

Achieving Success Plan

LILY LANE PRIMARY SCHOOL VISION: SUPPORTIVE:KIND:INSPIRING:DETERMINED:UNIQUE

Our vision is to provide an **inspiring** curriculum that will engage all learners to be successful and proud within their learning at school and beyond. We recognise that our community is diverse and **unique** and we will nurture and celebrate this so that children, staff and families feel proud. With our words and actions we will be **determined** to strive for excellence for our children and their community. By ensuring **support and kindness** for all we will flourish and grow.

KEY PRIORITY 1: Curriculum

To plan, deliver and assess the full entitlement of National Curriculum; extending the curriculum to reflect the diversity of our community.

Ofsted recommendation: *Leaders and governors must take action to develop the curriculum beyond reading and mathematics. The curriculum in all subjects needs to set out clearly what pupils need to learn. Leaders must rapidly clarify their curriculum thinking so that teachers are clear about the knowledge that they want pupils to learn and the order in which this content should be taught.*

Intentions:

1.1 Curriculum Intent (SS/NJ/LB/SLs)

1. To ensure we have a curriculum that is progressive and ensures coverage of the national curriculum.
2. To ensure our curriculum intent is clear and fit for purpose.
3. To ensure our curriculum is communicated to all stakeholders in an effective manner.

1.2 Curriculum planning (SS/NJ/SLs)

1. To ensure the curriculum is taught for all children to access Quality First Teaching.
2. To ensure children are assessed against the national curriculum in all subjects.
3. To develop teachers' subject knowledge in the foundation subjects.

1.3 Extended Curriculum: (SS/SM/LB/AMF/Extended Curriculum Team) **PLEASE NOTE: this was in the original plan but only 1.3.1 is included in improvement work**

1. To ensure the curriculum is diverse.
2. To develop the use of outdoor learning.
3. To develop year 6 life skills.

Ofsted Link: Quality of Education

Success Criteria:

1.1 Curriculum Intent

1. The curriculum ensures progression both within a year and across the years ensuring that the national curriculum is covered for all year groups.
2. We will have a curriculum statement and content that is personalised to our curriculum.
3. All stakeholders will know what is being taught each half term in each year group and throughout the year and this will be communicated in various ways to ensure it is accessible. Leaders will have a growing understanding of how well their subject is taught.

1.2 Curriculum planning (subjects other than reading and maths)

1. Planbee long term overview is in place from year 1-6/ Differentiation is used to meet the needs of all children within the class/ Staff are increasingly confident in writing their

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- own English units and adapting the foundation subjects units of work/ Teaching is consistently good across the school/ The learning environment is used well to support learning.
2. Teachers will assess the children's knowledge and skills in each lesson against the national curriculum objectives/ Assessment is used effectively towards the national curriculum objectives and shows that children are making progress.
3. Teachers subject knowledge around the planning and delivery of the national curriculum is developed/ Teachers knowledge of the national curriculum is secure for them to differentiate the learning to meet the needs of all pupils.

1.3 Extended Curriculum:

1. The curriculum will celebrate the diversity of our community/ The curriculum will ensure that it is diverse in its choice of focus people and times.
2. The curriculum will be enhanced through the use of outdoor learning/ Outdoor learning will become part of the curriculum offer for children
3. Year 6 children will develop a variety of life skills (preparation for high school, cooking, finance etc) to support them in future years.

Key Priority 1 CURRICULUM

ASPECT/ACTIONS	Time scale	Resources	Milestones - Autumn	Milestones - Spring	Milestones - Summer
1.1 Curriculum INTENT					
<p>Curriculum progression within and across years and coverage.</p> <p><i>Success criteria 1.1.1</i></p> <p>Lead: SS</p>	Sep 22- Dec 22	Planbee scheme purchased Teacher training time	<ul style="list-style-type: none"> Scheme of work purchased for use which ensures NC coverage and progression SS by 1/9/22 Staff meeting – looking at NC, are all objectives being met? How do they progress within the year (do they build on the previous learning blocks)? SS by 1/12/22 Subject leaders to map the progression for subjects out within and across the year groups SLs by 1/12/22 Support teachers to build on the previous half terms learning in drop-in sessions and support in PPA time – SS 23/10/22 before half term to impact planning for after half term SS monitor NC coverage and progression (see below) SS Nov/Dec 	<ul style="list-style-type: none"> SLT monitoring coverage of NC and implementation of curriculum 	<ul style="list-style-type: none"> Review first year of purchased scheme

