**School Vision and Values**

Mylor Bridge Community Primary School is a welcoming, safe, happy place to learn; where the ethos of ‘Being the Best We Can Be’ is valued and striven for throughout all aspects of school life.

Our focus is to foster in our pupils:

Kindness Respect Determination Confidence Creativity Self-Awareness

4 Learning Powers drive our values

* Resourcefulness

*Ask questions/Make links/Imagine/Think things through/Use a range of resources*

* Resilience

*Get absorbed /Manage distractions/ Notice things/ Persevere/ Know your motivations/ Try new things*

* Relationships

*Take charge/ Do your bit*/ *Learn alone / Learn together* /*Show empathy/ Imitate others*

* Reflection

*Understand consequences /Have goals (plan)/ Revise learning* /*Prioritise/ Know how you learn best.*

Independence of Learning through Metacognition

Alongside these drivers, we have woven the teaching of metacognitive strategies to help our learners maximise their outcomes in all subjects.

The main three primary metacognitive skills are:

* Planning effectively for tasks,
* Monitoring ongoing progress
* Evaluate outcomes.

These are displayed in each classroom for the children to use as they are completing their work.

Skills for Life

Through this vision, we build in our children the following:-

* Confidence and success in their learning
* Strong self-esteem and high personal expectations.
* Enquiring minds that want to know more.
* Independence, imagination and creativity.
* Strong moral values of honesty, integrity and good judgement.
* A clear understanding of core British and School Values
* A sense of justice, self-discipline and personal responsibility.
* Empathy, team-work and self-regulation

Our vision ensures that children leave Mylor Bridge School with skills that enable them to embrace their next steps with confidence, excitement and a love of learning.

**School Development Plan**

**Objectives, Actions and Impact**

## Quality of Education

## Staff

|  |  |
| --- | --- |
| Headteacher/ Class 3 Teacher  | Mrs Vicky Sanderson |
| Assistant Headteacher / Class 5 Teacher | Mr Andrew Martin |
| Class 1 Teacher  | Mrs Kerrie Mogridge /Mrs Kate French |
| Class 2 Teacher  | Mr Sam Shainberg |
| Class 3 Teacher | Mrs Nikki Wood  |
| Class 4 Teacher | Mrs Jacque Thomas/ Mrs Helen Medlin  |
| Class 6 Teacher | Mr Matthew Collinge  |
| SENCO | Ms Jude Osborne  |
| PE Teacher | Mr Adrian Mutsaeurs  |
| School Secretary | Mrs Sophie McGannity |
| Teaching Assistant – Class 1  | Mrs Caz Evans  |
| Teaching Assistant Class 2  | Mrs Vicky Armstrong |
| Teaching Assistant + LTS + KS 2 intervention– Class 3 | Mrs. Audrey Stevens  |
| Teaching Assistant + 1:1 Support + LTS Class 4 | Mr Simon Collier |
| Teaching Assistant + LTS + PPA cover - Class 5 | Miss Laura Short  |
| Teaching Assistant + 1:1 Support + LTS – Class 6  | Mrs Rachel Garland |
| 1:1 Support +LTS + PPA cover  | Mrs Ruth WilkesMrs Emma LloydMrs Jo Pearson |
| LTS | Mrs Jenny Godden  |
| Breakfast Club | Mrs Tracy Stevens  |

Context

The team at Mylor Bridge School is experienced and capable, with the vast majority of lessons judged internally as Good with some Very Good. Teachers are supported by qualified teaching and learning assistants, and policies and procedures have been established and embedded to ensure that all of the members of staff work to support the pupils in our care to: Be the Best That We Can Be.

Monitoring by the head teacher, assistant head teacher, HIP colleagues and SIP is robust. High quality feedback ensures CPD and adaptations are constantly reviewed and improved.

The mastery approach to the curriculum is becoming embedded; this year support staff are working with the Maths Hub to continue professional understanding of Maths.

Learning is built on solid foundations and references to prior learning now takes place throughout lessons and subjects. Knowledge organisers have been introduced for all foundation subjects (with the exception of PE and PSHE) and POP quizzes have been honed to ensure recall of facts alongside more in-depth reasoning and use of Prove It questions.

Use of formative and summative assessments informs rigorous, time-bound interventions to ensure the vast majority of pupils move through the curriculum at broadly the same pace. We work with a maths mastery specialist who advices and supports in the monitoring of maths throughout our school. This year, we will work more closely with the English Hub to support to procurement of high quality reading books.

Phonics are taught consistently across the school from foundation stage, and those few pupils who need this in KS2, access intervention to plug gaps. Post COVID19 lockdowns, boys’ writing has been highlighted as an area of concern across the school; we have embedded T4W as our written English strategy, alongside carefully mapped class texts, high quality KS1 and KS2 reading books and a growing variety of non-fiction texts to support enquiry skills. The modelling of reading is very high profile at school supported by a high quality approved phonics scheme, phonically matched early reading books and Accelerated Reader programme – all of which offer children challenge and intrinsic and extrinsic reward for reading.

The foundation subject curriculum is a good balance of skills and knowledge and is regularly evaluated so that adaptations are made to meet the needs of the learners, alongside building on skills previously taught. Units of work are well planned; teachers systematically and effectively check pupils’ understanding throughout lessons. A variety of high quality resources are used to support planning, including Kapow, Cornwall RE Syllabus, REAL PE, Jigsaw – PSHE, Purple Mash, White Rose Maths, Developing Experts, Keystage History.

We believe getting it right in early years education is crucial to stop gaps developing and widening for pupils. Significant investment in terms of staffing and ensuring of lower ratios is in place in EYFS (1:10, discounting 1x 1:1). Financial investment in new surfacing of outside space and extending outside provision has occurred this year – which has ensured pupils have a positive start to school.

