

RISE PARK ACADEMY TRUST

Curriculum Vision



Rise Park Junior School

School Development Plan 2020 – 2021





Rise Park
Academy Trust

Rise Park Junior School
School Development Plan 2020 – 2021
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Rise Park Junior School

School Improvement Plan 2020 – 2021

Key Performance Indicators

Key Priority 1	Key Priority 2	Key Priority 3
Continue to raise standards in reading and mathematics, with a specific focus upon the achievement of all disadvantaged pupil groups in these subject areas.	To introduce and embed the approved curriculum vision, including the cascading of our Learning Powers to all school community stakeholders	The leadership of the school has been further strengthened at all levels, with a specific focus upon the development of junior/middle managers across the academy trust
Success Criteria	Success Criteria	Success Criteria
Disadvantaged pupils and KS1 prior low attainers are targeted through personalised learning/interventions in order to achieve/exceed nationally required progress and age-related expectations	<p>The RPAT unique curriculum vision is shared and implemented across all aspects of the academy trust</p> <p>The new curriculum leaders are working effectively within their roles to drive up standards within all subject areas.</p>	<p>A subject team approach has ensured the development of emerging junior leaders</p> <p>The revised TLR 2A structure has encouraged the growth of aspiring leaders, in addition to future proofing the succession planning of all key posts</p>
Lead Staff	Lead Staff	Lead Staff
Literacy Leader Assessment Leader SLT Year Group Leaders	Curriculum Leader/SLT Subject Leaders Year Group Leaders	SLT MMT Subject Leaders Year Group Leaders

RISE PARK ACADEMY TRUST DEVELOPMENT PLAN 2020 - 2021

School: Rise Park Junior School

Subject Area: English

SEF heading	Strategic Planning Area	Timescale/ Priority 1-5	Lead Staff	Resources/ Costs	Success Criteria	Monitoring/ Review Of Progress
Quality of Education (including SEND, PP and disadvantaged groups)	Continue to hold Pupil Progress Meetings each term with class teachers, the English and Maths Leader as well as the Inclusion Manager. Discussion is based around the children's' needs and the support to be provided. Teachers to attend meetings with their Provision Map already completed.	1 Termly	Assessment Leader/ English/ Maths Leader/ Inclusion Manager	Cover x 2 (internal)	Termly pupil progress meetings continue to be embedded into yearly practice and inform the SLT/core subject leaders of the performance of different groups/cohorts across the school.	
	Teachers set end of year targets based on the children's end of KS1 test outcomes, so that teachers are aware of those pupils who need to make accelerated progress and ensure all pupils remain on track. These to be submitted to Assessment/English/Maths Leader in early Autumn 1.	1 September	Assessment Leader/ English Leader/ Maths Leader	Progress Tracking Grids	Teachers set end of year target milestones based on KS1 test outcomes to carefully monitor pupils expected progress and clearly identify those who on not on track.	
	The progress and attainment of all pupils for reading, writing and SPaG is tracked against their end of KS1 outcome to ensure that any children who are not on track to make the expected progress and reach their expected end of KS2 outcome is closely monitored. If a child is not making the expected progress they will be identified within the termly Provision Map.	1 Termly	Assessment Leader	SIMs assessment marksheets	Progress and attainment is tracked against the KS1 outcome to ensure children are on track to make the expected progress by the end of KS2. Those not making the expected progress are monitored and additional support provided.	

	Continue to raise standards in English throughout the school, with a specific focus on boys' achievement (narrowing the gap between girls and boys).	1 Ongoing	English Leader	Progress tracking grids	Standards in English, particularly in writing, continue to improve and the gap between girls' and boys' achievement in English is diminishing.	
More Able Provision	Ensure a wide range of opportunities and challenges are provided for more able pupils e.g. running an in-house writing workshop, competitions, more able story during Book Week.	2 Ongoing	English Leader	Cost of external workshops £120	More able children are provided with challenging opportunities throughout the year.	
	Two pupils from each class are selected to be a 'Reading Ranger' to support reading within the class (higher ability/more able)	1 Selected by Oct half term	English Leader/Class teachers	Time to meet with Reading Rangers to discuss expectations	Reading Rangers are used in each class to support reading e.g. listen to children read at least once a week.	
	More able writers to work with children from other year groups in order to develop writing skills and to share their expertise.	1 Termly	English Leader	Time for children to go to other classes to support	More able join together during literacy lessons to help develop skills.	
Behaviour and Attitudes	Carry out an English survey with the children to gain an understanding of their current views and perceptions. Share the feedback with teachers.	3 Spring Term	English Leader/Class teachers	Pupil Survey, time for class teachers to complete survey in their class.	Pupil voice is obtained about the current practices in English, analysed and shared with the teachers.	
Personal Development, (including safeguarding and SMSC)	Provide a range of exciting and inspiring opportunities and experiences for children in relation to English across the year e.g. Book Week, author visits, Book Fair, assemblies, competitions, library visits, workshops etc.	2 Ongoing	English Leader	Cost of author visit, workshops etc. £700	Children are enthused and interested in English by the range of opportunities and experiences that are on offer during the year. This is reflected in the feedback that is given by them and parents.	

	Ensure each class develops a 'Focus Readers' list for those children who do not have the opportunity to read at home. An adult or the class 'Reading Ranger' then reads with them at least 3 times a week (Y3/4).	2 Autumn 1	English Leader	Focus reader list	Children who are not heard read at home are provided with opportunities to read to a member of staff on a daily basis which improves their reading development, confidence and interest.	
Cross-phase partnerships (RPAT)	Provide opportunities for teachers to moderate writing judgements together, both within the key stage and across the two key stages, to develop confidence and ensure consistency throughout. This is to be incorporated into the monitoring cycle.	1 Termly	English Leaders	Staff meeting time	Teachers are provided with opportunities to moderate writing judgements in teams across the Trust. Writing which has been moderated is added to the portfolio.	
	English leaders to meet as a team half termly/termly to discuss new developments, events, training needs etc.	2 Half termly/Termly	English Leaders	Meeting time	Consistent approach across both schools with some joint events planned and delivered.	
	Review the English Policy, making amendments where necessary and combining it to create a Trust Policy.	2 Autumn Term	English Leaders	Meeting time	English Policies reflect the current practice of both the Infant and Junior School.	
	Cross-phase events are planned for e.g. Book Week, Spelling Bee. The use of reading partners is embedded more frequently into practice to provide more opportunities for children to work alongside others within the Trust.	2 Ongoing	English leaders	Meeting time	Opportunities are provided during the year for pupils to work across the key stages.	
Leadership and Management	Continue to review staff training needs and provide the necessary training/ courses that are available. Keep staff updated of any relevant updates during staff meeting time.	2 Ongoing	English Leader	Availability of courses/ CPD training (cost of relevant training)	Staff are provided with the opportunity to attend English training and/ or English Leader to attend training to then feedback to staff.	

	Through various forms of monitoring, as part of the monitoring cycle, the effectiveness of whole class reading, SPaG lessons, literacy lesson and classroom displays is monitored to ensure a high standard of delivery and provide feedback to teachers.	1 Ongoing	English Leader	Monitoring Time, following the monitoring cycle	Complete monitoring tasks throughout the year to ensure all aspects of English are effectively delivered across the school and teachers are given feedback about their performance.	
	Teachers complete termly moderation with their year group partners to ensure judgements are accurate and consistent, prior to submitting data. Add moderated work to writing portfolio.	2 Termly	English Leader	Meeting time for teachers to moderate (as part of their PPA/staff meeting time)	Year group teachers complete a writing moderation session each term of selected pupils to ensure accuracy and consistency of judgements.	
	Provide opportunities for new/less experienced teachers to observe the good/outstanding practice of others.	2 Ongoing	English Leader/SLT	Internal cover	Teachers are provided with opportunities to share their good/outstanding practice with others.	
	Review the handwriting and presentation policy and amend where necessary.	2 Autumn Term	English Leader	Handwriting and Presentation Policy	The policy is reviewed and reflects current practice.	
	Complete a spelling overview across the Trust to ensure consistency and coverage for all year groups. Complete alongside English Leader.	1 Autumn Term	English Leader	Release time from class/time to meet with English Leader.	A whole Trust spelling overview is compiled to ensure consistency and coverage of the National Curriculum.	
	Review the use of reading and SPaG assessments used in Year 3, 4 and 5 and their effectiveness. Consider the use of alternative assessments if needed. Introduce an independent writing task for pupils to complete termly to support teacher judgements.	1 By Autumn 2 Assessment Week	English Leader	Cost of any additional assessment to be used	Assessments used in English are effective and support teachers in reaching an accurate milestone for pupils in their class.	
Parent/ Governor/	Prepare reports for Directors/ Governors to keep them informed of current achievements across the school and areas for development.	1 Termly	English Leader	Time to complete report	Termly progress report completed and distributed to governors/ directors.	

