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| **The Federation of Boskenwyn and Germoe Primary Schools**  **Development Priorities 2020-22**  **“A Love of Learning for Life”**  **QUALITY OF EDUCATION**  Priority 1: To research, implement and embed a variety of approaches, methods and pedagogies through a unique, tailor-made, inclusive curriculum which cumulates sufficient knowledge and skills for future learning and employment (including remote and blended learning)  Priority 2: To embed a refined assessment and tracking system without levels for accurately measuring pupil progress and attainment across the curriculum (both academic and personal development)  Priority 3: To raise standards in reading, and oracy  Priority 4: To raise standards in writing  Priority 5: To raise standards in maths  **BEHAVIOUR AND ATTITUDES**  Priority 6: To further improve behaviour, attendance and punctuality  Priority 7: To provide an educationally rich learning environment which is safe, calm and orderly and where children have a positive attitude to learning and are respectful of one another  **PERSONAL DEVELOPMENT**  Priority 8: To further develop children’s spiritual, moral, social and cultural development  **LEADERSHIP AND MANAGEMENT**  Priority 9: To further develop drive and rigour at all levels (including senior, middle leadership, subject leadership, governance and pupil leadership)  Priority 10: To provide high levels of support for staff wellbeing and highly effective professional development for all staff |

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| **The Federation of Boskenwyn and Germoe Primary Schools**  **“A Love of Learning for Life”** QUALITY OF EDUCATION | | | | | | C:\Users\anita\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\S3RF1V2G\bcp logo for co-op.jpg |
| **PRIORITY 1 –** To research, implement and embed a variety of approaches, methods and pedagogies through a unique, tailor-made, inclusive curriculum which cumulates sufficient knowledge and skills for future learning and employment  **Success criteria:**   1. European projects enhance children’s understanding of the world and promote staff wellbeing and CPD 2. Inquiry based learning ensures transferable skills for life are acquired 3. Curriculum policy shows intent, implementation and impact 4. Children have the opportunity to engage in at least 2 hours of physical activity per week (see also Sport Premium planning) 5. Children acquire transferrable skills for future learning and employment 6. Embed computing throughout the curriculum (cross-curricular and skills based) 7. All pupils have equal access to remote and blended learning and engagement for disadvantaged families is equal to non-disadvantaged | | | | | | |
| S.C | **Action** | **Cost** | **Lead** | **Deadline** | **Monitoring** | **Evidence** |
| A | * Participate in KA229 Back to the Future 2.0 * Participate in KA229 Taking a learning Journey on the STEAM train * Staff Participate in KA101 Finland, Estonia, Portugal –Digital STEAM project * Apply for KA229 Carousel of True Friendship * Ongoing Zoom staff training to keep up to date with COVID-19 restrictions in Europe and best practice through benchmarking | EU  funding | PB  PB  PB | July 22  July 22  July 20  Mar 20 and ongoing fortnightly | termly | CPD files, EWB assessments  STEAM is embedded into the curriculum  Hjalli model is used in some lessons Photos  Children and staff participate in mobilities  Information on European best practice disseminated to staff |
| B | * IBL INSET – all staff, online via Toddle * Revision of rolling program to show progression of skills, concepts in IBL focus * Observations in Ljubljana (Erasmus KA101) * Visits to Reggio Emilia, Italy | £200 | KK  JN KK  PB | June 20  July 20  April 21 | PB KK  JN KK  LH FC AH | Rolling programme  CPD logs |
| C | * Curriculum action planning training * Write curriculum action plan * Write new curriculum policy * Communicate curriculum policy to staff, governors and parents | £120 | PB JN ZS  PB | Jan 20  July 20  Update to parents via FB  Sep 20 | Governors | Curriculum policy and action plan  Parent questionnaire |