IN ORDER TO IMPROVE FURTHER AND FOR THE QUALITY OF EDUCATION WE NEED TO: -

1. Embed the importance of metacognition to improve our learning.
2. Ensure that good progress is made in maths for both boys and girls (girls GDS focus)
3. Ensure that boys’ attainment in writing is in-line with girls’.
4. Ensure our curriculum offer is ambitious for all including our SEND, PP and more able pupils (con. 2021-22)
5. Embed recall and recap opportunities for all subjects (con. 2021-2022)
6. Curriculum planning includes contextualised learning and links to develop contextual cultural capital (focus subjects RE /History/ Geog/ Science )

*Review Key:*

*Red – Not actioned at all Amber – partially actioned Green – Actioned and on-going Blue – completed and under review*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Strategy | Tasks | Date | Key Personnel | Cost/Resources | Monitoring | Impact |
| Autumn 2022 | Spring 2023 | Summer 2023 |
| 1. Embed the importance of metacognition to improve our learning.
 | Give children time to reflect on metacognitive strategies that they use within their learning Learning to learn activities directly linked to 4 Rs  | First week in Sept  | MC | Staff training  | VS/AM | Metacognition week completed September. Children utilising further planning skills to answer given questions/ challenges | Children given time at the start of every new ‘topic’ in each subject to reflect on their learning from previous year/ topics. They completed a PME grid in order to focus this reflection and reignite learning  |  |
| Recap sentence stems created as a staff, in order to explicitly teach the children how to use metacognition to activate learning  |  Sept 22  As per monitoring timetable  | MC/ all staff  | VS/AM | Sentence stems referred to in lessons – pupils use stems to frame their thinking  |  |
| Children to identify metacognitive skills needed to aid learning During the first lesson of a new topic area (Hist/Geog/RE/Sci) identify key questions and the skill/ resources needed to answer them – evaluate at the end of the topic | From Sept 22 | MC/ All staff | PPA time  | VS/ AM  | Children complete planning grids to identify skills/ resources needed to access learning – these need to be honed to become more specific  | PME grids adapted so that the previous enquiry question is reflected upon – skills have been tightened up  |  |
| 2 Ensure that good progress is made in maths for both boys and girls (girls GDS focus)  | Use WRM Version 3 whole school plan to tweak whole school overview and reduce content of maths lesson in line with WRM and RTP guidance  | From Jan 2023 Actioned Sept 22 | AMrt and CTs  | Subject leadership time  | VS and CG  | WRM V3 is in place and being used across the school. Tweaks and adaptations are made to planning and resources to support learners and reduce cognitive load.  | WRM 3 is in place and being used consistently across the school in EYFS |  |
| Girls maths club | From April 23  | MC | NA  |  VS and CG  | Not this term  | Not this term  |  |
|  | High quality intervention lead by assessment for learning in place from September  | Sept 22 – reviewed 6 weekly  | JO | AS/ SW/ VA/ CE/ LS | VS  | Assessment to baseline pupils in place. Assessment have informed focus areas. Maths gaps beginning to close using WRM focus lessons. Precision teaching to be implemented from Oct after 1 month review of standard interventions – see intervention action plans  | Precision teaching is in place and being used very successfully across the school – tweaks are still needed and regular monitoring by HT takes place, but SENCo also needs to monitor regularly for moderation and reflection purposes  |  |
| 3 Ensure that boys’ attainment in writing is in-line with girls’.  | TfW in place and used with consistency across school.  | Sept 22  | JT | All teachers  | VS/ JS  | TfL impacting positively on pupil resilience for writing.  | JT’s observations and pupil conferencing shows that pupils (inc boys) are engaged in writing and enjoy the topics being written about – the mechanics of writing are tricky for some of our boys – this is the focus moving forwards  |  |
| Real reason for writing established where possible  | From Sept 22  | JT | All teachers  | VS/ JS  | Pupils in Y5/6 have tweeted authors inc to arrange an author visit  | New school mobile and twitter account in process will make this easier.  |  |
|  | High quality WAGOLLS continue to be used to support ideas and sentence construction  | Sept 22  | JT | All teachers | VS/JS | WAGOLLS are used to model text – pupils report that these sometimes use ‘all the good words’ – further resources to support synonyms needs to be put into place.  | WAGOLLS used throughout the school to exemplify good writing  |  |
|  | Knowledge organisers for English shared which include collections high quality vocabulary  | Sept 22  | JT | All teachers | VS/JS | Pupils more confident with shared vocabulary and this more evident in vocabulary choice in independent writing.  | KO in place throughout the school  |  |

