

ACTION PLAN FOR EACH PRIORITY 2024/25

To further enhance continuous provision across Y1

Objective	Action(s)	Staff	Resources (costs if applicable)	Start date	End date	Success criteria	Monitoring
Review and action areas to develop in last year's Continuous Provision approach.	<p>FS2 and KS1 lead to complete their annual strengths and gap analysis at the end of FS2 to ensure that Areas of Provision in Y1 are tailored appropriately for the upcoming cohort.</p> <p>FS2 and KS1 to review FS2 statutory data to ensure that Areas of Provision in Y1 are tailored appropriately for the upcoming cohort and the level of challenge is appropriate.</p> <p>KS1 Lead to audit and assess Continuous Provision resources and plan for upcoming Topic requirements.</p>	FS2 and KS1 staff, Teaching and Learning Lead	Up to £1000 at Cosy Furniture. £8000 in additional resources (including new outside surface if possible) Cost of CPD (no more than £500).	Aut 2024	Ongoing	Children will have access to a Continuous Provision learning environment that they can use appropriately to make progress.	HG/ESH/IJ Audit CP in Y1 Teacher observations

	<p>KS1 Lead to audit/review the inside and outside learning environments and stock where applicable e.g. look at quality of outside surface and construction materials.</p> <p>KS1 Lead to work with Teaching and Learning Lead to design and implement planning proformas which are suitable for Continuous Provision in Y1.</p> <p>Year 1 Team to participate in ongoing CPD from Early Excellence and Local Authority (including visits to other settings and welcoming guests to Markeaton).</p>						
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<p>To ensure both consistency and defined progression in Continuous Provision from FS2 to Y1</p>	<p>Y1 children to participate in an increased number of teacher-led inputs</p> <p>Y1 children to engage in additional guided work from FS2</p> <p>FS and KS1 leads to work closely to ensure transition from FS2 to Y1 is meaningful and effective.</p> <p>Resources for both year groups to be age appropriate and linked to the outcomes of the Foundation Stage Baseline e.g. smaller sizes of fine motor manipulatives etc</p> <p>FS2 and KS1 staff to ensure they are using consistent and non-negotiable language across both year groups.</p>	<p>FS and KS1 Leads</p>	<p>N/A</p>	<p>Aut 2024</p>	<p>Ongoing</p>	<p>Staff will be heard using appropriate and consistent language:</p> <p><i>'learning time in free-flow' instead of 'choose' or 'play'</i></p> <p><i>'guided activity(Y1)/job (FS)' instead of 'work'</i></p> <p><i>'find an activity' not 'choose'</i></p>	<p>Audit CP in Y1</p> <p>Teacher observations</p> <p>Moderation between FS2 and Y1</p>
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<p>To ensure a progression in independent work required from Y1 pupils across terms in preparation for expectations of formal learning as they continue through school.</p>	<p>To ensure an increase of teacher-led, guided and independent work expected of Y1 children in Autumn Term, Spring Term and Summer Term.</p> <p>Children will begin the Y1 curriculum in Autumn Term completing x5 teacher-led Maths, Phonics and English lessons a week.</p> <p>In addition, children will engage in x2 weekly Topic lessons, x2 weekly Guided Reading sessions, x2 weekly handwriting lessons and x2 weekly PE lessons</p>	<p>KS1 Lead</p>	<p>N/A</p>	<p>Aut 2024</p>	<p>Ongoing</p>	<p>Children's stamina for reading and writing increases by the end of the academic year.</p> <p>Evidence of volumes of work in children's books and on Tapestry increases by the end of the academic year.</p>	<p>Audit CP in Y1 Teacher observations Book Looks Displays</p>
<p>To ensure that both FS2 and Y1 have Areas of Provision maps that outline where there are opportunities for independent learning from the curriculum</p>	<p>FS2 and KS1 Leads to work together to design Areas of Provision maps that outline skills.</p>	<p>FS and KS1 Leads (plus input from Y2 team).</p>		<p>Aut 2024</p>	<p>Summer 2024</p>	<p>Areas of Provision maps for both year groups to be completed by Spring 2024</p>	<p>Areas of Provision audits and reviews</p>

ACTION PLAN FOR EACH PRIORITY 2024/25

To improve Reading Comprehension skills from Y1 to Y6

Objective	Action(s)	Staff	Resources (costs if applicable)	Start date	End date	Success criteria	Monitoring
To ensure cohesion between summative and formative assessment of reading comprehension	<p>Consistent whole school assessment approach using NFER comprehension assessments</p> <p>ULS Guided Reading in KS1 (up to the end of Autumn Term Y2) to run alongside the VIPERS scheme (as used by the rest of the school)</p> <p>Whole school engagement in use of VIPERS reading scheme and assessment criteria (on curriculum spreadsheet)</p> <p>Staff meeting on RFP and Reading comprehension – staff to be given time to link the NFER questions directly to the VIPERS scheme to</p>	HG	Cost of NFER booklets tbc	Autumn Term 2024	Summer Term 2025		IJ