| D | * Engage with local clubs; Cornwall cricket Club, Cornish Pirates (rugby), * Complete YST self review * Engage in more competitive sport (Cornwall Games, Helston/Lizard trust) * Most children engage in Wake n shake, K a day * Inter-school friendlies with local schools * Monitor club attendance and parental questionnaires * Offer extensive subsidised unique package; skiing, surfing, sailing * Staff meeting slot for PE termly (CPD) * Subject leadership reports and sport premium reports to governors | £500 | FC  PB | Ongoing | PB | Children engage in a variety of school/after school activities  Children enter more competitions  Children are more active and enjoy sport  **During COVID-19 pandemic, some activities are restricted but will participate in others with detailed risk assessments** |
| E | * Parental questionnaire re: employment and hold weekly assemblies * Back to the Future project with Belgium, Germany, Ireland, Turkey – climate change, transport, skills, technology * Taking a learning journey on the STEAM train project with Romania, Croatia, Bulgaria, Italy, Turkey: focusing all areas including coding | EU funding | PB/AB/  FC  PB FC  AB | Sept 20 - Jul 22 | PB  FGB | Project dissemination  Robotics/Coding logs  Inquiry books |
| F | * Sign up to Mr P ICT * Revamp computing policy * Send out computing progression of skills * Send out computing year group overviews * Meet with ICT4 to discuss computing needs * Research new apps * Research new devices   Offer computing training to staff | £59.99 | JN  JN/ZS | July 2021 | JN/ZS/PB | Computing evident across all age ranges and all subject areas.  Children and staff are confident when using technology |
| G | * Physical/electronic work packs for dyslexic children to help parents * Lease of ipads and chrome books * Parent workshops * Parental questionnaire * Advice booklets for parents with children with dyslexia, Dyspraxia, ADHD etc * Precision teaching tips for parents * “Understanding your child’s behaviour” booklet based on TIS and brain based neuroscience | £200  £1200 | AL  ZS  KK  PB  AL  AL  AL | Jan 2021 | PB | All families engage in blended and remote learning. There is no digital divide. SEND children have equal access and disadvantaged families feel well supported |
| **PRIORITY 2 –** To embed a refined assessment and tracking system without levels for accurately measuring pupil progress and attainment across the curriculum (both academic and personal development)  **Success criteria:**   1. Tailored tracking system is used by all staff to track pupil progress and attainment termly 2. Learning is assessed and presented termly through presentations 3. Assessments are used to projects targets and identify the need for early intervention 4. Journey into inquiry project boards show progression of skills in cross curricular (multi-disciplinary) subjects 5. Documentation for inquiry shows good progress in foundation subjects | | | | | | |
| **S.C** | **Action** | **Cost** | **Lead** | **Deadline** | **Monitoring** | **Evidence** |
| **A** | * Staff record attainment in core subjects termly and progress data is analysed at staff meeting termly | nil | JN ZS | July 20 | Governors | Early identification of SEND, target groups,  Intervention timetable |
| **B** | * Staff record personal development and academic development via seesaw | £200 | All staff | July 20 | PB | Seesaw records |
| **C** | * EBD assessments annually * Termly maths and English assessments | nil | AL PB | July 20 | PB/AL | Termly data in house  Intervention timetable |
| **D** | * Collate inquiry journeys from staff and make information boards to be displayed in foyer | £1000 | KK | Dec 20 and termly | PB | Assessments of inquiry visible for parents  And visitors |
| **E** | * Documentation audit * Documentation templates * Training for staff in documentation of multi-disciplinary inquiry | 1 day per week | KK  KK  KK | July 21 | PB | Inquiry documentation shows good progress through foundation subjects |
| **PRIORITY 3 –** To raise standard in reading and oracy at all end points  **Success criteria:**   1. At least 80% of pupils pass phonics test threshold 2. Create a love of reading to impact children’s writing 3. Children with phonemic analysis difficulties are flagged early and appropriate interventions are put in place 4. Intervention has a positive impact on pupil progress 5. An oracy programme is embedded across both schools, improving speech and language skills of all children 6. In EYFS there is improved communication and shared practice resulting in Upskiled staff | | | | | | |
| **SC** | Action | Cost | Lead | Deadline | Monitoring | Evidence |