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| --- | --- | --- | --- | --- | --- | --- |
| Strategy | Tasks | Date | Key Personnel | Cost/Resources | Monitoring | Impact |
| Autumn 2022 | Spring 2023 | Summer 2023 |
| Ensure our curriculum offer is ambitious for all including our SEND, PP and) | All pupils with gaps in learning identified early and intervention planned and implemented from September TAs and teachers work together July 22 to use AfL to identify children in need of intervention  |  July 10th 2022  | All teachers and support staff.  | Staff training  | VS/ JO  | Interventions in place from 2nd week of September. Children’s progress tracked. Children return to whole class input as soon as they are ready (Case study Y3) Precision teaching to be implemented from Oct after 1 month review of standard interventions – see intervention action plans  | Precision teaching taking pace across the school -0 impact monitored individually. All children on precision teaching are making progress against their starting points  |  |
| Interventions planned for Sept 2022 |  July 2022  | AS/ KH  | Staff time  | VS/ AM/JT  |  |  |
| Baseline assessments take place 2nd Week of September and interventions run 6 weekly from here on  | WB Sept 12th – Sept 19th  | AS | TA hours  | VS/ AM/JT |  |  |
| New reception cohort assessed using NELI materials – intervention in place by Oct 22 | WB 26th Sept  | JP | TA hours  | JO  | From Oct 22 half term  | Not needed for this cohort |  |
| All staff aware of the children in their classes on SEN RoN and of their individual targets Handover includes details of RoN and ADPRS ADPRS are reviewed together with prior CT to ensure that they are appropriate  | July 2022  | All teaching staff  | Staff training  | VS  | All staff have received handover, children are identified and new ADPRS are being written by new class teachers in order to best support individual need.  | ADPRS updated and shared March 23  |  |
| Staff ensure resources are used to meet the needs of pupils All pupils who need access to support strategies e.g. wobble cushions and sensory screening etc. have these readily at hand. Pupils are encouraged to be independent with these support strategies.  | Sept – July  | All teaching staff  | Staff training£500 SEN budget  | VS  | Support strategies are in place and pupils with additional needs tell me that these strategies are helpful for them – where strategies haven’t worked – they are removed and alternative consideration is given.  |  |
| LS to attend Dyslexia champion training  | TBC | LS  | Cost of training TBC  | JO  |  | All Tas have completed Dyslexia awareness training  |  |
| LS and VS/ SW to work together to identify pupils with dyslexic tendencies LS to put strategies into place for these individuals – shared with CTs  | Post training  | LS/ VS/ SW | TA time  | JO  |  | LS has moved classes – this target is on hold  |  |
| Teachers and new SENCO work closely to assess and monitor children on the register. Children on the register to be re-assessed in Autumn term to ensure their needs are still needing to be recorded on the RoN.  | Sept- Dec 22  | JO/ CT  | SENCo time  | VS/ SENCo Gov (RG)  | This process has begun – new SENCO in place and working through SEND register of need. Currently no children have been removed from the register  | Children on register have been reassessed 3x in this academic year - on going target  |  |
| Where need is still great, new SENCo to work with CTs to ensure that ADPRs are effective and children are receiving appropriate class teaching/ intervention. | Sept- Dec 22  | JO/ CT  | SENCo time  | VS/ SENCo Gov (RG)  | HT/ CT/ SENCo/ Intervention staff work together to identify need, plan timetables and support necessary to support learning without over scaffolding pupils  | SENCO has helped to re-write targets in a number of classes and is monitoring these ADPRs and the support in place . HT also monitors ADPRS and the support offered to pupils  |  |
| PP and/or vulnerable children to be supported with emotional regulation Pupils identified in July 22 will work with TIS practioner from Sept 2022 – to aid emotional regulation  | From Sept 22  | SW/JO | TIS time | VS/ SENCo Gov (RG) | TIS practitioner in place and supporting identified pupils ( 11.10.22 – review meeting of TIS register of need)  | TIS RoN reviewed this half term  |  |
| CTs to monitor and share concerns with TIS practioner so that pupils with emotional regulations difficulties can be identified quickly and support put into place  | From Sept 22 Monitored 6 wkly by VS  | SW/ JO | TIS time | VS/ SENCo Gov (RG) | On going  |  |  |
| AS and SW to attend Autism Champion training  | Date TBC  | AS/ SW  | Cost of training TBC  | JO |  | As has completed autism awareness training  |  |
| Children with diagnosed ASD and those expressing tendencies (prior to diagnosis) to be supported by As / SW  | Post training  | AS/ SW  | TA time  | JO  | Children with ASD/C are supported through the network of support staff  |  |  |
| Embed recall and recap opportunities for all subjects (con. 2021-2022)  | KO from prior years used within the first lesson of new year group to recall facts Knowledge organisers to be used in the first lesson of a new year group (in appropriate subject) to recall facts learned in previous years  | From Sept - all foundation subjects  | All CT  | PPA time  | VS  | This is the 2nd term of roiling this review – working well to date – pupils becoming more confident at finding KO in books (from previous years)  | 3rd term of this rolling review – staff are working hard to maintain this process |  |
| Vocabulary / Prior learning shared at the start of lessons Where appropriate in English, PE, PSHE, Art, DT and Music, and in all other subject areas – vocabulary to be shared at the start of the majority of lessons. Alongside a quick recap of the learning in the previous lesson / topic  | From Sept  | All CT | PPA | Subject leaders / VS  | Vocabulary needs to be shared consistently at the start of each lesson  | Vocabulary being shared AT THE START Of the majority of lessons  |  |
| Curriculum planning includes contextualised learning and links to develop contextual cultural capital (focus subjects RE /History/ Geog/ Science )  | Planning across the curriculum uses local links when appropriate in order to make links with ‘real life’ knowledge Teachers adapt curriculum mapping to include local links and learning e.g.: Music curriculum links to 1x performance per yr grp per yr.  | From Sept Reviewed with subject monitoring  | All CT  | PPA time  | Subject Leaders/ VS  | Teacher have begun to plan locally – eg Penlee house/ Use of university for biodiversity focus. | Local resources are being used more effectively – new forest school area and leader, Oyster fishing topic, performances for the community Café and luncheon club , Islamic centre, Jewish visitors  |  |
| CT identify gaps in contextual learning and ensure planning fills these (esp. focus RE) Teachers adapt planning to meet the needs of pupils e.g.: RE visits to Islamic CentreCultural visits to Exeter  | From Sept 22  | `All CT  |  PPA time + travel/ visitor expense  | VS + RE gov. JP  | Jewish visitor booked for Summer term Islamic centre booked for Summer term Chapel used for harvest festival Church visits for Christingle.  | Y3 and Y5 have been to the Islamic centre, Y3/5 will be visited by Jewish visitors next week. Y4 and Y1 have visited the church, Y5 have worked with a visited the university Y5/6 will visit the Neasdon temple in June Y4 have danced @ St irans Day Y5 spaceport Cornwall  |  |

**Behaviour and Attitudes**

## Context

## Feedback from pupils, staff, governors, SIP and visitors evidences a positive and friendly atmosphere within school. Pupil, parent and staff questionnaires 2022 show a school which keeps pupils safe, has high expectations of all pupils, ensures positive behavior and manages the well-being of all stakeholders. In areas of focus, further communication to parents re: extra-curricular provision has been highlighted.

## Attendance is currently 94%, slightly below the 95% pre-pandemic national average. Reasons for this are authorized (Illness) and 3 children on a flexi or reduced timetable.

## There are 29 children with PA <90%. We are working closely with our EWO to support these families – the vast majority of whom have had illness this year.

Pupils behave well and have very good manners. Pupils make a good contribution to a safe and positive learning environment. Their conduct demonstrates a pride in themselves and in school. They understand moral codes from their own and some others’ traditions, though due to the lack of a diverse ethnic community, we continue to work hard to offer our children experiences outside of our school community in order to develop a greater understanding of minority ethnic groups (e.g. working with the Jewish and Muslim communities through our RE topics.)

Pupils show respect for, courtesy and good manners towards each other and adults. Their behaviour in and outside of lessons is good. Lessons flow smoothly and any disruption is dealt with swiftly. Pupils’ attitudes to learning are good but key pupils with Emotional and Behavioural Difficulties (EBD) do need additional support from learning support assistants and the pastoral system at times. A minority of pupils have significant challenges to overcome and need the support (daily in some cases) of the head teacher and assistant head teacher to support them in the choices they make. This support ensures the learning for other pupils is not affected.

Systems are robust and secure to keep our pupils safe. Recent monitoring highlighted that 94% of pupils felt that children behaved well in school and 100% of children felt safe in school. Pupil conferencing by SIP and subject leaders showed that pupils felt that where behaviour was unkind, it was managed by school staff and the ‘problems were sorted out.’

