject lead/SLT	On going	Oct 2021 all key groups known Through termly monitoring		
Raise the profile and develop a love of writing in all children - English Award - Opportunity for writing across the curriculum - Enrichment & experiences - Pupil voice - Writing/Poetry competitions	BA/ new English subject lead/SLT		Oct 2021 Poetry competition Half termly awards Termly – include writing opportunities across the curriculum		
Create and agree assessment protocols for writing Formative assessment for all children against NC expectations are accurate and used to plan further writing experiences	SLT		Autumn 2 – agreed baseline writing assessments for groups Spring 1 2022 – agreed formative assessment format By Spring 2 – Formative assessment shared and set up Assessments half termly		
All staff confident in the teaching of writing - Drop ins - Learning walk - Lesson observation - Book looks - CPD for staff, including leading staff meeting - Moderation	BA/ new English subject lead/SLT		Summer 1 – lesson observations Termly book looks Regular drop ins Spring 2022 & Summer 2022 - moderation		

Priority 3 - Maths				Lead(s): Alex Simpson	
Targets: - To raise outcomes for <u>all</u> pupils - To ensure all key groups of children achieve in-line with or above national data averages by the end of key stage 2 or the difference is diminishing - To develop the quality of teaching and learning in Maths, ensuring that all teaching is consistently good or above - To ensure policy is put into practice - To ensure that there is challenge for all key groups of children					
Success Criteria: - Whole school consistent maths approach that is clear sequenced planning process - All staff (teachers and LSAs) to have a good subject knowledge of maths to ensure progression - Policy is in place and used consistently across the school - New planning format consistently used - Children speak with enthusiasm about the maths they are learning and what supports their learning - Staff confidently plan engaging and ambitious maths sessions - Assessment processes are in place and accurate assessments of pupils maths ability are made					
Tasks	Personnel	Resources	Milestones	Impact	Next steps
What will we need to do to achieve the target?	Who will lead the work?	What will it cost in: Time? Supply cover? CPD?	Which are the <u>Key dates</u> for intended outcomes? What will be achieved?	Notes on progress (dated)	What now needs to be achieved?
Continue the development of the maths curriculum - Revisit and revise the calculation policy - Revisit, revise and agree how maths coverage is taught using Power Maths and other resources. - Develop staff's expertise at planning a sequence of learning - Update planning document to reflect updated approach - Update policy to reflect updated approach	AS/SLT	1 morning Plus 1 pm (follow up) INSET day – June 2022	Deep Dive – Jan 2022 End of Spring 1 – calculation policy review End of Summer 2022 maths teaching format agreed		
All teachers knowing expectations of year group and the year above and below - Knowing all key groups– use of dots on books to highlight - Staff development to ensure that all staff confidently use Power Maths	AS/SLT		Oct 2021 all key groups known Through termly monitoring		
Raise the profile and develop a love of maths in all children Maths award	AS	ongoing	Half termly maths award and		

• Times table rock stars • Pupil voice			timetable rock star award Spring parents evening – heat pads shared TTRS By Summer 1 – TTRS 2x week sessions showing progression		
Use of practical equipment for all groups of children • Audit equipment in all classrooms • Audit resource use on planning and then in practise • Pupil voice	AS	Half day x 3	Feb 2022 – audit of resources Mar 2022 – audit of planning/pupil voice Half termly monitoring		
All staff confident in the teaching of maths • Drop ins • Learning walk • Lesson observation • Book looks • CPD for staff, including leading staff meeting	AS/SLT	INSET and staff meeting	Spring 1 – formal observations INSET day – June 2022 Through termly monitoring		
Create and agree assessment protocols for maths – summative and formative • NFER summative assessments (termly) or Y6 end of KS2 tests • Flash back assessments shows gained long term knowledge Formative assessment sheet for all children against NC expectations	AS/SLT	Staff meeting	Sept 2022 – NFER in place End of Spring 1 – agreed formative assessment format Summer 1 – Formative assessment shared and set up Assessments half termly		