| **A** | * Daily phonics session from nursery to Y2 (plus intervention for KS2) * Outdoor environment to promote phonics * Phonics is visual, auditory, kinesthetic and fun * Support staff to attend phonics training * Phonetically decodable first readers for EYFS/Y1 * Catch up programme to focus on Y2 where required (post lockdown) | £500  £500 | BR/JB  DR/JB | Ongoing  Dec 2020 | SLT/FGB | Phonics is visible throughout the school  Children enjoy phonics sessions  Children are quick to start reading and use their increasing phonemic knowledge to decode exciting texts  Parents report that children are eager to read at home  Evidence of phonics in children’s writing. |
| **B** | * Children to read at least 3 times a week at home and record on Seesaw * Story time is prioritised: Children are read to daily from class book (modelling oracy skills) * Staff take care to create a ‘buzz about books’ * Increase Guided reading time * Development of pupil libraries – research match funding for hardware and software and develop library area.   Boskenwyn, old kitchen  Germoe possible extension near PE shed   * Focus on key words and red words at both home and school | £1000 | All staff led by B Reeves | ongoing | SLT | Children are reading more at home (shown in reading records)  Children enjoy reading and talk about what they are reading with enthusiasm.  Children are engaged with choosing class texts and look forward to story time.  Children are using what they have read to influence their writing (shown in workbooks) |
| **C** | * EYFS and KS1 staff are aware of the indicators of phonemic analysis difficulties and potential pre-literacy problems (BR and AL to lead a staff meeting) * EYFS and KS1 staff rapidly put into place effective interventions that are tailor made, discreet, time limited, and fun * KS2 teachers are aware of the indicators of phonemic analysis difficulties so are better able to support in-coming children | nil | AL/BR/  JB/DR/  KK | Sep 2020- ongoing | SLT | Phonemic analysis assessments, IEPs and reflections on effectiveness of IEPs will show progress in relevant children’s phonemic analysis skills and S,L and C skills. |
| **D** | * Intervention is fun, exciting and tailor made * Intervention techniques include pre-teaching and assessments * Assess the impact and effectiveness of intervention and review at the end of each session * Deliver active Intervention for more kinesthetic learners * Hold termly parent/teacher/child meetings to discuss learning and next steps * Where sessions are led by support staff, support staff feel that sessions are properly planned and resourced by the class teacher, or that they are given time to resource and plan themselves |  | All staff | ongoing | SLT learning walks | Children enjoy intervention and make good progress  Class teachers can confidently talk about interventions that are happening for their children and show effectiveness of interventions  PP and non PP attainment gap is narrowed  TAs feel confident in delivering effective intervention |
| **E** | * Discreet oracy sessions are in weekly timetables * Staff are confident in delivering effective oracy sessions, know how to resource them, and understand the progression of skills * All staff understand and model the minimum expectations for talk * Children continue to be given meaningful opportunities to practice their oracy skills, e.g. Youth Speaks, theater productions, work-shops, inquiry presentations and debates, role play |  | BR/all staff | Sep 2020-ongoing | SLT learning walks | The school is noisy with meaningful talk  Children are confident orators  Children understand the power of oracy  Children can use their speaking and  listening skills to enhance learning and  resolve disputes |
| **F** | * See EYFS action plan; raise standards in CLL and reading (Staff development) * Weekly differentiated reading challenges for EYFS. |  | JB/JW | Sept 20 ongoing | PB/RM | Reading and writing EYFSP |
| **PRIORITY 4 –** To raise standards in writing at all end points  **Success criteria:**   1. Attainment is in line with or above national expectations and at least 80% of pupils make 6 points progress per year 2. Intervention is effective 3. Most children achieve age related expectations in SPAG test at the end of Year 2 and Year 6 4. Improved presentation of work across the curriculum | | | | | | | * Ensure performance management of all EYFS staff and CPD needs are met * High order questioning skills, growth mindset, observation and assessment training for non teaching staff * Focus on SALT – Angie and outside agencies. * Attend dyslexia training INSET | |