Community Engagement	Produce information packs/leaflets for parents e.g. on relevant English developments, ways in which they can support their child's learning at home, reading lists, information about Book Week etc.	2 Ongoing	English Leader		Booklets/information for parents completed and distributed.	
	Organise a curriculum workshop for parents to attend (possibly linked to SPaG).	2 Autumn Term	English Leader, with the support of class teachers	Release time to prepare workshop, staff meeting time to lead workshop for parents	Parents are given the opportunity to attend a curriculum workshop to develop their knowledge and understanding of supporting their child/children at home.	

Long Term Objectives:

2021 – 2022

- Review English Term Overview
- Moderation across cluster schools
- Additional curriculum workshops for parents

2022 – 2023

- Review Spelling Overview

RISE PARK ACADEMY TRUST DEVELOPMENT PLAN 2020 - 2021

School: Juniors
Subject Area: Maths

SEF Heading	Strategic Planning Area	Timescale/ Priority 1-5	Lead Staff	Resources/ Costs	Success Criteria	Monitoring/ Review Of Progress
Quality of Education (including SEND, PP and disadvantaged groups)	<p>To continue to develop a <i>mastery approach</i> to the teaching of maths through:</p> <ul style="list-style-type: none"> -Reviewing the teaching of the current curriculum to ensure that there are intrinsic opportunities for pupils to develop maths fluency, the ability to apply reasoning to problems and the opportunity to use maths skills in a wide variety of problems. -Ensuring all teaching for mastery in the school is underpinned by the NCETM's 5 Big Ideas: <ul style="list-style-type: none"> • Opportunities for Mathematical Thinking allow children to make chains of reasoning connected with the other areas of their mathematics. • A focus on Representation and Structure ensures concepts are explored using concrete, pictorial and abstract representations, the children actively look for patterns and generalise whilst problem solving. • Coherence is achieved through the planning of small, connected steps to link every question and lesson within a topic. 	2-On going	Maths Leader; Maths Team; All staff	<p>£1000- PA Maths membership (from training budget) – for whole academy, cost to split between both schools</p> <p>In addition:</p> <p>INSET training and a school maths review in the juniors</p> <p>£350 –cost of review half day (from training budget)</p> <p>£500-INSET half to be shared across both schools (£250) (from budget)</p>	<p>85 % of pupils will be on track to achieve 3 points progress. SEN at least two points.</p> <p>Evidence of accelerated progress across the year groups for approximately 20% of children.</p> <p>Attainment is at least 65% expected (floor standard) across KS2</p> <p>Staff continue to deepen their subject knowledge and demonstrate an increasing confidence in teaching to mastery level.</p> <p>Staff will be able to use the NCETM's 5 big ideas when planning and teaching. Evidence of this in planning, observations and book looks.</p> <p>Pupils will demonstrate a deeper conceptual understanding, which</p>	

	<ul style="list-style-type: none"> Teachers use both procedural and conceptual Variation within their lessons and there remains an emphasis on Fluency with a relentless focus on number and times table facts. <p>- Improving how basic maths skills are taught throughout the school and at age appropriate levels so that we enable rapid recall of core arithmetic skills .</p> <p>-Enabling all pupils, but more able pupils in particular, to routinely deepen their ability to use and apply learning in mathematics through frequent opportunities to undertake open ended and targeted investigative tasks.</p>				<p>supports the next move into abstract mathematics.</p> <p>Reasoning to be explicitly taught and evidenced in books.</p> <p>Arithmetic scores across school improved. Rapid recall of core arithmetic skills improves in pupils – evidenced in lesson observations, pupil voice, assessment scores.</p> <p>Staff (including new staff) will have a wider knowledge of how pupil's skills progress from Year 3 to Year 6 and beyond.</p> <p>There will be increasing evidence through observations and book looks of conceptual variation, fluency, reasoning and problem solving.</p> <p>Improvement in children's familiarity of KS2 maths questions, so ability to solve calculations and problems, and reasoning improves.</p>	
	Review if necessary, the hierarchy of external training and in house support developed from	2 - Ongoing	Maths Lead	Supply cover costs	Staff continue to deepen their subject knowledge and demonstrate an	

	a Core Team, Teacher Research Groups and Coaching Teams.				increasing confidence in teaching to mastery level.	
	Staff have ongoing access to CPD as well as In house training.	2 - Ongoing	Maths Leader; Maths Team; All staff	Supply cover costs INSET training day costs if external approx. £500	Staff continue to deepen their subject knowledge and demonstrate an increasing confidence in teaching to mastery level.	
	Maths Hub courses to continue to supplement the training, particularly reasoning skills, the bar method and fraction training on offer. Most of these courses are free.	2 - Ongoing	Maths Leader; Maths Team; All staff	Supply cover costs	Staff continue to deepen their subject knowledge and demonstrate an increasing confidence in teaching to mastery level	
	Maths Hub research groups to continue to help develop the teaching of mastery maths lessons.	2 - Ongoing	Maths Leader; Maths Team; All staff	£1000 allowance given to support in cover of lead teachers in involved in Mastery Maths Research group Up to £1000 allowance provided to maths lead teachers in Mastery Maths research group for expenses such as textbooks etc.	Staff continue to deepen their subject knowledge and demonstrate an increasing confidence in teaching to mastery level. Staff will be able to use the NCTEM's 5 big ideas when planning and teaching. Evidence of this in planning, observations and book looks. Pupils will demonstrate a deeper conceptual understanding, which supports the next move into abstract mathematics.	
	Resources audited and purchased to support the concrete and pictorial aspects of the programme. (Spatial reasoning resources need to be purchased)	2-Termly	Maths Leader	Resources £500	Evidence of teachers and pupils regularly utilising resources to support teaching and learning. (concrete approach)	

	<p>Pupil Progress- staff identifying pupils with less than expected progress, those who are borderline (may need intervention) and general concerns. Groups are also discussed- Disadvantaged, SEND, Most Able.</p>	1-Termly	<p>Maths Leader; Assessment Co-ordinator; Maths team; All Staff</p>	<p>Cover x 2 (internal) needed for covering teachers during pupil progress meetings</p> <p>Progress Tracking Grids</p>	<p>85 % of pupils will be on track to achieve 3 points progress. SEN at least two points.</p> <p>Evidence of accelerated progress across the year groups for approximately 20% of children.</p> <p>Attainment is at least 65% expected (floor standard) across KS2.</p> <p>Pupils identified are on class provision maps- support to enable pupils to make accelerated progress identified also.</p>	
	<p>Track groups of children through half-termly assessment-Progress Tracker and termly through SIMS. Full analysis at the end of each term.</p>	1-Termly	<p>Maths Leader; Assessment Co-ordinator; Maths team; All Staff</p>	<p>SIMs assessment marksheets</p> <p>Progress tracking grids</p>	<p>85 % of pupils will be on track to achieve 3 points progress. SEN at least two points.</p> <p>Evidence of accelerated progress across the year groups for approximately 20% of children.</p> <p>Attainment is at least 65% expected (floor standard) across KS2.</p> <p>Pupils identified are on class provision maps-</p>	