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<p><u>Humanities – 1 – main focus</u></p> <p>Geography</p> <p>History</p> <p>Curriculum progression within and across year groups and coverage</p> <p>Compliance of teaching, adaptation of lessons to suit all learners and consistency across classes within a year group.</p> <p>Quality of teaching, teachers CPD and</p> <p>Lead: NJ</p>	<p>Sep 22 – Dec 22</p>	<p>Example curriculum statements.</p> <p>Time to write curriculum statements / knowledge and skills progressions.</p> <p>Access to national curriculum</p> <p>Access to planBee planning.</p> <p>Given curriculum coverage overview.</p>	<ul style="list-style-type: none"> • Support subject leaders to write curriculum statements following the three I's. • Share curriculum statements with staff and stakeholders. • Support subject leaders to create a skills and knowledge progression map for each subject across the school. • Book and planning scrutiny with subject leaders to ensure schemes of learning are being taught, consistency and differentiation / personalisation of lessons. 	<ul style="list-style-type: none"> • Gather feedback on the use of PlanBee across the school in humanities subjects – survey in wb 13.2.2023 • Book look whole school to ensure schemes of learning are being taught, consistency with differentiation / personalisation of lessons, front pages and vocab sheets are in place. Done through staff meeting – 31.1.2023 - compliance check. Staff to show curriculum coverage with aims from the national curriculum looking at where / how national curriculum objectives are being taught. • NJ to create whole school curriculum coverage including the aims and coverage of the national curriculum – done following the staff meeting on 31.1.2023. • Curriculum statements on website – needs to be done. NJ to send to Beth to put on website. 	<ul style="list-style-type: none"> • Book and planning scrutiny with subject leaders to ensure schemes of learning are being taught, consistency and differentiation / personalisation of lessons. • Gather feedback on the use of PlanBee across the school in humanities subjects. • Offer training and support in the use of PlanBee and Language Angels to all staff.
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<p><u>Humanities 2</u></p> <p><u>R.E</u></p> <p><u>Spanish</u></p> <p>Curriculum progression within and across year groups and coverage</p> <p>Compliance of teaching, adaptation of lessons to suit all learners and consistency across classes within a year group.</p> <p>Lead: NJ</p>	<p>Sept – 22 –</p>	<p>Example curriculum statements.</p> <p>Time to write curriculum statements / knowledge and skills progressions.</p> <p>Access to national curriculum</p> <p>Access to planBee planning.</p> <p>Given curriculum coverage.</p>	<ul style="list-style-type: none"> • Support subject leaders to write curriculum statements following the three I's. • Support subject leaders to create a skills and knowledge progression map for each subject across the school. • Share curriculum statements with staff and stakeholders. 	<ul style="list-style-type: none"> • Curriculum statements on website – needs to be done. NJ to send to Beth to put on website. • Friday flick – R.E 17.2.2023, 31.3.2023 - Spanish • Gather feedback on the use of PlanBee and Language Angels across the school – subject leaders to create and send out a survey at the end of Spring 2 for feedback on the use of planning, coverage and if / where support is needed best. 	<ul style="list-style-type: none"> •
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<p><u>Science and Eco</u></p> <p>Curriculum progression within and across year groups and coverage</p> <p>Lead: CC</p>	<p>Sep 22 – March 23</p>	<p>Example curriculum statements.</p> <p>Time to write curriculum statements / knowledge and skills progressions.</p> <p>CPD – Mary Myatt</p> <p>Staff meeting time</p> <p>Friday flick time</p> <p>Science week – TA support</p>	<ul style="list-style-type: none"> • To write a curriculum statement following the 3 Is (before half term) • Share curriculum statements with staff. • Curriculum statements on website. • Gather feedback on the use of PlanBee for Science across the school. (Before Spring) • Book look with teachers to ensure schemes of learning are being taught, consistently and differentiation / personalisation of lessons. (Before Spring) • Resources audit (after half term) 	<ul style="list-style-type: none"> • Science week – timetable and activities shared/planned • Global recycling day • Book look with teachers to ensure schemes of learning are being taught, consistently with differentiation / personalisation of lessons. • Gather feedback on the use of PlanBee for Science across the school. • Support from QA visit Simon Hunter • Curriculum map colour coded linked to NC • Retrieving information regularly? How can we implement across the school? • Staff meeting to highlight coverage • Staff meeting whole school book look – compliance. • Vocabulary list for each year group. • New science boxes with correct resources and labelled. • Friday flick Science – 17.2.23 • Assessment – look at plan bee quizzes, ideas from other schools CLIC. 	<ul style="list-style-type: none"> • Earth day • World environment day • Book look with teachers to ensure schemes of learning are being taught, consistently with differentiation / personalisation of lessons. • Gather feedback on the use of PlanBee for Science across the school. • Eco team launch assembly, candidates and first team meeting • Eco team action plan •
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<p><u>Computing</u></p> <p>Curriculum progression within and across year groups and coverage</p> <p>Lead: NG</p>	<p>Jan 22 – July 23</p>	<p>Example curriculum statements.</p> <p>Time to write curriculum statements / knowledge and skills progressions.</p> <p>Access to national curriculum</p> <p>Access to PurpleMash planning.</p> <p>Given curriculum coverage overview.</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Safer Internet Day – 7th February 2023 – resources sent out and shared with YTL • Work look with teachers to ensure schemes of learning are being taught, consistently and differentiation / personalisation of lessons. • Gather feedback on the use of PurpleMash for Computing across the school. • Curriculum map colour coded linked to NC • 	<ul style="list-style-type: none"> •
<p>Personalised curriculum statement</p> <p><i>Success criteria 1.1.2</i></p> <p>Lead SS</p>	<p>Oct 22</p>	<p>Time to write statement</p>	<ul style="list-style-type: none"> • Write curriculum intent, implementation, impact statement that is accurate for our curriculum SS by 21/10/22 • Share with staff and gather feedback SS 26/10/22 • Share with wider stakeholders SS 2nd Gov body • Curriculum statement on website BP by 28/10/22 	<ul style="list-style-type: none"> • Need uploading to website 	
<p>Communication of curriculum coverage to stakeholders</p> <p><i>Success criteria 1.1.3</i></p>	<p>Nov 22</p>	<p>Time for curriculum report writing</p>	<ul style="list-style-type: none"> • YTLs - newsletter for the first week back of a term explaining the curriculum coverage emailed to parents YTLs and SS each half term by 4/11/22 • Curriculum newsletters on school website/available at the main office BP each half term by 4/11/22 	<ul style="list-style-type: none"> • Review current set up. SS by 27/01/22 • Curriculum report for governors explaining the journey so far, strengths, areas for development. SS for IEB meeting 	<ul style="list-style-type: none"> • Curriculum report for governors explaining the journey so far, strengths, areas for development SS for IEB