| **SC** | Action | Cost | Lead | Deadline | Monitoring | Evidence |
| **A** | * Make contexts and environments for learning - exciting, visual, auditory and kinesthetic * Embed Inquiry based writing into English lessons and topic * ‘Writing for pleasure’ is promoted as much as ‘reading for pleasure’ and children in KS1 and 2 are given weekly opportunities to do so. * Children are given regular opportunities to publish their writing * Children to finish 10 minutes before the end of a lesson to edit their work (KS2) * English Governor to meet with English LP termly to analyse data, discuss impact of intervention and next steps |  | BR/ all staff | Ongoing | SLT termly  English Governor | Children enjoy writing (questionnaires)  Children know how to improve and what to do to achieve this  Independent write to show progress.  Improved editing skills. Evidence in workbooks  Cross curricular work shows a good standard of writing  Children enjoy publishing their work and are proud to share it with a wider audience |
| **B** | * Children with potential barriers to writing are flagged early and interventions are tailor made, discreet, time limited, and fun * Intervention techniques include pre-teaching and assessments * Assess the impact and effectiveness of intervention and review at the end of each session * Deliver active Intervention for more kinesthetic learners * Hold termly parent/teacher/child meetings to discuss learning and next steps * Where sessions are led by support staff, support staff feel that sessions are properly planned and resourced by the class teacher, or that they are given time to resource and plan themselves |  | All staff | ongoing | SLT learning walks | Children enjoy intervention and make good progress  Class teachers can confidently talk about interventions that are happening for their children and show effectiveness of interventions  PP and non PP attainment gap is narrowed  TAs feel confident in delivering effective intervention |
| **c** | * Daily spellings in KS2- using ZS’s training * Precision teaching of common exception words (Below ARE) * Re-introduce Nessie to support children with dyslexic tendencies * Effective interventions are in place | £100 | ZS  AL/BR | ongoing | SLT/FGB | Spelling books  Progress in SPAG is good  Children are achieving ARE  Class teachers can confidently talk about interventions that are happening for their children and show effectiveness of interventions |
| **D** | Promote pride in presentation – pen licence   * Daily handwriting following RWI mnemonics * Weekly dough disco/funky fingers to improve fine motor skills * Celebrate handwriting improvements in assemblies * Give children regular opportunities to publish their work, therefore providing motivation to show off their handwriting skills * Weekly differentiated writing challenges for EYFS * Termly assessments on tapestry/seesaw * Staff model writing/pencil grip * At least one writing display in EYFS classroom |  | BR/ all staff | Ongoing | SLT | Neater work, well presented  Children believe in their capability and take pride in their work |
| **PRIORITY 5 –** To raise standards in maths at all end points  **Success criteria:**   1. Children have access to appropriate resources 2. Embraced progress between Materials, Visuals and Abstract 3. Intervention for children at risk of not meeting the expected attainment 4. Improved real world links for maths and maths in the “everyday” | | | | | | |
| **SC** | Action | Cost | Lead | Deadline | Monitoring | Evidence |
| **A** | * Maths Day- * Grant applications- investigate these further * Carryout an inventory of the resources we have- invest in new resources to fill the gaps * “Basic” resources available in every classroom- list made and T check classrooms. * Review Maths Hub Projects to see if any are appropriate in order to assist staff in improving their knowledge and skills.   Review class use of Mathletics each term and implement incentives in celebration assembly on a Friday if necessary | TBC  TBC | ZS  ZS  ZS  ZS  ZS  ZS | Easter 21  Dec 20  Dec 20  Dec 20  Summer 21  Summer 21 | ZS  ZS  ZS  ZS  ZS  ZS | Jon or similar booked in to both schools  Grant applications made.  Resources match the calculation policy resources, other curriculum areas have appropriate physical resources and each class have a base of basic resources.  See Above  Teachers/TAs involved in maths hub projects or training if deemed appropriate.  Increased use of mathletics by renewal  date |