					support to enable pupils to make accelerated progress identified also.	
	School Monitoring Cycle followed across the Trust.	1 - ongoing As timetabled by SLT	Maths Leader; Assessment Co-ordinator; Maths team; All Staff	School monitoring proformas	<p>Staff will be able to use the NCTEM's 5 big ideas when planning and teaching. Evidence of this in planning, observations and book looks.</p> <p>Pupils will demonstrate a deeper conceptual understanding, which supports the next move into abstract mathematics. Reasoning to be explicitly taught and evidenced in books.</p>	
	Promote the use of Maths Talk culture in lessons, particular focus on accurate use of mathematical vocabulary, as this will help to develop children's reasoning across the school. Jo Boaler 'Why Number Talks' to help support staff to develop this culture.	2 – ongoing	Maths Leader; Maths Team; All staff	Time to implement this and provide training and guidance to staff on accurate use of mathematical vocabulary	Lessons will be interactive and will have a significant emphasis on children's maths talk.	
	Focus on the current good practice, use good examples of planning and reasoning to show staff, and set targets ensuring reasoning is a priority.	1 – ongoing	Maths Leader; Maths Team; All staff	Examples of planning, time to show this to staff. Time for staff to watch colleagues teach maths lessons. Cover internal.	<p>Staff (including new staff) will have a wider knowledge of how pupil's skills progress from Year 3 to Year 6 and beyond.</p> <p>There will be increasing evidence through observations and book looks of fluency, reasoning and problem solving.</p>	

	Maths termly assessments to be reviewed and appropriate papers provided to Year groups - to ensure all children are being suitably assessed and are familiar with KS2 style questions.	2 – termly	Maths Leader; Maths Team; All staff	Cost of new assessments approx.. £300. (£17.50 per 10-copy pack of termly tests for each year group.)	Improvement in children's familiarity of KS2 maths questions, so ability to solve calculations and problems, and reasoning improves.	
More Able Provision	Planning includes differentiated and greater depth activities, where appropriate, for pupils to access as necessary.	2 - Ongoing	All Staff, monitored termly by Maths Lead	Greater depth activities – accessible Time for planning scrutinies	Staff training and subject knowledge will provide opportunities for children to reach greater depth.	
	Promote the use of Maths Talk culture in lessons, particular focus on accurate use of mathematical vocabulary, as this will help to develop children's reasoning across the school.	2 - Ongoing	Maths Leader; Maths Team; All staff	Examples of planning, time to show this to staff. Time for staff to watch colleagues teach maths lessons. Cover internal.	Staff training and subject knowledge will enable them to provide daily opportunities for maths talk.	
	Partnership within the Trust to be developed between pupils- <i>How</i> and <i>Prove it</i> groups.	2 - Ongoing	Maths Leader; Maths Team; All staff	Workshops included within PA membership costs Internal cover x 5	Workshops will provide staff with resources and ideas to utilise in lessons to ensure teaching for mastery.	
	World Maths Day - Events to be scheduled more able mathematicians from each year group involved in planning	Spring Term 2021	Maths Leader; Maths Team; All staff	Resources for world maths day £10 per class	Opportunities are provided for children to challenge themselves.	
	World Math Day-Spring 2021 Events to be scheduled across the Academy	Spring Term 2021	Maths Leader; Maths Team; All staff	Resources for world maths day £10 per class	Opportunities are provided for children to challenge themselves.	
	More Able Year 6 to participate in Abbs Cross Maths Quiz.	Summer Term 2021	Maths Leader; Maths Team; All staff	Transport cost of Taxi to venue £50.max	Yr. 6 pupils will be provided with opportunities to challenge their mathematical thinking	
	More Able mathematician days for LKS2 children to be scheduled too.	Summer Term 2021	Maths Leader; Maths Team; All staff	Transport cost of Taxi to venue £50.max	LKS2 pupils will be provided with opportunities	

					to challenge their mathematical thinking	
Behaviour and Attitudes	Carry out a Maths pupil survey to gain an understanding of pupils' current views and perceptions. Share the feedback with teachers.	2 – Half Termly	Maths Leader; Maths Team	Pupil Survey, time for maths team to complete survey with pupils	Pupil voice is obtained about the current practices in Maths, analysed and shared with the teachers.	
	To ensure that all children have a positive attitude towards Maths which will reflect in their ability, attainment and progress.	2 – Half Termly	Maths Leader; Maths Team	Range of activities/tasks available to teachers and pupils that provide a challenge	Pupils talk about maths and their progress in this subject positively. They feel confident to challenge themselves and others.	
	Maths Workshops scheduled to take place in Autumn 1 in KS2 for parents. Parents to be taught concepts and strategies to be discussed; parents then work with the children for half the session with support of Maths Team.	2 – Aut 2020	Maths Leader; Maths Team	Cover (internal) x 1 for series of 5 weeks, refreshment costs £100	Through the workshops, parent engagement will increase and positive attitudes to maths created at home. Parents will also gain a greater awareness of the concepts and strategies used to teach maths in the school.	
Personal Development, (including safeguarding and SMSC)	To ensure that the equipment needed to provide the Maths Curriculum is safe to use.	2 - Ongoing	Maths leader to monitor	Costs to replace an equipment £100	Staff report that the equipment is safe and in good condition enabling the children to learn effectively. More equipment purchased if needed.	
	Pupil Voice as part of the monitoring cycle-year groups and phases	2 -Half Termly	Maths leader	Pupil Survey, time for maths team to complete survey in their class.	Pupil voice will enable maths team to gain an understanding of the pupil view of maths, and what can be implemented to aid children's development in this subject.	
	Learning behaviours monitored	2 - Ongoing	Maths leader	Behaviour monitoring proforma	Monitoring will provide evidence of behaviour for learning and will enable	

					maths team to support maths set teachers where needed.	
Cross-phase partnerships (RPAT)	Regular Maths Team Meetings to agree strategies and plan next steps	2 - Half Termly	Maths Leader; Maths Team;	Time for regular maths team meetings, Minutes of the meeting	Consistent approach across both schools with some joint events planned and delivered. Smooth transitions are obvious across all three key stages. Maths team meetings have been held regularly.	
	Year 6 children to work with EYFS and KS1	3 - 1 x weekly after SATs summer 2021	Maths leader; maths team – liaise with EY to organise children and times.	Time for year 6 children to work with EYFS and KS1	Children in KS2 to have developed mastery and reasoning skills through being able to teach and scaffold other's learning.	
	World Maths Day - Events to be scheduled more able mathematicians from each year group involved in planning.	4 - Spring Term 2021	Maths Leader; Maths Team; All staff	Resources for world maths day £10 per class	Pupil's involved in planning of World Maths day event and their mathematical thinking is challenged through providing challenges for others.	
Leadership and Management	School Monitoring Cycle followed across the Trust, to ensure high standards of mastery maths teaching. Feedback given to teachers.	1 - As timetabled by SLT	Maths Leader; SLT	Proformas for monitoring. Time to carry out monitoring.	Completion of the monitoring tasks throughout the year to ensure high standard of maths teaching is delivered across the schools. Teachers are given feedback about their performance, and support is put in place where needed.	
	Maths Team to ensure new and support staff attending PA Maths Training employ CPA	2- Year group meeting following each	Maths Leader; identified staff; all staff	Supply cover, Cost of course £115 per person per session x 5	All staff will be aware of the up to date training, and are able to employ correct	

	approach, using correct mathematical vocabulary to teach new concepts.	training session, whole school staff meetings.			mathematical vocabulary to teach new concepts.	
	In House Training for support staff to develop knowledge and skills in CPA teaching/use of correct mathematical terms.	2 – As necessary	Maths Leader	Resources for in house training £50 max. Time for	Support staff will be able to use and demonstrate knowledge and skills in CPA teaching, using correct mathematical terms.	
	Learning walks/ book looks/ pupil voice scheduled as part of the monitoring process.	2 - Termly	Maths Leader	Cover costs (internal) Monitoring proformas	Monitoring will provide evidence of mastery teaching and learning, demonstrating understanding at greater depth, focusing on explicit teaching of reasoning to develop mathematical talk.	
Parent/ Governor/ Community Engagement	Parent Workshops for parents of KS2 children.	2- Autumn/Spring term	Maths Leader and Maths Team	Cover (internal), refreshment costs £100	Parent workshop delivered and feedback collected. Parents have the opportunity to ask questions and engage with their child's learning.	
	PA concepts and strategies taught to parents, then a circus of activities for parents to take part in with their children.	2- Autumn/Spring term	Maths Leader and Maths Team	Cover (internal) x 1 for series of 5 weeks, refreshment costs £100	Parents will have a clearer understanding as to how maths is taught to their child. They will become more confident in being able to support their child.	
	Reports to Directors and Governors.	Termly	Maths Leader	Report for Directors and Governors	Directors and Governors are aware of the	

					progress/attainment reported upon regularly.	
	To share mathematical successes with parents, directors, governors and other visitors. On website, curriculum newsletters, half-termly newsletters etc.	Termly	Maths Leader	Website, newsletter templates	Mathematical successes shared to help develop further positive attitudes towards maths.	