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<p>Lead SS</p>			<ul style="list-style-type: none"> Curriculum report for governors explaining the journey so far, strengths, areas for development. SS for 2nd IEB 		
<p>Communication of curriculum</p> <p><i>Success criteria 1.1.3</i></p> <p>Lead SS</p>	<p>Nov 22</p>	<p>Time to write curriculum newsletters</p>	<ul style="list-style-type: none"> Curriculum spotlight highlighted on fortnightly newsletters to communicate with families SS fortnightly 	<ul style="list-style-type: none"> Website to be updated to show the current curriculum delivery for each year group YTL/BP for 17/2/23 	<ul style="list-style-type: none"> Class pages set up on school website celebrating each half terms learning and explaining the new learning CT/YTL by 26/05/23
<p>Monitoring and Evaluation:</p> <p>M. Monitoring activity</p> <p>E. Evaluation Activity</p> <p>For impact see: Curriculum Impact on a Page document (in process from Nov 22)</p>			<ul style="list-style-type: none"> Book looks with subject leaders with Planbee schemes of learning to ensure lessons taught match the scheme. By wk7/11/22 (moved to Spring 1) Lesson drop ins for foundation subjects – Science WB 1/11/22 Geography – WB 14/11/22 History– WB 28/11/221 – Computing WB 12/12/22 (move these to Spring term) 	<ul style="list-style-type: none"> Humanities Pupil Voice: Learning talks with pupils to check subject curriculum knowledge and pitch By wk 30/1/23 Book look for humanities in staff meeting 31/1/23 Drop-ins for Humanities by wk 30/1/23 Book looks with subject leaders with Planbee schemes of learning to ensure lessons taught match the scheme. Maths 27/1 Reading 10/2 Science 17/2 History 3/3 Geography 10/3 RE/PHSE 17/3 Art/Dt 24/3 Spanish 31/3 lesson drop ins for humanities – WB 30/1/23 <p>(English full Book Look at Staff meeting 7th Feb)</p>	<ul style="list-style-type: none"> Book looks with subject leaders with Planbee schemes of learning to ensure lessons taught match the scheme. By wk 12/6/23 Book look for humanities in staff meeting wk 2/5/23 Lesson drop ins for foundation subjects Maths 21/4 English 28/4 Reading 5/5 Science 12/5 History 19/5 Geography 26/5 RE/PHSE 9/6 Art/Dt 16/6 Spanish 23/6 Drop-ins for Maths: wk 15/5/23