	<p>assist in assessment against VIPERS criteria</p> <p>Learning By Questions to be used as a tool for Reading comprehension</p> <p>Y2 classes to use Reading SATS papers in Summer Term in place of NFER to provide an additional data point</p>						
<p>To provide further opportunities to discuss books and reading in the classroom and beyond (RFP)</p>	<p>Book swap area under shelter for children to bring books from home they have read to leave for someone else to read (and take another if they would like).</p> <p>Staff meeting on RFP ideas and Reading comprehension.</p> <p>Reading lead to attend Meet the Author event with children from Y2-Y6.</p> <p>Dedicated reading areas in every classroom that are maintained and</p>	<p>HG/LC/D Balson</p>	<p>Cost of Meet the Author Event (approx £80).</p> <p>Scholastic books rewards (earned during Bookfairs) to be used to purchase class texts for story time.</p>	<p>Autumn Term 2024</p>	<p>Summer Term 2025</p>	<p>Children seen/heard using the outdoor book swap area outside.</p> <p>Positive responses from pupil voice sessions.</p>	<p>Classroom audits to ensure that KS2 reading areas are categorised by genre and that dedicated reading areas contain quality texts.</p> <p>Reading lead to arrange Meet the Author event, WBD, Bookfairs.</p> <p>Reading Lead to liaise with DB for KS1/FS2 story times.</p>

	<p>organised for accessibility (all KS2 reading areas to be categorised by genre).</p> <p>Specific opportunities across the week for dedicated class story time; teachers/Ts to model and discuss reading class texts.</p> <p>Displays for KS1 and KS2 recommended reads updated and maintained.</p> <p>Termly bookfairs with competitions for children to win vouchers.</p> <p>School librarian to give tours to KS2 children and to visit classrooms in FS2/KS1 for story time.</p> <p>Library book boxes to be prepared by school librarian for FS2/KS1 for children to take home a weekly library book.</p>						<p>Pupil voice on Reading for Pleasure.</p> <p>Reading Lead to organise Book Swap.</p>
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	<p>Pupil voice sessions with Reading Lead across Autumn, Spring and Summer Terms (Nov, March, July).</p> <p>World Book Day and accompanying activities.</p> <p>See 'Reading Champions' target.</p> <p>All classes to complete a 'reading survey' (to be adapted as necessary), during a whole class reading session, guided reading session or story time at the beginning of the year. Examples to be uploaded onto Showbie</p>						
To establish a 'Reading Champions' programme across the school	UKS2 children to be given time to come and read with younger children, recommending and discussing their favourite books and modelling prosody skills and	HG	£26.40	Autumn Term 2024	Summer Term 2025	Positive responses from pupil voice sessions.	Reading Lead to create reading champion application forms and order badges

	<p>comprehension responses.</p> <p>Reading Lead to distribute applications for UKS2 children to apply to become Reading Champions and discuss with UKS2 teachers.</p> <p>Reading Lead to provide training to Reading Champions in how to discuss texts with younger children, providing examples of this.</p> <p>Reading Champions to have badges to highlight the importance of reading.</p> <p>Pupil voice to be updated over the academic year.</p>						
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ACTION PLAN FOR EACH PRIORITY 2024/25

To further enhance children's outdoor learning experiences

Objective	Action(s)	Staff	Resources (costs if applicable)	Start date	End date	Success criteria	Monitoring
To provide a weekly Forest School session to improve the mental and emotional well-being of targeted and PP children across KS2	Run weekly Forest School sessions. Liaise with MB/EB when selecting children.	SH MB EB	£100 for logs and wood chipping	Sept 24	July 25	Sessions will have run regularly. Attendees enjoy F.S and develop mental and emotional well-being, self-esteem and ability to work with others	Weekly sessions. Pictures on X and in Topic books. Pre & Post - evaluation forms.
To provide a weekly Forest School session to improve the mental and emotional well-being of targeted and PP children across KS1.	Support MB in setting up and delivering weekly Forest School sessions.	MB SH	Up to £500 to cover costs of supply staff (so Forest School staff can be released).	Sept 24	July 25	Sessions will have run regularly. Attendees enjoy F.S and develop mental and emotional well-being, self-esteem and ability to work with others	Weekly sessions. Pictures on Twitter and in Topic books.
Teachers to provide at least one Outdoor Learning session every 2 weeks.	Staff meeting time to introduce to staff and allow staff to plan in first few sessions. Support to be given to find resources and ideas for taking lessons outdoors.	SH Teaching Staff	Footwear / welly racks.	Sept 24	July 25	Children will have regularly had Outdoor Learning sessions as part of the delivery of the curriculum.	Evidence in planning, photographs in books and on X. Outdoor Learning monitoring sheet (Sharepoint)
To provide Gardening Clubs for children within school time.	Support LW to expand her Gardening Group.	SH LW		Sept 24	July 25	Garden Area will be maintained by children who will grow a selection of	Evidence in garden.