Long Term Objectives:

2021 – 2022

- Review the PA maths membership across the school.
- Continue to embed teaching for mastery in the school, ensuring that it is underpinned by the NCETM's 5 Big Ideas.
- Continue to work with the Maths Hub as part of the mastery maths research groups.
- Maths at expected and greater depth to exceed national and local results at the end of KS2
- To ensure reasoning continues to be a priority.

2022 – 2023

- Maths at expected and greater depth to exceed national and local results at the end of KS2.
- Partnerships/links to be made with international schools to support teaching of mastery maths (Singapore).
- Continue to work with the NCTEM to provide training for staff, so maths curriculum teaching and learning continues to be current.

RISE PARK ACADEMY TRUST DEVELOPMENT PLAN 2020 - 2021

School: Rise Park Junior School
Subject Area: SEND/PP/VUL/EAL

SEF heading	Strategic Planning Area	Timescale/ Priority 1-5	Lead Staff	Resources/ Costs	Success Criteria	Monitoring/ Review Of Progress
Quality of Education (including SEND, PP and disadvantaged groups)	Continue to monitor the progress of all SEND/disadvantaged/vulnerable/EAL children through observations, termly tracking and pupil progress reviews. Ensure at least required progress being made.	1 – termly	Inclusion Manager/Head of School	None	All children make required progress regardless of their additional needs.	
	Analyse termly data and ensure any identified children are given appropriate support.	1 – termly	Inclusion Manager		Termly review meetings have identified children in need of additional or alternative support.	
	Monitor Wave 1 (quality first teaching), LSA support and interventions across the school.	2 – termly	Inclusion Manager		Monitoring of interventions shows impact.	
	Review termly provision maps and liaise with teachers to ensure the needs of all children are being met within their classroom setting.	1 – termly	Inclusion Manager/all staff		Termly provision maps in place to meet the needs of all children.	
	Ensure Pupil Premium funding is wisely allocated and impact is evidenced.	1 – Autumn term	Inclusion Manager/Business Manager	Pupil premium funding 2019-20	Pupil progress reviews have taken place each term and provision adjusted accordingly.	
	Ensure all Pupil LSAs are appropriately trained to deliver high quality support.	3 – ongoing	Inclusion Manager/Pupil LSAs		Pupil Premium funding allocated to effective, evidence based interventions to diminish the difference between PP pupils and their peers.	
	Ensure speech and language support is delivered effectively through high quality interventions (SALT interventions, LEGO therapy).	3 – ongoing	Inclusion Manager/SALT team/SALT intervention lead LSA	Speech link license = £300 (annually). LSA time = 3 afternoons	Training needs identified on performance	

					management reviews provided. Identified pupils receive regular speech and language interventions.	
More Able Provision	<p>Ensure more able SEND/disadvantaged/vulnerable/EAL pupils are identified and given appropriate support to reach higher attainment levels.</p> <p>Monitor termly through progress meetings, book looks and observations.</p> <p>Progress tracked on termly basis</p>	<p>3 – Autumn term</p> <p>2 – termly/ongoing</p>	<p>Inclusion Manager/ Subject leaders/ All staff</p> <p>Inclusion Manager</p>		<p>More able SEND/disadvantaged/vulnerable/EAL pupils are identified and achieve end of year targets.</p> <p>Evidence shows good progress being made over the year.</p>	
Behaviour and Attitudes	<p>Provide appropriate resources and training to ensure all pupils understand and are able to recognise the Learning Powers in themselves, and others.</p> <p>Ensure all children with SEMH needs are given appropriate support.</p> <p>Continue to develop staff awareness of effective approaches to positive behaviour management, emotional regulation and conflict resolution.</p> <p>Continue to develop ELSA programme across the school.</p> <p>Monitor via lesson drop ins the behaviour and attitude within class of all named groups</p>	<p>1 – ongoing</p> <p>1 – ongoing</p> <p>3 – ongoing</p> <p>3 – ongoing</p> <p>3 – ongoing</p> <p>3 – ongoing</p>	<p>Inclusion Manager/All staff</p> <p>Inclusion Manager/Pastoral Mentor</p> <p>Inclusion Manager</p> <p>Inclusion Manager/Pastoral Mentor</p> <p>Inclusion Manager/Head of School/Year Group Leaders</p>	Resources = £300	<p>All pupils are able to express their understanding of each of the Learning Powers and give an example of how they have demonstrated them.</p> <p>All school staff recognise indicators of SEMH difficulties and appropriate strategies are used effectively to support them.</p> <p>Low level disruptive behaviour is reduced and all pupils have a fair access to learning. All staff are consistent in their approach.</p>	

	<p>Monitor SEN children in particular to ensure they continue to have positive attitudes about school life.</p> <p>Develop Pod to provide a safe, calm space for vulnerable pupils during unstructured times.</p>	2 – Autumn term	Inclusion Manager/Pastoral Mentor	<p>LSA x 1 hour a day = £2,886 (PP fund)</p> <p>'Pod' = £30,000 (PP and PTFA fund)</p>	<p>Social/ Emotional interventions have been accessed by children on a regular basis</p> <p>Pupil voice shows positive views across the named groups of children. Pod well used at lunchtime, Pastoral Mentor has liaised regularly with Inclusion Manager about children of concern.</p>	
Personal Development, (including safeguarding and SMSC)	<p>Continue to provide counselling provision for vulnerable pupils and families.</p> <p>Ensure all training for safeguarding is consistently up to date for all staff. New staff are trained on induction.</p> <p>Purchase and oversee the implementation of CPOMS software for recording and monitoring safeguarding incidents and actions taken.</p> <p>DSLs to attend all core groups/CP meetings and provide conference reports.</p> <p>Monitor ELSA provision. Ensure correct children are identified for this provision and facilitate joint training and planning sessions with Infant school ELSA.</p> <p>Ensure all parents of SEN/ disadvantaged children feel their child is safe and well cared for in school.</p>	<p>1 – ongoing</p> <p>1 – Autumn term/ ongoing</p> <p>1 – ongoing</p> <p>1 – Autumn term/ ongoing</p> <p>3 – ongoing</p> <p>2 - ongoing</p>	<p>Inclusion Manager</p> <p>Safeguarding team</p> <p>Safeguarding team</p> <p>Safeguarding team</p> <p>Inclusion Manager</p> <p>Inclusion Manager/ Safeguarding team</p>	<p>£8550 (PP fund)</p> <p>£895 annually (for Infant and Junior Schools)</p>	<p>Vulnerable pupils and families can access the service. Feedback from pupils, families and school staff show improvements in identified areas.</p> <p>All staff attend training delivered on September INSET day. Top-up training delivered where necessary.</p> <p>CPOMS software is used effectively by all members of the Safeguarding team.</p> <p>All professional meetings have been attended by a member of the Safeguarding team.</p> <p>Parents feel well supported and have been signposted to correct agencies.</p>	