| **B** | * Calculation Policy share with new staff * Review of resources to ensure we have what is necessary for using materials to back-up the visuals and abstract. * TA meeting to share the “materials, visuals and abstract” method to building skills   Staff Meeting to refresh this technique and encourage implementation- also looking at progress between years |  | ZS  ZS  ZS  ZS | Dec 20  Dec 20  Easter 21  Easter 21 | ZS  ZS  ZS  ZS | All staff aware  See Success Criteria **A**  Staff Meeting minutes and increased awareness amongst staff  Staff Meeting minutes and increased awareness amongst staff |
| **C** | * Review data each term to identify children who are at risk of not meeting expected attainment and are struggling to progress. * Become more familiar with the indicators of dyscalculia and strategies to support   Provide support for TAs delivering maths intervention allowing them to see how to build on prior-knowledge |  | ZS  ZS  ZS all  staff | Summer 2021  Summer 2021  Summer 2021 | PB  PB/ZS  PB/ZS | Children requiring intervention either in or out of normal class lessons identified and allocated.  Strategies shared in staff meetings.  Staff have a greater awareness of strategies to support.  Increased confidence in delivering intervention and increased progress for pupils in maths intervention slots. |
| **D** | * Invite professionals in to assemblies or classes to share about what they do- including how they use maths in their jobs. * Staff to practice number bonds, timetables etc. when lining up, waiting for visitors etc.- using the simmering book for quick maths as inspiration. * Links made explicit for children between other curriculum areas where we use maths   1 class take responsibility for updating the “maths is everywhere” display at Germoe |  | ZS  Class Teachers  Class Teachers  ZS | Summer 2021  Summer 2021  Summer 2021  Summer 2021 | ZS  ZS  ZS  ZS | Visitors having come in a visited classes/ school  Observed evidence of maths being practiced in order to keep simmering  Subject Leadership Report  Display Board |
| **The Federation of Boskenwyn and Germoe Primary Schools**  **“A Love of Learning for Life”** BEHAVIOUR AND ATTITUDES | | | | | | C:\Users\anita\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\S3RF1V2G\bcp logo for co-op.jpg |  |
| **PRIORITY 6 –** To further improve behaviour, attendance and punctuality  **Success Criteria:**  Implemented and embedded Reggio, Loft approaches within teaching practice and the setting to enhance learning   1. Parents are more involved in school life and therefore children are more engaged and achieving higher 2. Attendance and behaviour is good 3. Flexi schooled children are full time within one year 4. Parents and children are fully engaged with blended learning | | | | | | | * EYFS staff read daily to the children   The environment is key to supporting reading with strong areas of continuous Provision   * Children have opportunities to engage with a variety of reading materials * Children read every day in a variety of contexts | | |
| **SC** | **Actions** | **Cost** | **Lead** | **Deadline** | **Monitoring** | **Evidence** |
| A | * Half termly parent governor meetings * Parents involved in policy writing/revision * Parent work days – tidy up * Parents contribute to school development planning * Parents involved in SeeSaw | Nil | PB | Ongoing | PB/RM | Minutes on website.  Parents contribute to school life |
| B | * Parent workshop; new curriculum * Half termly assemblies on anti bullying, kindness * Family values based on the PBL curriculum * Engage in “Be Kind” programme * Research in Ljubljana; anti-bulllying policies * KA229 project – Carousel of true Frienships | Nil | PB | Dec 19 | FGB | Revised behavior and attendance policy.  Parental understanding and input  Parents bring children to Piazza; overcome lateness |
| C | * Revision of flexi school policy * Research on effects of flexi schooling * Discussion with parents on entry, agreements to become full time within a year * KS2 not eligible for flexi schooling * Parents understand the need for full time schooling | Nil | PB | Ongoing | FGB | Flexi school contracts show children attending full time within one year |