We review our behaviour policy every year and our children are integral to this process, to ensure that they have ownership of this policy.

*IN ORDER TO IMPROVE FURTHER WE NEED TO: -*

1. To continue to ensure all our pupils are staying safe (inc those with SEND) on line and in the physical world – contextual safeguarding focus
2. To continue to reduce the % of persistent absenteeism in small number of pupils, improve patterns for pupils with irregular attendance and ensure 32.5 hrs per week access time @school
3. Ensure the implementation of adapted positive behaviour policy
4. Re-establish close links across our school

*Review Key:*

*Red – No actioned at all /Amber – partially actioned Green – Actioned and on-going Blue – completed and under continued review*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Strategy | Key Tasks | Date | Key Personnel | Cost/Resources | Monitoring | Impact |
| Autumn2022 | Spring2023 | Summer 2023  |
| 1. Ensure all our pupils are staying safe online both at home and school
 | To begin the E safety mark 360  |  Start Jan 23  | SS  | £650 assessment + Sam’s time for computing assessment  | VS/ JS  |  | Change in IT supplier has limited the time of==for this this year |  |
| To use PURPLE MASH curriculum to teach Online Safety  | On Going  | SS | Purple Mash costs  | VS/ JS  | All year groups have begun online safety lessons (Y1 reduced to log on issues)  | All classes have completed online safety learning, Internet safety day was celebrated in Feb in all classes  |  |
| Online safety updates are regularly posted on the school newsletter  | On Going  | VS  | NA – Newsletter weekly  | JS  | Safeguarding has been posted Autumn 1 – online safety curriculum shared and links to online safety resources for parents shared and directed.  | Yes – on going  |  |
| School takes part in safer internet day 2022 | 8th Feb 2023  | SS  | NA  | VS  | March 23  | Completed  |  |
| School to take part in Anti-Bullying Week. 14-18.11.22 Highlight the difference between bullying and falling out.  | 14-18.11.22 | All CT  | NA  | VS /TG  | NA @ review date  | Completed  |  |
| Localised context – county lines Staff to complete county lines safeguarding update  | Sept  | All Staff  | £500 Helen Trelease training  | VS/ TG  | Teaching staff completed county lines training in June – all staff have county lines + safeguarding update training on 17.10.22  | Completed and on going through monthly updates  |  |
|  | Focus on digital footprint/ use of social media – KS2  | Sept – Oct  | KS 2 IT teachers | Purple Mash yearly cost  | JS/ VS/SS | Purple mash units consider how to stay safe online – inc. digital footprints and the use of social media  |  |
| 1. To continue to reduce the % of persistent absenteeism in small number of pupils, improve patterns for pupils with irregular attendance and ensure 32.5 hrs per week access time @school
 | PA families identified and EWO to send letters re: attendance  | From July 22  | All CTs  | EWO costs (£400 yearly cost) | TG/ Curriculum committee  | Attendance letters sent July 22 Attendance email sent Oct 22Lateness Forms reinstated Oct 22  | EWO meeting in January – letters sent to PA and those at risk of PA  |  |
| Pupils with high levels of illness to be included in EWO letters  | From July 22  | All CTs  | EWO costs (£400 yearly cost) | TG/ Curriculum committee  |  |
| Meetings held with persistent absentee families – with support of EWO  | From Dec 22  | VS/ AMG | EWO costs (£400 yearly cost) | TG/ Curriculum committee  | NA at date of review  | VS has met with a number of families with PA  |  |
| 1. Ensure the implementation of adapted positive behaviour policy
 | Student Council work with Amrt. And VS to review adapt positive behaviour policy  | Oct 22 | VS. Amrt.  | Release time  | TG  | Student council have started this work  | Completed and shared with pupils and staff and govs  |
| Student council share adaptations with children at whole school assembly  | Oct 22  | VS. Amrt.  | Release time  | TG  |  |
| 1. Re-establish close links across our school
 | See Personal Development section  |  |  |  |  |  | Pupils in Y6 and YR link to complete peer support inc reading |  |

**Personal Development**

Context

### The breadth of provision both in school and through extra-curricular opportunities allows for pupils to experience a range of enrichment activities including music, dance, yoga, reading and sports. We ensure that through PE provision, the physical well-being of our pupils is under constant review. We encourage all pupils in KS2 to partake in a physical afterschool activity – offering pupil choice to ensure participation (e.g. Yoga classes/ boys’ dance)

### External provision has been employed to offer diversity in provision next year – Inc self-defence / cricket/ football/ reading club/ Art

### We aim to develop resilience and perseverance in our pupils – through the 4 Learning Powers (Resourcefulness, Reflection, Resilience, Relationships), these underpin all areas for our curriculum – ensuring that pupils are developing the metacognitive skills to take increasing responsibility for their own learning, support peers, work as a team, reflect on learning and make decisions about how to improve skills.

### We want the experiences and opportunities given to our pupils to lead them to being respectful, active and engaged citizens both now and in the future. We want our children to feel part of the local community and know how they can contribute to this community. Our children are taught to celebrate and embrace diversity and the enrichment diversity brings to our school, local and national communities.

### All staff have trained with the educational psychologist in Emotion Coaching. We have 4x members of staff who are trained in Draw and Talk – a strategy which we use when children have been identified by staff as presenting with mild mental health concerns and 1 Trauma Informed School practitioner.

This year, we will train 3 x Autism Champions. 1 x Dyslexia Champion 1 x SALT Champion

### We want our children to challenge views in a respectful way; helping them to shape their own values and opinions. This will involve challenging stereotypes, racism and bullying.

### Making our children more aware of local, national and global issues will be a real priority this year. We want our children to be confident in discussing the challenges in the world around them and the part they can play in this; where possible – in light of the financial crisis, we will be increasing the outdoor education opportunities for all pupils from EYFS to Y6 through forest school and outdoor pursuit activities.

IN ORDER TO IMPROVE FURTHER THE PERSONAL DEVELOPMENT FOR PUPILS WE NEED TO: -

1. To ensure we continue to support and encourage our pupils to make healthy choices in terms of their physical and mental well-being.
2. To ensure that fundamental British and School Values are explicitly planned for and also incidentally occurring as part of our school life.
3. Re-establish strong cross-school links
4. Embed opportunities to learn about the protected characteristics – contextual focus
5. Understand our own local heritage and the impact of changes upon our local life styles and life choices.