Cross-phase partnerships (RPAT)	<p>Ensure a consistent, smooth transition of documentation at key transitions (Y2 – Y3 and Y6 – Y7) to ensure appropriate support is in place.</p> <p>Lead Person Centred Reviews for vulnerable Y6 pupils with families and Secondary Inclusion teams.</p>	<p>1 – Summer term</p> <p>1 – Summer term</p>	<p>Inclusion Manager/Class Teachers /other professionals</p> <p>Inclusion Manager/Y6 staff</p>		<p>Transfer of records completed in Summer term.</p> <p>Transition meetings held in Summer term.</p>	
Leadership and Management	<p>Monitor delivery of Wave 1 quality first teaching.</p> <p>Termly book observations and lesson observations focussing on differentiation across the year groups.</p> <p>Lead EHCP, PEP, CP, SALT, IPP, HCP meetings, complete paperwork and liaise with outside agencies.</p> <p>Attend termly pupil progress review meetings looking specifically at named groups.</p> <p>Deploy support staff effectively.</p> <p>Monitor interventions and provide appropriate feedback.</p> <p>Hold termly review meetings for pupils with significant SEND. Liaise effectively with parents.</p> <p>Ensure IPPs are reviewed termly and shared with pupil, staff and parents.</p>	<p>1 – ongoing</p> <p>1 - termly</p> <p>1 – ongoing</p> <p>2 – termly</p> <p>2 – ongoing</p> <p>2 – ongoing</p> <p>3 – termly</p> <p>3 – termly</p>	<p>SLT/MMT/all staff</p> <p>Inclusion Manager</p> <p>Inclusion Manager/external agencies</p> <p>Inclusion Manager/all staff</p> <p>Inclusion Manager</p> <p>Inclusion Manager</p> <p>Inclusion Manager/ Teachers</p> <p>Inclusion Manager</p>		<p>Observations demonstrate effective inclusion of all pupils in high-quality literacy mathematics lessons. Pupils needs are met enabling them to make good progress.</p> <p>Meetings and paperwork are completed in line with legal requirements and deadlines.</p> <p>Termly progress reviews have identified children in need of more/ different support</p> <p>Interventions have shown clear progression from their starting points and data reflects this.</p> <p>Review meetings held and parents feel supported by school staff.</p>	

Parent/ Governor/ Community Engagement	Review meetings held for children with complex needs.	2 - termly	Inclusion Manager/staff		Review meetings held and parents feel supported by school staff.	
	Liaise termly with SEND governor and provide termly Inclusion report to Governors about SEND/disadvantaged/EAL provision. Invite SEND governor in to the working school day to put the reports into context.	3 – termly	Inclusion Manager/Governor		Termly reports completed and shared. Governors have a clear understanding of progress and barriers linked to these groups. SEND governor has increased understanding of provision across the school.	
	Seek input from pupils and families regarding the support they receive at school.	3 – Spring term	Inclusion Manager			
	Ensure all SEND/disadvantaged/vulnerable/EAL pupils have the opportunity to attend school and community events.	3 – ongoing	Inclusion Manager		Pupils and families are positive and feel supported by the school.	
	Offer parent drop in sessions and particularly target parents of SEND and vulnerable pupils to engage them in the school community and support with learning at home.	3 – termly	Inclusion Manager		Parents feel supported and engaged.	

Long Term Objectives:

2021 - 2022

- Ensure the attainment difference between identified groups & their peers is diminishing.
- To continue to develop a curriculum that is broad, balanced, rigorous and challenging for all learners.
- Raise teaching standards to ensure all pupils access quality first teaching.
- To ensure that good mental health and wellbeing are part of a consistent whole school approach and that expectations of behaviour are reinforced with highly consistent consequences.

2022 - 2023

- In line with whole school target – 85% of all pupils (including all groups) will make expected progress.

RISE PARK ACADEMY TRUST DEVELOPMENT PLAN 2020 - 2021

School: Junior

Subject Area: Computing

SEF heading	Strategic Planning Area	Timescale/ Priority 1-5	Lead Staff	Resources/ Costs	Success Criteria	Monitoring/ Review Of Progress
Quality of Education (including SEND, PP and disadvantaged groups)	To continue subscriptions for cross curricular software eg mathletics, purple mash.	ongoing	TP, SA, SLT	TBC	Software in use in lessons and home	
	To logins to computer programmes for staff and children – inc roll over of year groups and new pupils	Aut 1- rollover Ongoing	TP	Cover to complete rollover and addition of year 3 pupils	All pupils and staff have access to programmes used in lessons	
	To update hardware in the school on a rolling program – Increase the number of chromebooks per year groups. Introduce ipads	Ongoing	TP, SA, SLT	TBC	Increased hardware available in classrooms	
	Coordination between KS1 and KS2 to ensure curriculum and assessment flows between the two school	Half termly	TP, LN, HOY	Cover	Flow of the computing curriculum between KS1 and KS2	
	To continue to ensure the online safety is being delivered across all year groups. Add to lessons with any new/relevant issues that are occurring.	Ongoing	TP, SLT, HOY	Online safety work shops -find a provider children £1500	Safer internet day - whole school Assemblies, Workshop, internet safety lessons across the school	
	To develop purple mash scheme across the junior school – inc review of progress sheets for pupils and content being taught in each year group	Autumn	TP, HOY, SLT	Cover	Pupil progress sheets in front of pupils folders- updated regularly	

					Topics being delivered in each year group.	
	To monitor the teaching and learning of computing across the year groups – book look and classroom displays	Ongoing	TP, HOY, classroom teachers	Cover for lesson observations	ICT shown in all classrooms and evidence in folders	
More Able Provision	Digital leaders	Ongoing	TP, classroom teachers	£80 badges	Meetings with digital leaders, competitions and tasks completed	
	Code club – python and scratch projects	Summer term	TP, Joel (Governor)		Regular meetings with pupils	
Behaviour and Attitudes	Ensure computing is engaging across the junior school	Ongoing	TP, HOY, class teachers		Relevant lesson content for year groups, computing is being taught across the school	
	Computing is delivered across all year groups, using purple mash scheme	Ongoing	TP, HOY, SLT	Cover lesson observations	Computing is taught in all year groups	
	Online safety is taught across the school with a different focus in each year group	Ongoing	TP, LN, SLT, HOY, teachers	Cover lesson observations	Online safety displays around school, assemblies, lessons taught and evidence in folders .	
Personal Development, (including safeguarding and SMSC)	Online safety issues within the school are addressed and acted on.	Ongoing	TP, LN, SLT, Office staff, teachers	Attend relevant courses	Issues are addressed	
	Keep update to new developments / equipment / programmes available to schools	Ongoing	TP, LN, SLT	Attend relevant courses	Update school programmes share new resources/	

					developments with staff	
Cross-phase partnerships (RPAT)	Safer internet day	Spring 1	TP, HOY, teachers	Cover	Assemblies Lesson packs for classes	
	Digital leaders to work in infants	Ongoing	TP, LN	Cover	Digital leaders to work alongside infant children	
	Yr5 and Yr2 'buddies'	Summer term	TP, LN, year 2 and 5 staff	Cover	Projects completed	
Leadership and Management	Liaise with LN on computing across whole school and share ideas, policies and joint projects across the infants and juniors	Half termly	TP, LN, SLT	Cover for half termly meetings	ICT and policies shared across both schools	
	CEOP training	TBC	TP, LN, SLT	Cover, CEOP provider	Online safety policies in place and shared with other staff	
Parent/ Governor/ Community Engagement	To inform parents of computing across the school	Ongoing	TP, SLT, HOY, Office staff		Updates/ information sent out to parents	
	To update and implement new policies on e safety, computing and data	Ongoing	TP, LN, SLT, HOY, teachers	Attend relevant course	Update and share policies	

Long Term Objectives:

2021 – 2022

- Increase the amount of chromebooks per year group
- Printer in each class for printing of pupil work
- Closer working with infants and junior pupils
- Develop Purple Mash scheme across the Junior school.