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Key Priority 1 CURRICULUM					
ASPECT/ACTIONS	Timescale	Resources	Milestones - Autumn	Milestones - Spring	Milestones - Summer
1.2 Curriculum PLANNING					
<p>Adaptation of lessons including resources to meet needs of all</p> <p><i>Success criteria 1.2.1</i></p> <p>Lead SS</p>	Sum 2		<ul style="list-style-type: none"> YTL meeting to explain Planbee and how it adapts learning and how to use these adaptations SS by 3/10/22 Drop in sessions in PPA time for focus year groups (from planning scrutiny) to ensure adaptations SS by 24/10/22 	<ul style="list-style-type: none"> Staff training on adaptation of resources SS by Feb half term Drop in sessions in PPA time to support with adapting resources. SS by 13/2/23 	<ul style="list-style-type: none"> Drop in sessions in PPA time to support with adapting resources SS by 22/5/23
<p>Increasing staffing confidence in writing English units and adapting foundation subjects</p> <p><i>Success criteria 1.2.1</i></p> <p>Lead LB/SS</p>	Spr 1	<p>Draft curriculum plans provided by Dawn Robertson (writing consultant)</p> <p>Year teams to have time with the writing consultant – cost £</p>	<ul style="list-style-type: none"> Staff training on writing English units of work Dawn to work with focus year groups on planning English units Sept 22 YTLs, along with their teams, to map out the texts to be used across the year. Alongside this they will map out genres to be covered by these texts – colour coded Sept 22 	<ul style="list-style-type: none"> Staff training on planning sequences of lessons part 2 (Dawn) - March 2023 (postponed from last term due to the writing consultant not able to attend) Dawn to work with Year 2 and 6 on writing moderation – what's missing and what needs to happen next? - March 2023 Laura to work with year teams during PPA to support planning for the following term – What needs to be tweaked/adapted from the original long-term plan (over the last 2 weeks of term) Dawn/Laura to work with focus year groups on 	<ul style="list-style-type: none"> Drop in sessions in PPA time to support with adapting resources. Laura to work with focus year groups on planning English units Dawn to deliver lessons for teachers to observe and use to support own practice

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				<p>planning English units when she comes in March 2023</p> <ul style="list-style-type: none"> • LB to do regular planning looks, focussing on year groups that have had additional support due to identified areas for development (Yr 3 and 5) • Book look to focus on progress/development of learning – cross reference with data submitted in Autumn 	
To have a writing and reading curriculum that complement each other				<ul style="list-style-type: none"> • Reading and writing leads (LB and AMF) to meet with the lead practitioner for writing from CLIC (2/2/23) • Leads to meet with each other to combine their curriculum intent statements and create a web page for English March 23 	<ul style="list-style-type: none"> • Leads to meet to discuss next year's curriculum – text choices etc. Plan moving forward
<p>Increasing staffing confidence in teaching of Guided reading in KS2</p> <p><i>Success criteria 1.2.1</i></p> <p>Lead AMF</p>	Autumn 2	Time with One Ed consultant Catherine Delaney – reading leader first then KS2 staff	<ul style="list-style-type: none"> • Staff training on planning using reading gems • YTLs, along with their teams, to map out the texts to be used across the year. Alongside this they will map out genres to be covered by these texts 	<ul style="list-style-type: none"> • Drop in to KS2 GR lessons • Book look GR Friday book flick 10.02.23 • Overview of planning and that it is RG approach is consistent across the year groups 17.02.23 • Overview of Reading Gems taught in each year group and what needs to be taught next 31.03.23 • 	<ul style="list-style-type: none"> • Have an overview of planning and delivery of lessons • Progression map to be updated by RL • KS2 GR book look and help with planning •