| D | * Create a journey into blended and remote learning * Questionnaire to parents re: engagement * Survey digital divide and infrastructure * Parent presentation : Supporting your child with blended learning * Parents workshops weekly | £4000 Erasmus | PB/KK | Ongoing | Curriculum committee | 100% engagement in blended learning post lockdown |
| **PRIORITY 7 –** To provide an educationally rich learning environment which is safe, calm and orderly and where children have a positive attitude to learning and are respectful of one another and their  environment  **Success Criteria:**   1. Environment is exciting and provides stimulus to spark curiosity 2. Piazza area is welcoming for children and parents and reduces lateness 3. Safeguarding procedures ensure safety of all children 4. Clutter free, safe, neutral and homely environments allow children to focus on learning walls to prompt and further learning | | | | | | |

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| SC | **Action** | **Cost** | **Lead** | **Deadline** | **Monitoring** | **Evidence** |
| **A** | * Early years units have spacious learning areas indoors and out with continuous provision and learning challenges * Library development * Part of field at Germoe to be extended for early years provision * Outdoor running//obstacle track around field (Germoe) * Log pits and shelters with open ended materials for gender neutral activities * COVID 19 – new learning spaces for smaller bubbles | £2000  £500  £500 | PB  PB  PB/JB  PB | July 20/21  Summer 21  Ongoing  July 21 | FGB  FGB  PB  PB | EYFS PSED scores have improved  Y2 accelerated learning, precision teaching  Rainbow learning challenges and continuous provision |
| **B** | * Piazza from 0830; music and dancing to encourage early start. Mix with breakfast club * Create outdoor covered piazza’s in each school where children parents can ‘hang out’ before/after school to reduce anxiety and to socialise, share practice and learning | £1000 | PB | Summer 21 | FGB | Children arrive on time and are engaged, parents are engaged with learning  Parents feel welcome and appreciated |
| **C** | * Policies and training up to date – new governor/staff training * Annual equipment survey shows all equipment is safe | £250 | PB | Annual | FGB | Policies and procedures are update. No safeguarding issues/incidents |
| **D** | * Improve outdoor area; chill out zones, playground buddies, yoga, sports leaders * Mezzanine floor for KS2 (Bosk) * Library (Germoe) – Explore match funding for new library * Staff are guided by Learning environment TLPs * All areas are safe zones in times of pandemic and any other type of lockdown * Regular H & S audits | £200  TBC  £5000 | PB  PB  BT | July 21  July 21  Dec 20 | FGB  H & S committee  Brian Toney | Less playground incidents/fall outs  More learning spaces  Library funding secured  Handwashing stations fitted  Sanitisers fitted  Roller blinds fitted to ZS classroom |
| **The Federation of Boskenwyn and Germoe Primary Schools**  **“A Love of Learning for Life”** PERSONAL DEVELOPMENT | | | | | | |
| **Priority 8 – To further develop children’s spiritual, moral, social and cultural development**  Success Criteria:   1. PSED in foundation stage is good 2. Boskenwyn and Germoe schools have International School status 3. All children have access to nurture/equity time to develop respect, independence, courage, growth mindset, communication, friendship and equal opportunities 4. Both schools have at least Silver Award in Eco Schools and participate in debates and activities regarding real life environmental issues such as climate change 5. After school activities, lunchtime, break time and breakfast clubs are progressive and focus on developing skills and accessing physical activity | | | | | | |
| **SC** | **Action** | **Cost** | **Lead** | **Deadline** | **Monitoring** | **Evidence** |