RISE PARK ACADEMY TRUST DEVELOPMENT PLAN 2020 - 2021

School: Rise Park Junior School

Subject Area: History

SEF heading	Strategic Planning Area	Timescale/ Priority 1-5	Lead Staff	Resources/ Costs	Success Criteria	Monitoring/ Review Of Progress
Quality of Education (including SEND, PP and disadvantaged groups)	To review the Humanities Policy.	Autumn Term	Humanities subject leads	Humanities lead release time	Policy reviewed and updated	
	To ensure that all pupils are building on existing skills (finding similarities/differences, themes within a period) and gaining new skills (interpretation of different sources) required to achieve progress in all areas of the History curriculum.	Ongoing	Humanities subject leads Teaching staff	Staff Meetings	Pupils actively engaged in their learning, applying their knowledge, skills and understanding, producing work of a high standard. Lesson observations Planning e.g. scaffolding for SEN, high order questioning for more-able pupils Book looks Displays Class Portfolios Portfolio of work	
	To continue to develop cross curricular links across the key stage.	Ongoing	Humanities subject leads Teaching staff	Staff Meetings	Pupil's able to make links across the curriculum and bring meaning to their learning. Lesson observations Planning Book looks Displays Class Portfolios Portfolio of work	

	To work closely with KS1 Humanities subject leads, monitoring and refining the Progression of Knowledge and Skills document, to ensure continuity across the key stages.	Ongoing	Humanities subject leaders across the key stages	Designated Staff Meetings	Staff will be able to deliver imaginative and engaging lessons, using relevant activities and resources. Minutes of staff meetings Record of joint meetings Whole school documents held in subject folders	
	To ensure that work is differentiated appropriately to enable all pupils to access activities and develop their knowledge, skills and understanding.	Ongoing	Humanities subject leads Teaching staff	Humanities lead release time	All pupils are actively engaged in their learning and able to make progress across the curriculum, producing work of a high standard. Lesson observations Planning e.g. scaffolding for SEN, high order questioning for more-able pupils Book looks Displays Class Portfolios Portfolio of work	
	To provide small group learning experiences that extend knowledge and understanding (guest parent, small group research)	Spring Term	Humanities subject leads Teaching staff	Humanities lead release time Staff Meetings	Pupils are actively engaged in their learning, researching, interpreting, organising and communicating their findings in response to questions. Portfolio of work Photographs Written accounts Speech bubbles	

					Pupil voice	
	To ensure that behaviour for learning is maintained both in school and on educational trips/visits.	Ongoing	Humanities subject leads Teaching staff		School behaviour policy is adhered to. Risk assessments completed before educational visits.	
Personal Development, (including safeguarding and SMSC)	To attend relevant training to support the teaching of History.	Ongoing	Humanities subject leads	Time to attend training and staff meetings to share training.	Teachers and staff able to deliver imaginative and engaging lessons, using relevant activities and resources. Lesson observations Book looks Displays	
	To ensure the Humanities Long Term Whole School Overview provides pupils with the appropriate coverage of knowledge and skills.	Ongoing	Humanities subject leads Year group leads	Humanities subject release time	Pupils actively engaged in their learning, applying their knowledge, skills and understanding, producing work of a high standard. Lesson observations Book looks Class portfolios Displays	
	To ensure that clips from the Internet (You Tube) are viewed prior to class use.	Ongoing	Humanities subject leads	Staff meetings Planning	Pupils are able to develop their knowledge, understanding and skills using safe educational video clips.	

	To complete risk assessments prior to educational visits	Ongoing	Year group leaders Teaching staff	Parental donations/school subsidy	Risk assessments completed before educational visits.	
Cross-phase partnerships (RPAT)	To work closely with KS1 Humanities subject leads, monitoring and refining the Progression of Knowledge and Skills document, so as to ensure continuity of coverage across the key stages.	Ongoing	Humanities subject leaders across the key stages	Designated Staff Meetings	Pupils will be able to make links with the past and acknowledge the changes and how they have contributed to the present day. Minutes of staff meetings Record of joint meetings Whole school documents held in subject folders	
	To liaise with relevant subject leaders on cross phase projects (Book Week, Arts/Science Week).	Spring Summer	Humanities subject leads Subject leaders Teaching Staff	Staff meetings	Pupils will have the opportunity to develop their knowledge and skills. Displays	
Leadership and Management	To review and refine the Knowledge and Skills Progression document in association with the Whole School Curriculum Overview, to ensure that the key national curriculum objectives are met.	Ongoing	Humanities subject leads	Humanities lead release time Cross phase Humanities lead meetings	Pupils learning is chronological. Pupils able to link eras. Lesson observations Book looks Displays	
	To complete lesson observations and provide feedback to the teacher.	Spring	Humanities subject leads	On a rota	Lesson form completed and shared with the teacher. Copy kept in the Humanities folder.	

					Provide support needed – help with planning, courses etc.	
	To audit and update resources.	Termly	Humanities subject leads	Humanities lead release time Budget not allocated	Pupils able to produce work of a high standard using the resources available (located in 4HM). Lesson observations Book looks Displays	
Parent/ Governor/ Community Engagement	To inform Governors of the school History curriculum	Ongoing	Humanities subject leads	Planning Newsletter	Governors have a clear understanding of how D&T and Food Technology is implemented within the curriculum.	
	To inform parents of topics to be taught via curriculum newsletter.	Half termly	Humanities subject leads Year group leaders Teaching Staff	Staff meetings Year group meetings Newsletters	Is on-going parental support impacting on pupil learning?	
	To encourage parental support through planning (supporting educational visits, loan of artefacts)	Ongoing	Humanities subject leads Year group leaders Teaching Staff	Newsletters	Parents support educational visits and loan artefacts.	

Long Term Objectives:**2021 – 2022**

- To explore the use of Havering Museum and local trips and speakers.
- To continue to monitor the effectiveness of the Humanities Long Term Whole School Overview (in association with the Progression of Knowledge and Skills document) on pupil's learning.
- To monitor the impact of small group (MA) learning experiences on pupil learning and development of skills.
- To review and update resources

2022 – 2023

- To ensure that there continues to be a balance of History and Geography taught as part of the Humanities curriculum.
- To continue to ensure that key national curriculum objectives are being taught and met, with any changes updated
- To review and update resources

RISE PARK ACADEMY TRUST DEVELOPMENT PLAN 2020 - 2021

School: Rise Park Junior

Subject Area: Art/DT

SEF heading	Strategic Planning Area	Timescale/ Priority 1-5	Lead Staff	Resources/ Costs	Success Criteria	Monitoring/ Review Of Progress
Quality of Education (including SEND, PP and disadvantaged groups)	Ensure all ability groups and children with disabilities are able to access all art activities.	Ongoing	Year group leaders	No costs needed	All children able to access all art lessons	
	Ensure work is scaffolded appropriately to enable more able children to extend their skills and are provided with challenging opportunities	Ongoing	Year group leaders	No costs needed	Evidence of some scaffolding (templates etc) art activities in place	
More Able Provision	Class teachers are to identify the more able art students within their own classes and pass information to KN/WJG for their inclusion in art competitions. This will enhance their skills and knowledge of various artists.	Xmas competitions	KN/WG	No costs needed	All MA children given opportunities to enhance their Art skills/knowledge	
		Mother's days competition				
Behaviour and Attitudes	Class teachers to ensure that children are informed of the possible dangers of some equipment they will be using during their DT sessions and they are fully aware of their correct use. E.g. scissors, knives, saws, needles.	Ongoing	Class teachers	No costs needed unless equipment requested by class teachers	No accidents/good attitude towards their learning of given topic.	
Personal Development, (including	Ensure all art materials are safe and appropriate for school use.	Ongoing	Art/dt leaders	No costs needed	Art materials safe for use	

safeguarding and SMSC)	All year groups to look at the work of various artists and develop appropriate SMSC skills	ongoing	Art/dt leaders Year group leaders		Children show developing empathy for art through developing SMSC skills	
Cross-phase partnerships (RPAT)	Arts Week in both schools	Summer term	Art/dt leaders	Put aside £300 for Arts Week – resources.	Art week across both schools in June	
Leadership and Management	To organise Christmas Card Project (Cauliflower Cards used 2018)	Autumn term	Art and DT leaders	No costs needed	Children will design a card/mugs/sticky labels and raise money for school	
	To liaise with Music & PE subject leaders to organise events and workshops that will take place during art week	Summer term				
	To monitor the progressions of art skills across the year groups	ongoing			Subject leaders monitoring checklists	
	To ensure the art curriculum is followed and planned for.	ongoing			To comply with new Ofsted regulations, new mark scheme implemented. Will liaise with infant staff to ensure common practise	
	To purchase any new resources which may be required for curriculum	ongoing		Budget to be discussed for Christmas, NY, Chinese NY ongoing art/DT work	New resources available	
	To review and update the Art & DT Policies	2021				
	To organise and carry out an Art/DT Project - Arts Week	Summer term		Put aside £300 for Arts Week – resources.		

