



Objective	Impact	Achieved	Next step
<p>1] Embed key oracy skills across the school to support the development of pupils who are articulate and confident within all subjects.</p>	<p><i>All class undertaking specific oracy sessions to develop key skills. Progression grid created and used. Picture news used for Oracy assemblies. Whole school events – no pens day and storytelling week. Increased opportunities for pupils to perform in school and at additional events.</i></p>		<p><i>Ongoing – will remain on SDP for next year. Embed as a tool across other subjects. Continue to develop events and opportunities.</i></p>
<p>1a] To ensure that high attaining pupils are significantly stretched and challenged in all subjects to enable them to reach their full potential.</p>	<p><i>CPD over time encouraged development of activities/approach High attainers are challenged – evidence from book reviews and learning walks. Attainment shows good progress in particular in maths.</i></p>		<p><i>Ongoing – differentiation overall will form a high priority next year.</i></p>
<p>2] Ensure that pupils have access to a stimulating and well-planned curriculum which develops both skills and knowledge, and is enriched through ICT, the Arts, trips and visitors and extra-curriculum clubs.</p>	<p><i>CPD and joint planning sessions have given opportunities for all years to review creative curriculum plans which focus on building sequences of lessons with a final outcome. Trips and visitors are carefully chosen to enhance lessons. The number of extra-curricular clubs has increased.</i></p>		<p><i>Ongoing – subject leaders to develop progression grids and assessment approaches for their subject. Investments in ICT required.</i></p>
<p>3] To develop teaching and learning practices that are drawn from research about how pupils learn best.</p>	<p><i>CPD sessions shared research and developed knowledge of Metacognition. Trials not undertaken due to focus on other areas and lack of release.</i></p>		<p><i>Development of sessions for 19/20</i></p>
<p>4] Implement changes to feedback systems to encourage independence in pupil improvements, whilst being mindful of teacher workload.</p>	<p><i>Book scrutiny shows feedback policy is being followed. Staff data demonstrates that workload has been reduced.</i></p>		<p><i>To be reviewed yearly in light of new research</i></p>
<p>5] Improve the attendance of persistent absentees and prevent absenteeism where possible.</p>	<p><i>New procedures in place – two weekly checks and flowchart of actions. Overall absence decreased from 4.1% to 3.1% Persistent absenteeism has decreased from 8.33% to 6.55%</i></p>		<p><i>Continue to embed routines</i></p>
<p>6] To increase opportunities to work collaboratively to moderate work across year groups and school settings to further develop subject expectations</p>	<p><i>Books and expectations explored through PPA sessions and increased collaborative staff meetings.</i></p>		<p><i>Increasing activity to across settings through the CET trust</i></p>
<p>7] Increase opportunities to develop partnerships with parents, in order to best support and develop children in reaching their full potential</p>	<p><i>Parentmail successfully implemented – less paper copies of letters. 95% forms and letters sent. System used for Parents Evenings. New website launched.</i></p>		<p><i>Continue to embed with payment systems. Website content required.</i></p>