Priority 4 – Foundation Curriculum				Lead(s): Helen Denison and Melissa Ash	
Targets: • Children to experience a broad and balanced curriculum • Curriculum matches the National Curriculum requirements • Curriculum matches the needs and experiences of the children • To raise outcomes for <u>all</u> pupils • To ensure that there is a clear progression of skills and knowledge – 2021 focus on History, MFL, RE, Science					
Success Criteria: • Exciting and engaging curriculum will be planned • Learning links are made between the different curriculum areas • Children can talk enthusiastically about their learning and express links to other areas of the curriculum • Children have a clear understanding of the chronology of ages • Appropriate subject related vocabulary is known and used with confidence • Clear progression of skills/knowledge is in place (focus for 2021 – history, MFL, RE, Science)					
Tasks	Personnel	Resources	Milestones	Impact	Next steps
What will we need to do to achieve the target?	Who will lead the work?	What will it cost in: Time? Supply cover? CPD?	Which are the <u>Key dates</u> for intended outcomes? What will be achieved?	Notes on progress (dated)	What now needs to be achieved?
Review current provision for the foundation curriculum • Knowledge and progression • Skills and progression • Links to other subjects • Quality of learning/teaching	HD		By end of Nov 2021		
Re-design the curriculum to be ambitious, linked and matches the expectation of the National Curriculum • Create whole school curriculum map • Key texts are linked to main areas of learning • Curriculum created that is linked and exciting • Appropriate time allocations for all subjects to allow for content to be taught • Ensure all subjects of the National Curriculum and planned and then taught	HD	Staff meetings INSET	By end of Autumn Term – spring term overview in place By end of Spring Term – summer term overview in place/evaluate Spring term planning By end of summer term – Autumn term overview in place/evaluate summer term planning		

Create Copthorne Junior School's Curriculum Intent • Create as a staff • Update website	All staff	Staff meeting	January 2022		
Create clear progression documents for skills and knowledge for new curriculum • History • Science • MFL • RE • PE Share progression on website Monitor progression by subject leaders	SLT/subject lead	Supply cover	Spring Term 2022 – Science , MFL, RE Summer Term 2022 – History and PE		
Create clear Curriculum overview for each term to put website to inform parents of the current learning	Year Teams supported by SLT	Directed time	Termly alongside new curriculum overviews		

Priority 5 – Leadership development at all levels				Lead(s): Helen Denison	
Targets: - To secure accountability of leadership at all levels - Effective leadership in all roles - To ensure all evaluations are accurate and lead to good outcomes - To equip leaders at all levels to deliver effective feedback to staff - To develop leadership at all levels within school					
Success Criteria: - Effective leadership at all levels, demonstrating impact - All leaders can talk confidently about their role, subject development and impact on pupils learning - Pupil leaders can confidently talk about the positive changes that they are making to the school					
Tasks	Personnel	Resources	Milestones	Impact	Next steps
What will we need to do to achieve the target?	Who will lead the work?	What will it cost in: Time? Supply cover? CPD?	Which are the <u>Key dates</u> for intended outcomes? What will be achieved?	Notes on progress (dated)	What now needs to be achieved?
Meetings/Leadership time - Dedicated and timetabled meetings for all leadership teams. - Dedicated and timetabled leadership time given to effectively implement plans to improve pupil learning and outcomes - Dedicated Leaders of Learning time to monitor consistency of policy and procedures across lower KS2 and upper KS2, and give opportunities for feedback and support/coaching to colleagues	HD with ELT	Supply/HLTA cover Directed time INSET	Half termly meetings with ELT One staff meeting a term led by ELT with their team		
Evaluation of action plans and actions - The impact of all actions taken by all leaders will be evaluated and the impact will be measured - A centralised electronic folder of monitoring evidence will be created and populated during the year by all subject leaders	SLT plus subject leads	Subject leadership time – HLTA/supply Directed time	By end Spring 1 – all electronic folders consistent By end Spring 1 – all action plans consistent with strategy/SDIP Half termly review of action plan		
Learning walks across the school All leaders will undertake scheduled learning walks using the school agreed feedback form to evaluate and provide feedback to staff	Subject leads	Subject leadership time – HLTA/supply INSET days	By end Autumn 2021 – RE learning walk		