*Review Key:*

*Red – No actioned at all Amber – partially actioned Green – Actioned and on-going Blue – completed and under continued review*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Strategy | Tasks | Date | Key Personnel | Cost/Resources | Monitoring | Impact |
| Autumn 2022 | Spring 2023 | Summer 2023 |
| 1. To ensure that pupils are choosing to be activity
 | To offer a wide range of extra-curricular activities (subsidised by school) to engage pupils. | From Sept 22 – see timetable  | JP/ SW/ external providers.  | PE premium (to subsidise parental contributions)  | VS  | Plymouth Argyle run afterschool wrap around care with a variety of sports offered weekly. Netball and Football leagues offered this half term Reading Club offered this termYoga club offered this term  | Clubs this term: Plymouth Argyle, Hockey league, basketball league, parkour, yoga, choir, self defence  |  |
| PE lessons run 2 x weekly  | From Sept 22  | All CT/ AM  | PE premium and teaching budget line  | AM / MH (PE gov)  | PE lessons taught 2x weekly in each class.  |  |
| Feedback from student council re: how to make playtimes more active  | Jan 2023  | AMrt.  | NA  | AM/ MH  | NA at time of review | Student council have planned and implemented a range of playground activities for all year groups  |  |
| Action feedback from Student council  | Feb 2023  | AMArt | Up to £1000  | Am/ MH  |  |  |
| 2 To ensure that fundamental British and School Values are explicitly planned for and also incidentally occurring as part of our school life.  | British values are taught through JIGSAW units  | From Sept 2022  | All CTs | NA  | AM/ VS / TG  | British Values are taught weekly through implicit and explicit referral. This half term’s focus – Being Me includes the focus on: rights and wrongs, inclusivity, supporting others and building communities  |  |
| British Values are recapped through whole school assemblies  | From Jan 2023  | VS  | NA  | TG  | British values are recapped through assemblies – see assembly planning  |  |
| British Values are planned for within all subject areas where appropriate – e.g.: RE tolerance of difference faiths and religions. Teachers make this explicit in teaching  | From Sept  | All CTS  | NA  | VS  | Teachers make links to British values through lessons where appropriate – eg. Maths thinking groups elect a spokesperson to speak from the group. English texts are chosen linked to protected characteristics.  | Picture book curriculum is being built to ensure that each PSHE topic starts with a picture book – this will help implicitly and explicitly highlight British Values and the protected characteristics.  |  |
| School, Values are recapped through Learning to Learn at MBS (First week in Sept)  | Sept 6th – 9th Sept inc.  | All CTs  | NA  | `VS  | Competed – school values have been shared and Y6 pupil has taken ownership of asking pupils to record their views of school values.  |  |  |
| 1. Re-establish strong cross-school links
 | Year 6 to be allocated a new reception child to Buddy  | Oct 22 | MC/ KF/KM  | NA | VS  | In place from 10.10.22  | Buddies have been allocated  |  |
| Whole school assemblies Recommence TWICE weekly inc. Community assembly/ celebration assembly  | From Sept WB 6th Sept Monday (on rota) and Friday Assembly (2:45 pm? TBC) (Open the Book | All CTS  | NA | VS/ TG  | Whole school assemblies recommenced – see rota  |  |  |
| 1. Re-establish strong cross-school links
 | Student council establish strong feedback channels inc. reporting to governors  | From Oct 2022  | AM  | NA | VS | Student council established Feedback for govs. To be given in Nov. Behaviour policy.  | Student council are working hard to make improvements at school |  |
| Playground routines and timetables to be adapted to allow for cross school playing  | Sept – Dec Y6/1/2/R Sept- Dec – Y3/4/5 Jan – March YR/1/2/3Jan – March April- July Free choice  | All CTs  | NA  | VS/Amrt. | KS1 and Ks 2 are able to play together at lunchtimes play until 12.30 pm – incidences of accidents increased with all children on the large playground for longer periods of time.  | Incidences of accidents remained high – so this was retracted – Y6/5 pupils are allowed to play with KS1 pupils in the front playground  |  |
| Subject ambassadors initially for Science/ History/ RE/computing / (and logistics) to be established to work across the school  | From Sept – Science/ History/ RE  | All CTs  | Badges!  | Amrt/ MC/ VS  | Subject ambassadors in place for Geography/ Science/ IT/ HistoryTBC Reading  | Ambassadors in place and writing newsletters to highlight their subjects around the school  |  |
| 1. Embed opportunities to learn about the protected characteristics – contextual focus
 | Remember focus weeks of: Macmillan Coffee Morning 20th September Black History month – October 22 Anti-bullying week 14-18 .11.22 Children in Need 18.11.22Holocaust remembrance 27.1.23International Women’s Day 8.3.22 World Down Syndrome Day 21.3.23 Mental Health Awareness week – 9th – 15th May  | See previous column  | All CTS + assembly leads  | NA  | VS/ Amrt | School calendar in place to ensure these dates are celebrated with children | Picture book curriculum being built – see above  |  |
| Embed reading resources focussing on protected characteristics  | From Sept 22 | All CTs  | £500 for further reading resources  | VS/ Amrt.  | Reading resources have been planned by teachers to include protected characteristics  | See above  |  |
| 1. Understand our own local heritage and the impact of changes upon our local life styles and life choices.
 | Through carefully planned visits and visitors – pupils understand that people from all over the world live in Cornwall Also, that Cornish people may have multicultural heritage  | From Jan 23  | All CTs  | NA | VS/ Amrt | Planning in place for a variety of Cornish heritage visits.   | Some Cornish heritage visits have taken place: Y4 land use in the village Y3 Stone age Cornwall Y3 Oyster fishing on the FalY1 – the church in our village  |  |
| Adapt local focus planning – e.g. in History/ RE/ Geog/ Music to include local heritage focus  | History – from Sept 22 RE – from Jan 23Geog – from Feb 23 Music – From Feb 23  | Amrt. VSVSMC  | Up to £1000 for resources/ visits/ visitors  | Associated govs. JP and GT | Local history focus – TBC for each class  | KS 1 – mining in Cornwall / Mapping of our local areaY3 – Stone Age Cornwall / St Mylor / Oyster Fishing Y4 – Land use on Mylor / The role of the church in Mylor/ Y5 The Ganges Y6 Trebah Gardens WW2 |  |
| Re-establish link with HfC to engage with 2 year programme of Cornish Heritage through creative arts  | From Oct 22  | All CTs  | £500  | VS/ KM  |  |  |  |