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<p>Increasing staffing confidence in teaching of Read Write Inc</p> <p><i>Success criteria 1.2.1</i></p> <p>Lead AMF</p>	Spring 2	<p>Time</p> <p>Organise meetings</p>	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Drop into lessons in EYFS, KS1 and KS2 to coach and mentor staff (from 27.02.23) • RWI staff meeting – practice session for the consistency of teaching across the groups (assembly time on Friday from 03.03.23) • Organise training and 1-1 training for staff who need more support (from staff drop ins) • Work with TAs on 1-1 tuition delivery 27.02.23 	<ul style="list-style-type: none"> • Organise staff training from RWI to increase consistency of teaching and raise awareness of how early reading is taught • Continue lesson drop ins for coaching and mentoring •
<p>Maths</p>	SPR1	Time /Cover .	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • RB to support year groups with planning during PPA sessions • Fractions resources • Set up weekly TTRs tournament • Update TTRs board weekly with scores for each class. • Analysis of spring data / compare to Autumn <p>Friday flick book</p>	<p>Audit resources in each classroom</p> <p>Drop ins</p> <p>Book look</p>
<p>Assessment of children's learning</p> <p><i>Success criteria 1.2.2</i></p>	Sum 2	<p>Assessment cost tbc pending decisions in Aut 2</p> <p>CPD staff meeting time</p> <p>DHT planning time</p>	<ul style="list-style-type: none"> • Research assessment tracker options SS 10/10/22 • Research summative assessments (NFER, NTS, PUMA etc) SS 10/10/22 • Decide on assessment tracker tool SS 12/10/22 	<ul style="list-style-type: none"> • Feedback assessment data to staff and IEB SS Jan 23 • Staff identify children who need interventions/extra support etc CT's by 9/1/23 • Staff training on retrieval practise – quizzes etc for 5/10mins in each session to consolidate prior learning SS by 27/3/23 	<ul style="list-style-type: none"> • Part of staff training session on WWW EBI so far for retrieval practise SS by 24/4/23 • Staff identify children who need interventions/extra support etc SS by 14/4/23 • Interventions/extra support etc in place SS by 17/4/23

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<p>Lead SS</p>			<ul style="list-style-type: none"> • Share tracker and assessment decision with leaders SS 17/10/22 • Following decisions, (SLT/WLT) provide staff and phase input on summative assessment systems (clear whole school plan) SS Nov22 • Training provided by tracker system provider SS Nov 22 • Use End of Aut 2 data as a baseline for school SS by Dec 22 • TAs to input gap analysis data on tracking system TAs Dec 22 • Analyse the assessment data to establish whole school baseline SS by Dec 22 • Pupil progress meetings set for the beginning of January to look at data SS Dec 22 	<ul style="list-style-type: none"> • Analyse the end of Spring assessment data to ensure progress and that we are closing the gaps SS by 27/3/23 • Feedback assessment data to staff. SS by 17/4/23 	<ul style="list-style-type: none"> • Staff to use retrieval practise in lessons to assess learning SS by 17/4/23 • Staff training to look at good examples of retrieval practise and how this has impacted on the children's learning and knowledge retention SS by 26/6/23 • Analyse the assessment data to ensure progress and that we are closing the gaps SS by 10/7/23 • Feedback assessment data to staff. SS by 17/7/23 • End of year overview of progress is established SS by 17/7/23
<p>Develop teacher's subject knowledge</p> <p><i>Success criteria 1.2.3</i></p> <p>Lead SS (English) Lead: LB (Writing) Lead AMF (Reading)</p>	<p>Sum 2</p>	<p>Literacy consultant cost</p> <p>Cover cost for work with LC</p> <p>CPD for foundation subjects for SLs and staff</p>	<ul style="list-style-type: none"> • Staff training on curriculum SS by 16/12/22 • Staff to work with Dawn around planning units of English work SS by 16/12/22 • Staff training sessions from Dawn around planning units of English work DR by 6/12/22 	<ul style="list-style-type: none"> • Subject leaders to deliver CPD sessions on their curriculum area SS by 31/3/23 • Staff to receive training (outside agencies or staff attending foundation subject courses) SL by 17/2/23 • Staff to work with Laura/Dawn around planning units of English work 22/09/22 	<ul style="list-style-type: none"> • Subject leaders to deliver CPD sessions on their curriculum area SS by 12/6/23 • Staff to receive training (outside agencies or staff attending foundation subject courses) SS by 7/10/23 • Staff to work with Laura around planning units of English work • Staff training sessions from Dawn around planning units of English work • Dawn Robertson to deliver writing lessons for teachers to