- To use previous feedback to inform future learning walks. - Within learning walks, book looks will take place and pupil voice will be gathered		Directed time	By end Spring 1 – History and Maths deep dive By end of Spring 2 – reading By end of Summer 1 – MFL By Summer Summer 2 - Maths		
Assessment monitoring and impact of their action plans - All leaders to ensure that all staff are completing the assessment requirements - Dedicated and timetabled time for evaluating assessment data and giving feedback to staff with next steps	Subject leads	Subject leadership time – HLTA/supply INSET days Directed time	Feb 2022 INSET day – time to evaluate Autumn Term data June 2022 INSET day – evaluate Spring Term and next steps End of Summer 2 – impact report		
Pupils as leaders - Introduce and develop the roles of House Captains and Sports Captains - Develop further the role of School Councillors and how they gather the views and thoughts of their peers and then share during dedicated meetings. - Develop further the role of Worship Leaders, and ensure they contribute to the SIAMs toolkit - Develop further the Autism Ambassadors, and continue to develop quiet spaces around the school. - Develop STEM Ambassadors and include them in the planning of specific curriculum days and weeks.	HD MA HW/MA KJ/MA KJ/HD	Release time for adult facilitators	Ongoing		

Priority 6 – Behaviour			Lead(s): Helen Denison & Melissa Ash		
Targets: - To ensure learning behaviours within the classroom are consistently good - To ensure behaviour in and around the school are consistently good - To ensure behaviours on the playground are consistently good - All staff to be empowered to model, promote and insist on good behaviours					
Success Criteria: - Children demonstrate good learning behaviours within the classroom and around the school - Children take ownership of their own behaviours and demonstrate positive behaviours within the school and playground					
Tasks	Personnel	Resources	Milestones	Impact	Next steps
What will we need to do to achieve the target?	Who will lead the work?	What will it cost in: Time? Supply cover? CPD?	Which are the <u>Key dates</u> for intended outcomes? What will be achieved?	Notes on progress (dated)	What now needs to be achieved?
Review, implement and embed the school behaviour policy, protocols and practices - Audit of behaviour - Staff training on behaviour management and positive behaviour strategies - Update the behaviour policy as a whole staff - Update behaviour protocols, ensuring that all staff understand procedures - Worship opportunities to inform children of expectations - PSHCE sessions to teach skills to support the behaviour policy - Communicate to parents the updated expectations of behaviour and policy/procedures	SLT	Staff meeting INSET LSA meetings	Autumn Term 2021 – audit and introduce behaviour log and new reflection card, staff training Spring Term 2022 – staff training on stages of behaviour and consistent approach, re-writing behaviour policy, worship opportunities Summer term 2022 – share behaviour policy with parents, worship opportunities, continued staff training		
Zones of regulation is embedded in all classrooms and used throughout the school by all staff Training for new staff	MA	Staff meeting INSET LSA meetings	Spring 2022 – train new staff and develop with current staff		

• Leaders of learning to ensure that it is being used consistently across the year groups • Parent workshop – virtual or face to face • Key displays around the school to support • Zones of regulation interventions introduced for named children/ Individual zones used by targeted children	JT/AS MA MA/LSA		Summer Term 2022 – parent workshop (invite new Y2)		
Empowerment to all staff to promote good behaviour, and to ensure a consistent approach across all staff • Training for all staff • Agreed procedures and protocols to be used with all staff • Consistent approach to responding to behaviours around the school and being proactive in being insistent on expecting good behaviour • Common language agreed and used to address behaviours • Behaviour log completed and reflection time given to children • Worship opportunities to inform children of expectations and respect for all staff • Positive reinforcement of behaviour modelled by all staff • Zero tolerance approach	SLT	Staff meeting INSET LSA meetings	Autumn Term 2021 – audit and introduce behaviour log and new reflection card, staff training Spring Term 2022 – staff training on stages of behaviour and consistent approach, re-writing behaviour policy, worship opportunities Summer term 2022 – share behaviour policy with parents, worship opportunities, continued staff training		
Clear and consistent rewards and consequences used across the school • House points valued and rewarded • School values certificates awarded weekly • Learner of the week certificated and afternoon tea with the Headteacher • Award celebrations half termly for Learning behaviours, maths and English • Clear consequences that are consistently enforced, with the opportunity for reflection	All staff	Ongoing	Autumn Term 2021– introduce new rewards and consequences Ongoing		
Introduce and implement good learning behaviours within the classroom	MA	Staff meeting INSET	Autumn 2021 – audit		

• Audit learning behaviours within the classroom • Agree protocols/systems within the class that are consistent • Consistent approach to consequences • Transfer learning from the Durrington Project to within the classroom		LSA meetings	Spring 2022 – introduce and agree protocols and systems Summer 2022 – monitor and embed		
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