				Possible cohesion with local college for art/dt	Pupils will have the opportunity to develop their artistic/physical skills/techniques	
	To organise xmas competitions	Autumn term		No costs needed	Follow mercury mall competition guidelines. Provide children with templates and parent mails sent out to encourage parents to participate.	
	To organise Mother's Day competition	Spring term				
	To liase with Mercury Mall about any upcoming competitions					
Parent/ Governor/ Community Engagement	To use self-assessment strategies across the year groups so that children can understand what they have done well and how their art work could have been improved	Ongoing	Class teachers	No costs needed	Children are using self-assessment strategies regularly in art lessons	

Long Term Objectives:

2021 – 2022

- To finalise all progress grids for teachers use.
- This coming year we are going to organise events where KS1 and KS2 come together to create something meaningful.
- To participate in upcoming competitions in 2020/2021 (mother's day, bauble competition).
- To update policies.
- To organise art week, possibly a different theme?
- To order resources for xmas and art week.

2022 – 2023

- To review art/dt policies 2022
- Organise art week, increase cross-curricular links
- Order resources for xmas and art week

RISE PARK ACADEMY TRUST DEVELOPMENT PLAN 2020 - 2021

School: Rise Park Junior School

Subject Area: PSHE

SEF heading	Strategic Planning Area	Timescale/ Priority 1-5	Lead Staff	Resources/ Costs	Success Criteria	Monitoring/ Review Of Progress
Quality of Education (including SEND, PP and disadvantaged groups)	Establish current practice in the subject, including staff confidence, curriculum and teaching time.	Easter 2020	PSHE Subject Lead	Audit Template Time for audit	Undertake a subject audit Look at current evidence for PSHE Carry out a pupil voice survey Monitor class time tables to ensure that subject is given enough time. Subject leader and SLT have a detailed understanding of current practice within the subject. Observe some teaching of the subject. Complete an audit of staff confidence within the subject.	
	To ensure that the children are building on existing skills and gaining new skills required to achieve progress in all areas of PSHE curriculum.	Easter 2020	PSHE Subject Lead All Teachers	NA Lesson Observation template.	Children are evidenced as making required/better progress in this curricular area. Lesson observations.	

More Able Provision	Encourage pupils' capacity for complex questioning and provide them with challenging/stimulating tasks.	On going	Subject Leader /Teachers	More complex questions, alternate learning objectives and independent projects. Lesson Plans. Lesson observation template.	Evidence of work in pupils' folders with alternate LO/SC.	
Behaviour and Attitudes	Encourage pupils to continue to exhibit positive attitude and behaviour towards their learning within lessons, during educational visits and assemblies. Children to follow school's behaviour policy all the time. Children to respect different cultures and values.	On going	All Teaching Staff	N/A	Observations to be made at all times by all staff members particularly during educational visits or introducing some sensitive issues in assemblies/class. Evidence to be seen during lesson observations and assemblies. Pupil survey	
Personal Development, (including safeguarding and SMSC)	To ensure links in PSHE are made between SMSC and RE, and that opportunities are provided for children to share their own cultural backgrounds and experiences.	On going	Subject Leader /Teachers	N/A	Evidence of work with cross-curricular links to be provided in class portfolios and PSHE in folders.	
Cross-phase partnerships (RPAT)	To ensure new PSHE Policy is shared with KS1 subject lead, and the policy is merged into one for the academy trust.	On going	Subject Leader /Teachers	N/A Time allocated for KS1 and KS2 PSHE Subject Leaders.	Successful merge of the two policies in place, so there is one updated version for 2020-21.	

Leadership and Management	Ensure that the PSHE curriculum within school matches the needs of the new 2020 curriculum	Easter 2020	SLT	Develop resources and planning for the teaching of First Aid.	PSHE lessons cover all necessary skills from the new 2020 PSHE curriculum. Children in Key Stage 2 have a basic understanding of First Aid. Teachers have a range of resources for the teaching of First Aid	
	To monitor the way SMSC is being considered and used in year group lessons and planning of PSHE lessons/learning.	On going	Subject Leaders SMSC/PSHE	N/A	All teaching and planning of PSHE shows evidence of the programme objectives. To conduct folder scrutiny and learning walk of teaching and learning.	
	To look for and attend relevant training courses for all staff. Staff knowledge, understanding and confidence of PSHE topics will increase resulting in the best possible teaching of PSHE.	April 2020	Subject Leader	N/A	Staff CPD attended and cascaded to all relevant staff within the school.	
Parent/ Governor/ Community Engagement	To inform parents, governor's, community of the PSHE curriculum via the curriculum newsletter.	Termly	Year Group Leader	N/A	Parents, governors and community are made aware of the current PSHE topics being covered each term and can be reinforced this learning at home.	

Long Term Objectives:

2021 – 2022

- Establish current practice in the subject, including staff confidence, curriculum and teaching time.
- Ensure that the PSHE curriculum within school matches the needs of the new 2020 curriculum
- To introduce PSHE profile books. (On going)
- Observe the teaching of PSHE across the school and the cross curricular links. (On going)
- To converse with KS1 Subject Leader. (On going)

2022 – 2023

- To monitor how more able children are being further challenged within PSHE lessons (On going)
- To continue to review and monitor the new curriculum in place. (On going)
- To monitor new PSHE profile books and any concerns regarding this. (On going)

RISE PARK ACADEMY TRUST DEVELOPMENT PLAN 2020 - 2021

School: Rise Park Junior School

Subject Area: SMSC

SEF heading	Strategic Planning Area	Timescale/ Priority 1-5	Lead Staff	Resources/ Costs	Success Criteria	Monitoring/ Review Of Progress
Quality of Education (including SEND, PP and disadvantaged groups)	A rolling programme of assemblies is devised, which focuses upon a diverse range of spiritual, moral, social and cultural themes, including topical customs/traditions, rapid response sessions re world events and the School's Learning Powers.	On-going	HT, DHT, RE & PSHE leaders, class teachers	N/A	All pupils are receiving a broad and balanced collective worship sessions, which give them the opportunity to explore and question different values and beliefs.	
	Extra- curricular clubs e.g. Dance, Football, Fitness, Badminton, Choir, Orchestra, Art and Enterprising clubs etc. provide a wider conceptual and linguistic framework within which the children can learn about other cultures.	On-going	Teachers, Teaching Assistants, Volunteers, Parents, external providers	N/A	Extra-curricular opportunities cater for the holistic development of every child.	
	SMSC/ British values to be evident within planning, assemblies and other areas of school life, including classroom displays.	On-going	HT/DHT/SMSC / RE / PSHE Leader/ Class Teachers/ Mid-day assistants/ other stakeholders within the school	N/A	All stakeholders will demonstrate British values within school. Introduce at start of year & through school rules; shared guided reading.	
	Maintain the SMSC profiles through the class portfolios. Links with display eg RE, PSHE etc	Termly	DHT/SMSC / PSHE / RE Leader/ Class teachers	£10 per portfolio	SMSC is evident in all areas of school life and its community.	
	To improve the children's ecological awareness and provide opportunities for volunteering.	On-going	Geography leader		Eco Warriors group Litter pickers Science/ Geography outdoor work	
	JTAs to promote road safety, active travel and cleaner air through assemblies, workshops, clubs and events.	On-going	STP leader	£100 JTA Prizes	TfL opportunities provided to all children. Eg Daily Mile, Bike Club, Bike Polo, Road Safety assemblies & workshops etc. See Stars Travel Plan	

