

- To ensure children from all groups are deeply engaged and sustain high levels of concentration to achieve the best possible outcomes
- To develop the learning environment so that it is stimulating and engaging both in and outside
- To ensure that children acquire a wide vocabulary and can communicate effectively

- To develop, implement and monitor strategies aimed at raising attainment in writing across the school
- To ensure that staff prepare pupils with the background knowledge needed to complete learning activities
- To ensure all pupils (including disadvantaged pupils and those with SEN and/or disabilities) have the best opportunities

- To facilitate an active school council which has an impact on school improvement
- To set up an eco-monitor system to raise awareness of the climate change crisis and
- To develop a Behaviour Curriculum in order to foster a consistent whole-school approach

- To ensure mental and physical wellbeing is of the highest priority across the school
- To improve access to sporting opportunities for all children and to ensure we are gaining value from being part of the USSP
- Continue to build children's self-esteem and a positive attitude towards their learning



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- To develop a robust, coherent system of Subject Leader development across the school
- To engage parents and their community thoughtfully and positively in a way that supports pupils' education.
- To maintain the close collaboration of the SMT and Governors to enable strong leadership and achievement of the key school priorities.

## 1. Quality of Education

	Target	Action	Success Criteria
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### Monitoring

Evaluation
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1a	To develop, implement and monitor strategies aimed at raising attainment in writing across the school	<ul style="list-style-type: none"> <li>• To identify specific areas of improvement/barriers to achievement throughout the school</li> <li>• Meet with SEP to support the above process</li> <li>• SMT to carry out initial monitoring (data interrogation, lesson drop-ins and book looks)</li> <li>• To develop our Teaching and Learning policy to clarify expectations across the curriculum</li> <li>• Hold a training session on how to use our writing curriculum</li> <li>• English lead to support ECT and new members of staff as required</li> </ul>	All staff to be clear that improving writing is a priority for 2022/23
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HT and DH have completed book look (A1) — parity across year groups and expectstions, use of worksheets,

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1b	To ensure that staff prepare	<ul style="list-style-type: none"> <li>• All curriculums in place for two years (KS1)/four years (KS2) and</li> </ul>	Children will be able to talk about the learning that went before their current lessons	

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	pupils with the background knowledge needed to complete learning activities	clearly sequenced and mapped from R to Y6 <ul style="list-style-type: none"> <li>Flashback Four system in place for all foundation subjects</li> <li>Assessment systems in place for foundation Subjects</li> </ul>	Systems need to be consistent across subjects, effective and manageable	
1c	To make sure all pupils (including disadvantaged pupils and those with SEN and/or disabilities) have the best opportunities	<ul style="list-style-type: none"> <li>HT &amp; SENDCO to work towards setting up a bank of interventions for Maths and English</li> <li>SL to ensure adaptations are made in order to ensure all foundation subjects are inclusive</li> </ul>	HT & SENDCO have met with IP and EP	

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2. Behaviour and Attitudes				
Target	Actions	Success Criteria	Monitoring	Evaluation

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2a	To facilitate an active school council which has an impact on school improvement	<ul style="list-style-type: none"> <li>▲ Vote in new councillors</li> <li>▲ Identify staff member responsible</li> <li>▲ Run training session for new councillors</li> <li>▲ Set up a regular time for meetings</li> </ul>				
		<ul style="list-style-type: none"> <li>▲ Run meetings (minimum two per half term)</li> <li>◆ Organise end of term assemblies to present impact at the end of each term</li> </ul>	▲			
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2b	To set up an eco-monitor system to raise awareness of the climate change crisis and	<ul style="list-style-type: none"> <li>▲ Vote in new monitors</li> <li>▲ Identify staff member responsible</li> <li>▲ Run training session for new monitors</li> <li>▲ Set up a regular time for meetings</li> </ul>				
		<ul style="list-style-type: none"> <li>▲ Run meetings (minimum two per half term)</li> <li>◆ Organise a termly assembly to educate about a current topic/talk about the impact they are having</li> </ul>	▲			
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2c	To develop a Behaviour Curriculum in order to foster a consistent whole school approach	<ul style="list-style-type: none"> <li>◆ Staff training on new DfE guidance</li> <li>▲ New Behaviour Policy written with all stakeholders involved</li> <li>▲ New Home School Agreement established</li> </ul>				
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### 3. Personal Development

	Target	Actions	Success Criteria	Monitoring	Evaluation
3a	To ensure mental and physical wellbeing is of the highest priority across the school				
3b	To improve access to sporting opportunities for all children and to ensure we are gaining value from being part of the USSP				

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	<b>4. Leadership and Management</b>
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	Target	Actions	Success Criteria	Monitoring	Evaluation
4a	To develop a coherent system of Subject Leader development across the school	<ul style="list-style-type: none"> <li>• All handbook completed</li> <li>• All staff to receive guidance on using it</li> <li>• SL training completed and impact measured</li> <li>• All SLs have written a SPP for their subjects</li> <li>• SLs select and carry out monitoring activities</li> <li>• SLs work collaboratively to increase their knowledge of their subject across the school</li> </ul>	<p>All SLs are confident in using the documents contained in the handbook</p> <p>All SLs confident in carrying out and recording monitoring activities</p> <p>All SLs have a greater knowledge and understanding of their subjects outside the year groups they teach</p> <p>All SLs to attend DEEP cluster meeting and feedback</p>		
4b					
4c					

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5. Early Years					
	Target	Actions	Success Criteria	Monitoring Resources	Evaluation
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Key:	Abbreviations:
To be addressed in Autumn Term	SDP—School Development Plan
To be addressed in Spring Term	SEF—Self-Evaluation Form
To be addressed in Summer Term	HT—Headteacher
Ongoing	DH—Deputy Head
	SMT—Senior Management Team (LC, EW, ES)
	SL—Subject Leaders
	SEND—Special Educational Needs and Disabilities
	SENDCO—SEND Co-ordinator (RR)
	DEEP—Partnership of 10 local schools working together
	USSP—Uttlesford School Sports Partnership
	IP—Inclusion Partner
	EP—

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