	Run Gardening Club and work towards RSH Level 3.					fruit, flowers and vegetables. Awarded RHS Level 3.	
Provide a termly, family opportunity to engage in Outdoor Learning.	Set up an afterschool Outdoor Learning activity and invite families to join in.	SH MB JS		Sept 24	July 25	3 Afterschool sessions will have been attended by families and children.	

ACTION PLAN FOR EACH PRIORITY 2024/25

To improve editing, spelling and handwriting from Y1 to Y6

Objective	Action(s)	Staff	Resources (costs if applicable)	Start date	End date	Success criteria	Monitoring
<p>To further embed the Spelling with Emile spelling program from Y2-6 to ensure coverage and progression.</p>	<p>Continue SWE and ensure every year group is teaching one taught spelling rule per week and one practise session as a minimum.</p> <p>Target commonly misspelt words (eg HFW but not spelling rule).</p> <p>All year groups to ensure that they are targeting age appropriate HFW when marking and adding commonly misspelt words to each child's personalised spelling card in their English books).</p>	<p>All staff</p>	<p>SWE £250 annual subscription</p>	<p>Oct 2024</p>	<p>July 2025</p>	<p>Timetabled SWE sessions for Y2-6.</p> <p>Each year group has established a set of commonly misspelt words.</p> <p>Marking demonstrates commonly misspelt words are being identified and children are responding in green pen.</p> <p>Children's English books have their own spelling card.</p> <p>SWE data shows that tasks are being set weekly for all classes Y2-6.</p>	<p>LC</p> <p>Book Looks</p> <p>SWE data</p> <p>Lesson observations (SWE/Eng lessons).</p> <p>Planning scrutinions.</p> <p>Class timetables.</p>

	<p>Further training from Glen regarding assessment opportunities with SWE.</p> <p>Continue spelling bees.</p> <p>Ensure all year groups are allowing time to feedback to children with spelling as a specific focus this year for N?</p> <p>One fast four to have a spelling focus</p>					English N? have a spelling link where appropriate.	
To provide further Letterjoin training for staff to ensure handwriting is being consistently delivered from Y2-6.	<p>English Staff meeting to explore the handwriting app and It's potential.</p> <p>All year groups to teach x2 explicit handwriting sessions per week.</p> <p>Writing Moderations to consider handwriting in more detail (one book chosen to show progress across the year)</p>	All staff	Letterjoin Subscription £280 annual subscription	Oct 2024	July 2025	<p>Evidence of x2 handwriting sessions being taught per week.</p> <p>Improved handwriting outcomes observed at writing moderations.</p>	<p>Handwriting book scrutinies.</p> <p>Class timetables.</p>

	Presentation awards to have a focus and handwriting presentation.						
To raise the profile of editing in the writing process.	<p>All writing planning to have at least 1 lesson dedicated to editing writing.</p> <p>The editing process to be broken down into the 5 'High 5' elements.</p> <p>The editing process must include a 'teacher station' where children receive small group guidance when editing.</p> <p>High Five stamp to be rewarded when children edit their work</p>	All staff		Oct 2024	July 2025	<p>Evidence of editing on final drafts (green pen used by children during the editing process).</p> <p>Planning shows evidence that at least 1 lesson is being scheduled for the editing process.</p>	<p>Book Looks</p> <p>Lesson observations (Eng lessons).</p> <p>Planning scrutiniies.</p> <p>Class timetables.</p>
To ensure that writing moderation is consistent across year groups and show progress throughout the school.	All new staff and new to year group staff to attend writing moderation training throughout the academic year.	All staff	Internal cover where possible. In some cases external cover may be required but this will be kept to a minimum	Oct 2024	July 2025	<p>Staff confidence when assessing writing is improved.</p> <p>Uploaded writing moderation in line with training</p>	<p>Staff confidence questionnaire.</p> <p>Audit of moderated pieces of writing.</p>

	<p>All staff to continue to upload writing moderation examples with their moderation notes to Showbie.</p> <p>Staff on the training to be given the opportunity to feedback to their year group counterpart.</p> <p>Writing moderation of a range of abilities and at least 1 PP child.</p>					<p>moderation and Eng lead's moderation.</p>	
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