**Leadership and Management**

Governors

|  |  |
| --- | --- |
| Area / Responsibility | Name |
| Class 6, Safeguarding and Attendance/ Pastoral | Miss Tamsin Gittens |
| Class 5, PE/DT | Mrs Mary Heard |
|  Class 4, Science  | Mr Paul Dale (CoG) |
| Class 3, | TBC |
| EYFS/ SEN/ Class 1  | Mrs Ruth Green  |
| Music/Art/ Pupil premium  | Mrs Gemma Thompson |
| Class 2, IT/ English  | Mrs Jane Stephens (vice CoG) |
| Maths  | Mr Chris Gould  |
| Humanities  | Mr Jon Pinkney |
| Staff appointed governor | Mr Matthew Collinge  |
| Head Teacher  | Mrs Vicky Sanderson |

Staff

|  |  |
| --- | --- |
| Subject | Lead |
| Maths, History and Student Council  | Mr Martin |
| English – Reading, Writing, Spelling | Mrs Thomas |
| SENCO | Ms Osborn |
| EYFS | Mrs Mogridge |
| Science, Metacognition and Music | Mr Collinge |
| PE/ PSHE / RSE | Mr Mutsaers |
| Educational Visits | Mrs McGannity |
| Art and Design/ Design Tech. | Mrs French |
| Computing/ English – Phonics/ Early Reading | Mr Shainberg |
| RE  | Mrs Sanderson |
| French  | Mr Collinge  |
| Geography | Mrs Sanderson/ Mrs Wood  |

Context

All leaders including governors, are highly ambitious for the school and lead by example. There is a strong emphasis on distributive leadership, with clearly defined roles for all teachers as curriculum leaders, to collectively and strategically manage their subject area in order to ensure pupil outcomes remain ambitious.

In 2022, the school community re-focussed on our School Values, to ensure that they were a true reflection of the values which lead and drive our school.

Teachers, support staff and governors are invested in their continued professional development, with all teachers and support staff planning on taking part in CPD across the coming year, including: EYFS framework, SALT, Autism Champion, Dyslexia Champion, Maths Hub training, English Hub training (boys’ writing) , Safeguarding updates, SEN update. All foundation Subject Leaders will work within LA focus groups to improve subject and subject leadership knowledge.

All teachers are given opportunities to develop key leadership skills from the onset of their careers, including Middle Leadership Training. This year, 2x established members of staff will complete the NPQLT qualification and our Early Years lead will complete the EYFSLT.

Our support staff team is a highly valued resource with a wide range of skills and expertise to enhance opportunities for our pupils.

Building on last year’s planned provision, research/monitoring time for each subject leader has been built into the monitoring provision programme for 22-23 – with specific focus on History, Science and RE This will involve knowledge sharing both internally and externally. Leaders will focus on the monitoring of the implementation and impact of the curriculum for our learners.

Governors are developing a more in depth knowledge of the intent, implementation and impact of the curriculum in all subjects; governor monitoring this year will continue to develop this understanding – biannual meetings will be extended to allow for subject leaders to brief governors on a rotational basis for each subject. Written reports will be shared with the governors post subject monitoring.

*IN ORDER TO IMPROVE FURTHER LEADERSHIP AND MANAGEMENT WE NEED TO:*

* Ensure all subject leaders have dedicated research and monitoring time to allow for effective monitoring of the intent, implementation and impact within their subject/s. (cont. 2021-2022) Prioritised focus on History, Science, RE/ Geography Phonics, English, Maths
* Embed 2 year rolling curriculum KS1
* Curriculum planning includes contextualised learning and links to develop contextual cultural capital (focus subjects RE /History/ Geog/ Science )
* Ensure all governors have a clear understanding based on first-hand evidence-based knowledge of the foundation curriculum offer for our pupils. (cont. from 2021-2022)

*Review Key:*

*Red – No actioned at all/ Amber – partially actioned /Green – Actioned and on-going Blue – completed and under continued review*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Strategy | Tasks | Date | Key Personnel | Cost/Resources | Monitoring | Impact |
|  |  |  |  |  |  | Autumn 2022 | Spring 2023 | Summer 2023 |
| Ensure all subject leaders have dedicated research and monitoring time to allow for effective monitoring of the intent, implementation and impact within their subject/s. (cont. 2021-2022) Prioritised focus on History, Science, RE/ geography Phonics, English, Maths  | Clear monitoring timetable triangulates pupil voice, planning scrutiny, lesson visits, governor strategy meetings / governor feedback and staff training  | See monitoring documents  | All teaching Staff | Cover for all staff subject leaderships time £3000  | VS and subject governors  | Monitoring timetable in place and being used effectively for teaching staff and governors  | Monitoring timetable in place and used very successfully by teaching staff.  |  |
| Subject leaders are clear about the forward focus for their subject areas – action plans written and shared with teachers/ support staff and governors  | As above  | As above  | As above  | As above  | Action plans in place for Science/ EYFS/ Maths/ History/ Music/ Phonics/ English/ Computing To be completed: DT/Art/ RE/ Geography/ French  | Action plans shared with staff and governors  |  |
| National messages are actioned and subject leaders are keeping abreast of changes/ adaptations to current thinking.  | As above  | As above  | As above  | As above  | OFSTED curriculum reviews in Geog/ English/ History/ PE/ Music/ Maths/ Science / RE/ Computing have been shared and discussed with subject leaders – informing action points and curriculum development. | Subject review panels at CC attended in History and Science. SS working with Twinkl to inform practise  |  |
| To share full report of subject review with staff and governors including next steps for the subject. | Dates as above  | All subject leaders  | As per above  | HT and Full GB | Subject development plans to be shared at FGB Nov 22 | Subject development plans shared with Govs in Maths/ Geo/ Sci/ RE |  |
| Knowledge Organisers to be used in following year group to share prior learning  | From Sept 22 | All Class teachers  | NA | HT/ Subject leaders | On-going – see comments above  |  |