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				<ul style="list-style-type: none"> • Staff training sessions from Dawn around planning units of English work 2 session completed by 16/12/22 • Dawn Robertson to deliver writing lessons for teachers to observe to use as CPD and a model • Drop into lessons in EYFS, KS1 and KS2 to coach and mentor staff (from 27.02.23) <ul style="list-style-type: none"> • RWI staff meeting – practice session for the consistency of teaching across the groups (assembly time on Friday from 03.03.23 • Organise training and 1-1 training for staff who need more support (from staff drop ins) • Work with TAs on 1-1 tuition delivery 27.02.23 	observe to use as CPD and a model
<p>Quality First Teaching</p> <p><i>Success criteria</i></p> <p>Lead: SS</p>			<ul style="list-style-type: none"> • SS planning drop ins with year teams to support with planning SS 1/11/22 • SS and SLs drop ins for core subjects (in addition to foundation subjects) SS/LB 7/11/22 SS/RB 21/11/22 SS/AMF 5/12/22 • SS to feedback to SLT with regards to Planbee – how it is working, what is going well, is there anything that needs changing, how do it need changing? 	<ul style="list-style-type: none"> • Coaching and mentoring sessions for RWI across EYFS, KS1 from 27.02.23 • Drop in to KS2 GR sessions and keep overview of planning 27.02.23 	<ul style="list-style-type: none"> •

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<p>Monitoring and Evaluation:</p> <p>M. Monitoring activity</p> <p>E. Evaluation Activity</p> <p>For impact see: Curriculum Impact on a Page document (in process from Nov 22)</p>	<ul style="list-style-type: none"> • Planning scrutiny – adaptation focus SS by 4/11/22 • Book looks – adaptation focus By wk 7/11/22 • Drops ins – all lessons (see above foundation subject drop in schedule) 	<ul style="list-style-type: none"> • Questionnaire - feedback from staff regarding how Planbee is supporting them to meet the needs of all of the children wk 13/2/23 • Drop ins English – WB 13/3/23 <p>Learning talks with children with a focus of English (reading and writing) WB 20/3/23</p> <p>Leadership meeting English book look 6/3/23</p>	<ul style="list-style-type: none"> • Planning scrutiny – adaptation focus By wk 21/4/23 • Book looks – adaptation focus following Spr 2 CPD By wk 12/6/23 • Drop ins wk5 Maths – WB 15/5/23 <p>DROP-INS – Wk 3 Reading – 19/6/23</p>
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Key Priority 1 CURRICULUM					
ASPECT/ACTIONS	Timescale	Resources	Milestones - Autumn	Milestones - Spring	Milestones - Summer
1.3 Curriculum – EXTENDED CURRICULUM					
<p>Diversify the curriculum (Extended Curriculum Team will add to this)</p> <p><i>Success criteria 1.3.1</i></p> <p>Lead SS (SM Extended Curriculum Team)</p> <p>(NJ Humanities lead)</p>	<p>Spr 2</p>	<p>YTL and staff meeting time Assembly books cost Time for drop in planning sessions</p> <p>Extended Curriculum Team meeting 1x a term</p>	<ul style="list-style-type: none"> • YTL meeting – looking at your year groups curriculum across the year, where are inspirational people or places from other cultures, countries etc SS by wk 23/11/22 • European languages day – celebrating the different cultures in Europe – NJ to inform staff. - Monday assembly introducing this. 	<ul style="list-style-type: none"> • Drop in planning session at the end of half terms – looking at texts being chosen for the next half term, are there ones that can be used that are set in a diverse area. LB 13/2/23 • Assembly each half term – celebrates BAME people or diverse areas SS 30/1/23 • Extended Curriculum Team to meet 1x a term to plan ways to provide extended 	<ul style="list-style-type: none"> • Drop in planning session at the end of half terms – looking at texts being chosen for the next half term, are there ones that can be used that are set in a diverse area. LB 22/5/23 • Assembly each half term – celebrates BAME people or diverse areas SS 8/5/23 • Extended Curriculum Team to meet 1x a term to plan ways to provide extended learning opportunities in Art/Forest