| **A** | * Advertise Tots group from birth to 5 year olds in paper, locally, online. * Embed Seesaw for EYFS/KS1, staff training * Lead professional to research and provide CPD courses and training for staff. * Ensure termly performance management of all staff * High order questioning skills, growth mindset, observation and assessment training for non-teaching staff * Staff to attend other pre-school settings to observe good practice, including abroad * Inquiry based learning training for non teaching staff * Increased communication between parents, staff and children in both settings, termly learning consultations – includes FB pages and seesaw * Teaching and non-teaching staff of nursery and school work together and plan together for EYFS with parental involvement * Welcome parents meetings annually * Half termly parent governor meetings * OHP, ICT projector to give alternative perspectives, sensory areas (B&G) reintroduce visualisers * Effective outdoor areas to encourage learning enriched play (B&G) * Regular meetings with EYFS governor (KK) |  | JB  ZS/JB  PB/JB  DR  PB  JB/DR  PB  DR/JB  DR/JB  PB/JB/  DR and KS1/2 staff | Jan 21  Sept 20  Ongoing  Ongoing  Sept 20  Ongoing | Monitor termly  Termly | Register shows new pupils have  increased  Create banners and posters to advertise setting  Promote health visitors and baby  clinics as part of Tots.  Learning environment is outstanding.  All children reaching expected levels in  PSED  JB looks at training courses available  and ensures that staff are booked onto  any suitable courses for their own CPD  Staff use high order questioning to  scaffold new learning.  Baseline scores entered into data sheet  for all children.  AT least 75% of children to make  expected progress  Increased communicated between  parents, children and staff through use  of Tapestry  Learning journeys shared regularly  and in parent/teacher meetings  Good planning in place to ensure all  learning areas are covered and  supported by planning for play for  effective learning linked to the children’s interests  EYFS staff work closely with SENDco  Characteristics of Effective Learning  display  Forest school successful and enhances children’s learning and encourages opportunities for PSED  **Some of above on hold due to COVID-19 restrictions** |
| **B** | * To develop the role of the subject leader in RE * To carry out an audit on RE resources. * Teachers from both schools and key stage groups plan together * To provide a list of important dates to aid planning/assemblies. * Ensure that teachers’ skills are well developed and impact positively on pupil outcomes through incisive and meaningful CPD * To organise an RE day across both schools, looking at different cultures from around the world * Attend training on new Cornwall RE syllabus and disseminate to staff * Apply for international school status with British Council | Nil | JB  PB | Summer 2020  Spring 2021  Autumn 2020  Summer 2020 | Planning Learning walks  Planning scrutiny to ensure coverage.  Updated RE policy  Observations  Informal drop ins.  Pupil voice  Data  Pupil interviews  Staff interviews to gather views on new scheme of work | RE lead to attend training of the new revised RE curricululm.  All teachers work within the new  curricululm and have an understanding  of how to use the different sections/  themes  Resources and artefacts support the teaching of high quality RE lessons.  Provide list of artefacts available to  Teachers  Well-planned units are taught based on children’s needs and prior assessment  A curriculum is produced that meets the needs of our children and impacts  positively on their RE outcomes.  Staff plan and deliver high quality  RE lessons.  Children are immersed in chosen religion through dance, drama, cookery and the  use of relevant artefacts |
| **C** | * Nurture groups daily for 30 mins based on Hjalli method in Iceland * Staff development in Hjalli method – Iceland and whole staff INSET * Parent meeting introducing Hjalli method * Curriculum development – implementation to rolling programme and curriculum policy * Governor meeting agenda * Parent governor report on Iceland visit and action plan | £500  EU funds | PB  PB  PB  PB  PB | Spring term  Dec 19  Jan 20  Mar 20  Mar 20  Dec 20 | O | Observations  Pupil profiles  Wellbeing governor monitoring  Pupil self assessment measures |
| **D** | * Set up eco committees and meet fortnightly * Eco committee hold assembly fortnightly * Eco audit led by children * Follow success criteria from Eco-schools website |  | AB DR  JW | Mar 21 | PB | **On hold due to pandemic – items to be discussed in classes** |
| **E** | * Staff training for lunchtime, breaktime and after/before school care, links to learning |  | PB | Mar 21 |  |  |

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| **The Federation of Boskenwyn and Germoe Primary Schools**  **“A Love of Learning for Life”** LEADERSHIP AND MANAGEMENT | | | | | | C:\Users\anita\AppData\Local\Microsoft\Windows\Temporary Internet Files\Content.Outlook\S3RF1V2G\bcp logo for co-op.jpg |