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| --- | --- | --- | --- | --- | --- | --- |
| Strategy | Tasks | Date | Key Personnel | Cost/Resources | Monitoring | Impact |
| Autumn 2022 | Spring 2023 | Summer 2023 |
|  … in English  | Training in how to teach reading to be repeated for all TAs  | October 22 | JT and all TAs  | Release time 1 x afternoon  | VS |  | VIPER training repeated to staff  |  |
| VIPERS style questions to be re-shared at staff meeting | October 22 | JT all teaching staff  | Staff meeting  | VS/ Eng Gov  | VIPERS discussed at Staff meeting 4.10.22 and timetable for 20.10.22  |  |
| Reading resources to be re-sent home for parents  | Oct 22  | JT | NA  | VS/Eng Gov | Reading afternoons 13.10.22 – resources shared and on website  | Reading cafes to run from the term  |  |
| Parents to be invited in for reading workshop (PP parents to be focus)  | See school diary for dates  | JT | 1 release afternoon/ after school  | VS/ Eng Gov |  | Competed – very low turnout – reconsider how we run these events  |  |
| To share full report of subject review with staff and governors including next steps for the subject. | December 21  | JT | Release time as for T4W.  | HT / Eng Gov  | @ Nov 22 FGB | Competed  |  |
| Pupil conferencing to monitor reading in school and at home. | 1x termly visit Oct/ Jan / April | JT | HT / Eng Gov  |  | Competed - termly  |  |
| Pupil conferencing on lowest 20% to identify trends and plug gaps.  | Half termly - during assembly  | JT | NA | VS / Eng Gov | Competed termly  |  |
| … In phonics  | Teachers and TAs to embed new Twinkl Phonics validated scheme  | Sept – July 2023 | SS/ KM/KF/ VA/LS/CE/SC/RW | Twinkl Phonics – inc in subscription costs.  | VS | Phonics scheme being taught more consistently – new focus is on writing on lines not white boards, sitting at tables when writing.  | Phonics scheme embedded  |  |
| Lesson/ group visits to ensure consistency of input | Nov 2022/ Feb 2023/ May 2023 | SS/ KF/KM/VA/LS/CE/SC/RW | Release time for SS to monitor groups | VS | Phonics monitoring have taken place 2x this half term – consistency of delivery improving and peer to peer lesson visits wb 10.10.22 to share best practise.  | VS monitored phonics Jan – feedback given SS monitoring phonics March  |  |
| In Oral and Language…  | NELI programme implemented in school with 6 identified children  | From Oct 21 – July 22  | KF/KM/RW/LS  | Release time RW – training  | JT  | Post half term start  | NA  |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Strategy | Tasks | Date | Key Personnel | Cost/Resources | Monitoring | Autumn 2022 | Spring 2023 | Summer 2023 |
| In maths …  | Staff meeting CPD time assigned to maintain focus on mastery for Maths focus  | 1 staff meeting assigned per term  | AM | Resources and feedback from Maths Hub shared  | VS and maths Govs | Staff meeting – how we teach maths @ MBS  | Maths staff meeting March 23rd  |  |
| Lesson visits to ensure consistency of calculation policy delivery across school  | See monitoring timetable  | AM | 1 x term lesson visit(supply cover)  | VS | Lesson visits positive. Feedback shows need to further work on thinking groups and pace of modelling  | Lesson visit from Maths hub 23rd March  |  |
| CPD sessions for both teaching and support staff on feedback from Mastery training  | 1 staff meeting termly  | AM | Resources supplied maths hub  | VS/ Maths gov | NA at date of review  | Teaching staff @ staff training TAs have completed maths hub training in Ks1 . Ks1 teachers also completing maths hub training  |  |
| Strategy | Tasks | Date | Key Personnel | Cost/Resources | Monitoring |  |
| To embed the KS1 rolling programme  | Shared planning opportunities scheduled per term to ensure reviewing of WWW last time and any tweaks or amendments needed this time | Termly  | SS/KM/KF | Class cover  | VS/AM  | Shared planning in place – consistency of objective delivery improving  | Shared planning remains in place – consistency of delivery is in place and building – on occasions, tweaks and adaptations need to be made  |  |
| Ensure consistency of provision for Year 1 pupils cross yr grp | Monitoring across the year – see monitoring timetable  | SS/KM/KF | Class cover  | VS/AM  | Objective input improving in consistency. Provision of teaching is not consistent due to classroom layouts  | Objectives and planning shared. Monitoring shows significantly better consistency in foundation subjects and maths – outcomes in English to be monitored this term  |  |
| Curriculum planning includes contextualised learning and links to develop contextual cultural capital (focus subjects RE /History/ Geog/ Science )  | Ensure effective and appropriate resources in place to aid delivery (inc use of visitors/ visits)  | £500 class budgets + additional costs up to £500)  | SS/KM/KF | Class cover  | VS/AM  | Resources are improving as curriculum roll out identifies need – new Geography resources in place across the school – next focus will be whole sets of reading books for year groups.  | Reading books for KS2 reading study are being bought slowly. Artefacts for History are the next focus  |  |
| All staff ensure that visits/ visitors planned are linked to and enhance learning focus  | Class budgets + voluntary contributions from parents  | All teaching staff |  Costed per visit/visitor | VS/ Curriculum committee  | All visits/ visitors are linked directly to objs  |  |
| Cultural visits embedded and expanded  | Classes where possible ensure that RE/Geog/Hist/Sci focus includes real life/ virtual visits/ visitors to enhance learning  | All teaching staff |  Costed per visit/visitor | VS/ Curriculum committee  | Curriculum enhancement is beginning to be explicitly planned – visits and visitors alongside finding new opportunities eg author visits  | Author visits have been very successful, Blast from the past has also visited school 3 x this year + other visits – see above  |  |
| Extended cultural visit to Exeter for year 5/6 to visit places of worship (inc. London visit) | As per teaching timetable  | Am/ MC  |  Costed per visit/visitor | VS/ Curriculum committee  | London trip has been confirmed Y5/6  | Visit to Neasdon temple confirm |  |
| Y5/6 cultural visit to London: Sci museum/ Tower of London/ Hindu Temple/ Theatre visit  | June 12-15th 2023  | Am/MC/VS  | £430 pp  | FGB | Confirmed  |  |
| * Ensure all governors have a clear understanding based on first-hand evidence-based knowledge of the foundation curriculum offer for our pupils. (cont. from 2021-2022)
 | Governors visits to school biannually  | As per monitoring timetable  | All teachers  | NA  | VS/ FGB | Governors have begun their monitoring as per timetable  | Governors continue their monitoring as per timetable  |  |
|  | Governors share reports at FGB post visit  | As per monitoring timetable  | All teachers  | NA  | VS/ FGB | See gov minutes  | Reports are shared once visits have taken place  |  |

**EYFS**

Context

Our provision in EYFS is good. Lead by an experienced EYFS teacher (0.66) and an experienced teacher (0.44), our EYFS provision takes place within a mixed age class of 20 x R and 10 x Y1 children.