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			<p>Each year team has own EU country, children learn 4 phrases in that language. Complete world maps in class to show diversity of languages spoken in our school. Friday celebration assembly will be about showing this diversity, speaking in different languages and celebrating the different languages and cultures we have in our school. NJ by wk 26/9/22</p> <ul style="list-style-type: none"> • Assembly books chosen to ensure a diverse range of characters – calendar of book options set up SS/SM By wk 1/11/22 • Extended Curriculum Team to meet 1x a term to plan ways to provide extended learning opportunities in Art/Forest School, Experiences./Healthy Schools SM Nov 2022 	<p>learning opportunities in Art/Forest School, Experiences./Healthy Schools. Include a focus on diversity and mirroring community context. SM Mar 2023</p>	<p>School, Experiences./Healthy Schools. Include a focus on diversity and mirroring community context. SM June 2023</p>
<p>Writing Diversify the curriculum</p> <p><i>Success criteria 1.3.1</i></p> <p>Lead LB</p>	<p>Sept 22 – Oct 22</p>	<p>Draft curriculum plans provided by Dawn Robertson (writing consultant)</p> <p>Year teams to have time with the writing consultant – cost £</p>	<ul style="list-style-type: none"> • YTLs, along with their teams, to ensure the covers of the books and authors being selected are on the long-term writing plans – allows us to see the diversity clearly YTL 22/09/22 - for DR coming to work with teams • Books selected should show diversity of cultures, families, genders and relationships, not only in content but the authors themselves LB Oct 22 • LB, along with the writing consultation, to quality check plans paying 	<p>Next steps planned following end of Autumn term in collaboration with writing consultant LB/DR Dec 22</p>	

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			attention to diversity and representation LB/DR Oct 22		
<p>Reading</p> <p>Diversify the books that are on offer in classrooms/school library</p> <p><i>Success criteria 1.3.1</i></p>	Oct 22 – Dec 22	New book order (following guidance from RSE staff meeting)	<ul style="list-style-type: none"> • Research books and order for classroom and library • Order books • Distribute books to classroom and make library display 	<ul style="list-style-type: none"> • Continue to research books and make an order (budget 	
<p>Enhance the curriculum through outdoor and extended learning</p> <p><i>Success criteria 1.3.2</i></p> <p>Lead SS</p>	Sum 2	Educational visits costs Forest school set up and maintenance costs Gardener cost	<ul style="list-style-type: none"> • Audit of current Forest school trained staff SS 21/10/22 • Appoint forest school lead SS 21/10/22 • Audit of current use of outdoor learning to enhance the curriculum FSL 18/11/22 • Appointment of Education Visits Coordinator SS/ShO 1/9/22 • Educational visits to be planned by the beginning of the term YTL by 9/9/22 • Educational visits checklist completed within the first week of the term. YTL by 9/9/22 • Mass clean up of forest school – volunteers needed FSL Nov • H&S audit and tree safety actions taken to make site safe FSL/SM Nov • Plant trees in forest school FSL Dec 	<ul style="list-style-type: none"> • Training for individuals on forest school FSL March 23 • Timetables set up (need to be used to enhance learning rather than taken away from another subject) target year groups where teachers are based FSL by 31/3/23 • Educational visits to be planned by the beginning of the term. YTL 9/1/23 • Educational visits checklist completed within the first week of the term YTL 9/1/23 	<ul style="list-style-type: none"> • Gardener employed/volunteer to work with children (after school club) on developing the outdoor area FSL/SM June
<p>Develop life skills for Y6 children</p>	Sum 2	Time for secondary schools to visit	<ul style="list-style-type: none"> • Secondary schools to visit Y6 children to begin to build relationships and explain the 		<ul style="list-style-type: none"> • SEN to receive additional secondary school visits

Achieving Success Plan

<i>Success criteria 1.3.3</i> Lead LB			high school process – MCA visit Sept 22 <ul style="list-style-type: none"> Parent workshops to explain applying for secondary school for parents LB 5/10/22 Children to visit their secondary school - transition June/July 23 		<ul style="list-style-type: none"> Y6 teachers to plan life skills lessons around time management, finance/budgeting, cooking etc – Sum 2
Monitoring and Evaluation: M. Monitoring activity E. Evaluation Activity			See curriculum monitoring activities and also the <i>Curriculum on a Page document</i> (in process, Nov 22)		