

Effectiveness of Early Years

Increase the range of opportunities on offer through continuous and enhanced provision in order to raise outcomes and close the gender gap:

- Dissemination of information from fine motor skills course.
- Consistent provision of challenge cards across the classes (improved regularity).
- Increase reading opportunities (including home reading).
- Develop outdoor area to encourage characteristics of effective learning.
- Deployment of support staff to target children's needs and extending children's skills and knowledge.

Improve Assessment procedures to ensure consistency:

- Moderate draft judgements.
- Support teacher new to year group.
- Improve the quality of specific outdoor observations.

Children show high levels of self-regulation, cooperation and respect for others:

- Teachers to train children on appropriate conduct for the outdoors learning environment.
- Children to apply taught skills independently.

The environments reflect schools cultural diversity:

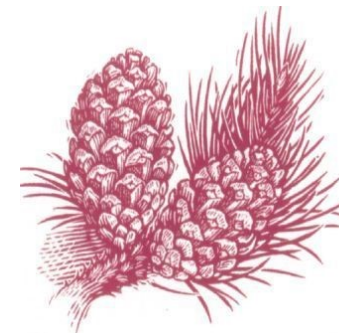
- Introduce signs in a range of different languages spoken by the children.

Character Education

Further develop virtue literacy for all adults and children to apply to children's learning and behaviour:

- Rota of focus virtues (fortnightly).
- Weekly assembly teaching virtues (including British Values).
- Staff professional reading time.
- Explore the Knightly Virtues Programme (KS2).
- Create a similar programme for KS1 children.
- Star of the Week certificates linked to virtues.
- Classroom display updated with focus virtue and examples of children's virtue literacy activities.
- National Kindness Week - activities taking place - link to Anti-Bullying Week.
- The vast majority of children (age and stage appropriate) are able to use the virtue language appropriately and are able to explain how they apply the virtues to their learning and behaviour.
- All staff (teachers, support staff, admin and lunchtime staff) use the virtue language.
- PSHCE and Character Education links are made to create a new scheme of work for the next academic year.

ELVETHAM HEATH PRIMARY SCHOOL



SCHOOL STRATEGIC PLAN 2017-2018

Key Improvement Targets:

English—Reading & Spelling

Maths—Reasoning

Early Years

Character Education

English - Reading

Ensure the teaching and planning of guided reading is effective and consistent across the school:

- INSET.
- Staff meetings.
- HAM reading drivers purchase.
- Weekly English leader meetings.
- Monitoring of planning, lessons and books for guided reading.
- Liaise with local schools to share best practice.

Raise the profile of reading for pleasure including engaging parents in the children's learning:

- Implement new incentive scheme for reading.
- Monitor reading records consistently throughout the school.
- Parent workshop—November 2017.
- Pupil conferencing—Summer 2017.
- Library environment development.

English - Spelling & Handwriting

Improve standards of spelling across the school with 85% of children reaching ARE for spelling:

- INSET to go over expectations to ensure consistency – especially with new staff and teachers moving year groups.
- Spring staff meeting for staff feedback and new ideas.
- Monitor books and planning.
- Pupil conferencing.

Improved handwriting and presentation across all subjects:

- INSET to explain the need for high expectations of handwriting and the presentation of written work.
- Golden ticket monitoring.
- Increase the number of taught sessions a week.
- Support staff with 'PenPals' when required.
- High expectations from all staff in handwriting.

Maths - Reasoning

Develop children's reasoning in maths:

- Share subject expectations with staff.
- Staff meeting focusing on questioning, task design and sentence stems to support reasoning.
- Key questions identified in planning.
- Golden ticket book scrutiny (blue paper used to show reasoning, more drawings/pictures).

Further refine short term planning and sequences of work:

- Staff meeting – use of small steps.
- Monitor planning termly.
- Golden ticket book scrutiny for evidence of clear sequences of learning.

Support staff with assessment of maths:

- Pupil conferencing (Spring 1).
- Moderation with local schools.
- Review SATs papers from KSI & KS2.
- Introduce end of year diagnostic test (PUMA) to support transition.