Governors have invested heavily in staff ratios in this class, currently 4 members of staff work here for the majority of the time. This allows for close pupil support; guided adult input; and quick identification of gaps/misconceptions.

In Sept 20221, we will adapt our curriculum offer to take into account the changes being made to the EYFS curriculum

Our pupils have access to the local natural world around them – we have a limited space within the school grounds, but also access to a Forest School area, community gardens and community recreation space. Regular forest school sessions will be integrated into the EYFS curriculum to enhance this work further.

The EYFS free-flow space has undergone some improvement 2021-22 and is a nicer space in which to learn.

IN ORDER TO IMPROVE FURTHER THE EYFS PROVISION WE NEED TO

1. To ensure we are providing effective information for our parents to support the learning journey of our pupils at home and in school.
2. To establish positive reading routines to establish fluent reading
3. To further develop our expertise within support staff.
4. To ensure language development allows for access to further learning.
5. To support children (post COVID) to manage personal care
6. To ensure a variety of writing opportunities is available throughout all independent learning.
7. To ensure that all children access and develop writing skills

*Review Key:*

*Red – No actioned at all Amber – partially actioned Green – Actioned and on-going Blue – completed and under continued review*

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Strategy | Tasks | Date | Key Personnel | Cost/Resources | Monitoring | Impact |
| Autumn 2022  | Spring 2023 | Summer 2023  |
| 1. To ensure we are providing effective information for our parents prior to school starting and also throughout the 2x week phased integration and throughout EYFS
 | Letters sent early to parents post April acceptance. Parent open morning prior to Sept 22./ Sept 23  | May 22May 23  | SmG  | NA  | VS/ KM  | Completed – positive uptake on transition days and parents visits  |  |  |
| Tapestry details sent early  | Sept 22  | KM/ KF  | Tapestry registration (approx. £400)  | VS/ EYFS gov.  | Tapestry up and running – some parents engaging with sending messages to school  |  |  |
| Tapestry used to share learning with parent s- parents encouraged to comment and send learning back to school  | On-going from Sept 22  | KM/ KF  | Tapestry registration (approx. £400)  | VS/ EYFS gov.  | Tapestry used to share observations with parents and parents are encouraged to send replies  | Tapestry is used, but not as an assessment tool – Tapestry feedback from parents is intermittent  |  |
| Open morning WB 3rd October To share coming into school. Phonics/ reading books etc  | 3rd October  | KM/KF | NA  | VS EYFS Gov.  | Welcome afternoon very well attended – parents very positive about school.  | Phonics and maths afternoons also run – lower attendance Reading open afternoons – very positive and very well attended  |  |
| Parents open afternoon – how we teach phonics/ reading/spelling Parents open afternoon – how we teach maths  | 13.10.223.11.22  | All CTS | NA  | VS / EYFS gov.  | NA at time of review  | See above  |  |
| 1. To establish positive reading routines to establish fluent reading
 | To establish shared reading sessions at 3pm for parents/grandparents to join in group story time 1st Wednesday in every month from January 2023  | Jan 2023 | KM/KF | N/A | HT/EYFS governor | See above  |  |
| 1. To further develop our expertise within support staff.
 | To train support staff in: EYFS best practice SALTEarly Maths Dyslexia  | As training date are published  | VS | Up to £1000 | HT/EYFS governor | EYFS best practise date set  | All Tas have completed Dyslexia training / 2x Tas on Maths hub training 1 TA completed SALT training  |  |
| 1. To utilise Early Years interventions to develop early language skills
 | Embed NELI programme across EYFS  | Sept onwards  | JP | TA hrly rate | KM/KF | Delayed start until after October half term  | NA  |  |
| 1. To support children (post COVID) to manage personal care
 | Assess pupils quickly re: personal care needs  | Sept onwards  | Cl1 team  | NA  | VS/ EYFS gov. | Personal care needs significantly less than last year – no children in nappies this year. To date very few accidents.  |  |  |
| Quick assessment leads to quick referrals to school nursing team/ FSW as needed  | Sept onwards | Cl1 team  | NA  | VS/ EYFS gov. | Currently – no referrals needed to Sch nursing team or FSW  |  |
| Close working relationships with parents allows for children to be supported out of nappies quickly  | Sept onwards  | Cl1 team  | NA  | VS/ EYFS gov. | NA this year  |  |  |
| Modelling for personal hygiene routines of hand washing, tooth brushing, clean clothes etc through role play and independent learning activities  | Sept onwards  | Cl1 team  | NA  | VS/ EYFS gov. | Personal care and hygiene modelled by staff throughout the learning and transition times.  |  |
| 1. To ensure a variety of writing opportunities is available throughout all independent learning. To ensure that all children access and develop writing skills
 | Writing opportunities in place throughout independent learning  | Sept onwards  | Cl1 team  | Independent learning resources/ clip boards/ variety of writing tools  | VS/ EYFS gov. | Lesson visits show that writing opportunities are being further developed this year – staff model how to use these opportunities to develop emergent writing.  | Writing opportunities are in place every morning – with pupils practising writing their names and this week’s tricky words. Writing also takes place in phonics lessons daily  |  |
| Modelled letter formation and time to practise  | Sept onwards  | Cl1 team  | Independent learning resources/ clip boards/ variety of writing tools  | VS/ EYFS gov. | Handwriting lessons take place from Sept. New focus is letter formation onto lines from end of summer term.  | Handwriting is still a focus – most children have a secure writing grip, those without have hand grips and extra support from staff.  |  |
| Ensure hooks for writing are in place – following pupils’ interests  | Sept onwards  | Cl1 team  | Independent learning resources/ clip boards/ variety of writing tools  | VS/ EYFS gov. | Hooks for writing are constantly reviewed and updated. |  |