| **PRIORITY 9: To further develop drive and rigour at all levels (including senior, middle leadership, subject leadership, pupil leadership and governance)**  **Success Criteria:**   1. **Whole School vision and aims are communicated effectively** 2. **Leadership principles are understood and applied to day to day school management; Middle leaders are accountable and conversant, lead professionals are suitably trained and competent, governors are suitably trained** 3. **Revision of curriculum and assessment policy reflects inquiry based learning and personal assessment (as reflections)** 4. **CIS is embedded using personalized monitoring and self evaluation system; governors and staff are active in monitoring, data analysis and SEF** 5. **Pupils are confident leaders; student councilors, global ambassadors, monitors, eco committee members** | | | | | | |
| SC | **Action** | **Cost** | **Lead** | **Deadline** | **Monitoring** | **Evidence** |
| A | * Parent governor workshop – curriculum intent, implementation, impact * Data sharing exercise with FGB, question generating | nil | PB | Jan 21 | FGB | Parent questionnaires |
| B | * Subject leadership staff meeting time per half term, monitoring of files and action plans * Mock deep dives and subject leader interviews * Termly data meetings with lead professionals * Subject knowledge training INSEt by lead professionals | nil | PB | Sept 20 | JN/ZS | Subject leadership is at least good  **Some items on hold due to pandemic** |
| C | * Website revision; new headings and all statutory documents and curriculum information shared * Curriculum action planning and information sharing with staff, governors and parents |  | PB/ZS/  AC | Dec 20 | FGB | New website  Curriculum action plan and policy |
| D | * .Governor monitoring is personalized and linked to inquiry based model of monitoring * Governors identify areas for early intervention from ASP and IDSR * Staff attend ASP and IDSR training | nil | PB | Dec 20 | JN/ZS | Governors monitor with confidence  Governors interpret data |
| E | * School councillors are elected from hustings * Global ambassadors are trained to meet and greet visitors * Children are independent classroom monitors * Sports leaders lead playtime games * Eco Committee meetings are held fortnightly and led by children | nil | PB | Mar 20 | FGB | Children are leaders of learning  Green Flag Eco Award  Sports leaders lead sport  **Class based during pandemic** |
| **Priority 10: To provide high levels of support for staff wellbeing and highly effective professional development for all staff**  Success Criteria:   1. All staff feel valued 2. All staff feel included and part of the team 3. High quality Professional development has a positive effect on pupil outcomes 4. Weekly staff meetings for teaching assistants ensure a more harmonious setting, staff induction for new staff 5. The new RSE curriculum is embedded into the multi-disciplinary subjects | | | | | | |
| **SC** | **Action** | **Cost** | **Lead** | **Deadline** | **Monitoring** | **Evidence** |
| A | * Termly professional development meetings * All staff included for staff meetings * Tea and coffee in staff room * All staff have the opportunity to travel abroad for professional development | £200 | PB/ZS/  JN | Ongoing | PB | Staff questionnaire |
| B | * Staff wellbeing mentor appointed * Staff wellbeing mentor – TA’s line manager * Birthdays are celebrated, staff wellbeing mentor responsible for gift and card * Staff get togethers half termly – everybody included * Weekly plate shares | £200 | PB/JB/  AC | Ongoing | PB/governors | Staff questionnaire  TA meeting minutes  **Some things are on hold due to COVID-19 pandemic** |
| C | * Termly CPD meetings for teaching staff with HT * Termly CPD meetings with TA’s with staff wellbeing mentor * Weekly TA staff meeting | nil | PB/ZS/  JN | Ongoing | PB | Staff questionnaire  **All meetings via Zoom during pandemic** |
| D | * New staff induction packs for all new staff, mentor to be available for queries * Staff wellbeing mentor to host weekly TA meeting – same agenda as staff meeting * Staff wellbeing mentor line manager for TA | nil | PB/JB | Ongoing | PB | Staff questionnaire |
| E | * Appoint RSE coordinator * Sort curriculum into progression of skills for each year group * Creat “A Journey Into Relationships” document * Provide INSET at staff meeting via Zoom (introduction to the curriculum) | Nil | PB | Dec 2020 | PB | RSE curriculum is embedded. |