More Able Provision	Extra- curricular Philosophy club for more able pupils. KS1 and KS2 could meet where relevant.	Spring Term	SMSC, RE, PSHE Leaders		A small group of more able children will meet to discuss philosophical questions.	
Behaviour and Attitudes	Pupil Voice	Spring Term	SMSC leader, PSHE Leader, School Council leader	N/A	Pupil voice meetings	
	Demonstrate good behaviour for learning.	On-going	Class teachers, TAs, LSAs	N/A	Children demonstrating good behaviour and understanding it's importance.	
Personal Development, (including safeguarding and SMSC)	The school council meets regularly with the lead member of staff and other stakeholders to share views and discuss school related issues which may be of interest to pupils. These are then fed back appropriately.	Half termly	School Council leader	Ref: Learning Resources	Opportunities are provided for pupils to engage in the democratic process and to participate in community life, as well as exercising leadership and responsibility.	
	PSHE/Circle time continues to be included in planning on a regular basis to provide an inbuilt opportunity for pupils to share/respect each other's ideas and beliefs.	Weekly	PHSE Leaders/ Class teachers	N/A	Lesson planning clearly shows weekly PSHE sessions and circle time focus (children to discuss issues raised by Newsround).	
	The Junior Travel Ambassadors (JTA) meets regularly with the STP and working group to promote active travel, walking, cycling or scooting and road safety in the school.	Half termly	STP leader, JTA, Working group	N/A	Opportunities are provided for pupils to improve active and safe travel. See Stars Travel Plan	
Cross-phase partnerships (RPAT)	KS1 & KS2 School council members to meet where relevant.	On-going	School Council, School Council leader	N/A	Minutes notes	
	KS1 & KS2 JTA members to meet where relevant.	On-going	STP leader, JTA, Working group	N/A	Opportunities are provided for KS1 & KS2 pupils to meet.	
Leadership and Management	Ensure links with PSHE/ RE/ School Council/ JTAs/ SENCO/ Midday leaders and other relevant members of staff are maintained regarding SMSC so that provision continues.	On-going	HT/DHT/SMSC / RE / PSHE Leader/ Class Teachers/ Mid-day assistants/ other stakeholders within the school	N/A	Evidence of SMSC throughout the school.	
Parent/ Governor/ Community Engagement	Ensure SMSC links and evidence are included on the School website.	On-going	HT/ SMSC leader/ ICT leader	N/A	Evidence of SMSC area on the school website.	
	Ensure JTA/TfL information is on display board and school website, showing how active travel and road safety is evident in the school.	On-going	SMSC Leader/ STP/JTA	N/A	Evidence of TfL on display board and school website.	
	Invite grandparents to have a greater involvement in maintaining the school garden	On-going	Science leader, Geography leader	Plants and flowers	Garden areas maintained	

	areas and allotment. This could include a Learning Garden.					
	Involve parents and carers during themed weeks such as Book Week, Science Week and Arts Week to celebrate children's achievements.	On-going	DH, Science leader, Art leader		Opportunities provided for parents and carers to be involved during themed weeks.	
	Annual Afternoon Tea led by School Council, inviting the 60+ residents of our local community.	Summer Term	School Council, School Council leader	General resource budget	Afternoon Tea event taken place.	
	Newsletters to inform adults of upcoming events and events that have taken place.	Termly	All teachers	N/A	Evidence of newsletters sent out on parentmail.	

Long Term Objectives:

2021 – 2022

- Links with external agencies to widen provision eg, police and fire services to deliver sessions such as 'Stranger danger', 'Fire alarms' and parents with different cultural backgrounds for assemblies.
- Whole school philosophical question of the week.
- Portfolios to go up with class.

2022 – 2023

- Links with a third school within the surrounding locality to offer fresh opportunities for growth and to share best practice, enjoying symbiotic, professional development.

RISE PARK ACADEMY TRUST DEVELOPMENT PLAN 2020 - 2021

School: Rise Park Junior
Subject Area: Religious Education

SEF Heading	Strategic Planning Area	Timescale/ Priority 1-5	Lead Staff	Resources/ Costs	Success Criteria	Monitoring/ Review Of Progress
Quality of Education (including SEND, PP and disadvantaged groups)	To give children opportunities to explore religion through creative and/or enquiry-based activities, whereby they are taught to consider the main beliefs, teachings and practices of the religions taught in relation to their own experiences, ideas and beliefs. ('it is not to be simply about injecting knowledge into pupils.' – p.20 from Agreed Syllabus for Religions Education 2015-2020)	Ongoing	Subject Leader	Agreed Syllabus plans on Staff drive and Fronter	Evidence in folders of this being carried out (with at least three pieces of work for each Unit taught to be evidenced in folders, and with LO and SC, marked according to school policy).	
More Able Provision	Encourage pupils capacity for critical questioning.	Ongoing	Subject Leader/Teachers	Subject Folders Question Boxes Portfolio Books Class Displays	Question box or book, where children's fundamental/ BIG questions can be addressed to show they are important.	
Behaviour and Attitudes	Discuss how thinking skills can be promoted. Ask open ended questions with multiple possibilities. Use Talk Partners to foster collaboration.	Ongoing	Subject Leader/Teachers	Team meetings Training as appropriate	Evidence in folders of this being carried out (with at least three pieces of work for each Unit taught to be evidenced in folders, and with LO and SC, marked according to school policy).	
Personal Development, (including safeguarding and SMSC)	To ensure links in RE are made between SMSC and PSHE, and that opportunities are given for children to share their own religious backgrounds and experiences.	Ongoing	Subject Leader/Teachers	Subject Folders Question Boxes Portfolio Books Class Displays	Evidence in class portfolios and in folders of cross-curricular links.	

Cross-phase partnerships (RPAT)	To ensure that KS2 RE policy is shared and reviewed with KS1 subject lead, and that policy delivery continues to be aligned across the academy trust.	Ongoing	Subject Leader/Teachers	Team meetings Training as appropriate	Evidence in Subject Leader folders of KS1 and KS2 policies	
Leadership and Management	To complete an RE folder scrutiny and learning walk of children and teaching.	Ongoing	Subject Leader/Teachers	Folders/Displays	Evidence in folders and on displays showing that scheme is being followed to a high standard and pupil progress is evident. Displays to also raise the profile of RE in classes evident.	
Parent/ Governor/ Community Engagement	To inform parents, governors, community of the RE curriculum via the curriculum newsletter.	Termly	Subject Leader/Year Group Leaders	Team meetings Newsletter	Evidence of communication with parents, governors, community representatives, regarding current RE topics being covered each term, and relevant references to extracurricular events and resources for home learning.	

Long Term Objectives:

2021 – 2022

- To update staff subject knowledge of RE curriculum and content delivery.
- Review and (where appropriate) rewrite units of work to effectively utilise resources and opportunities for RE visits and trips.
- To update long term plans to reflect the academy trusts 3Is (Intent, Implementation and Impact)

2022 – 2023

- To audit and update R.E. resources.
- To develop the use of different media when teaching RE.
- To organise an RE theme week across the school, looking at and sharing religious cultures from around the world.

RISE PARK ACADEMY TRUST DEVELOPMENT PLAN 2020 - 2021

School: Rise Park Junior School

Subject Area: Music

SEF heading	Strategic Planning Area	Timescale/ Priority 1-5	Lead Staff	Resources/ Costs	Success Criteria	Monitoring/ Review Of Progress
Quality of Education (including SEND, PP and disadvantaged groups)	Create an inventory of the musical instruments available in the school. Including pictures and descriptions of origins and use.	Autumn 1 2020	Music leader	Laminated booklet containing information.	Research instruments thoroughly, inform all staff about the booklet and its location via email.	
	Ensure that music lessons are being taught frequently and to a good standard throughout the junior school.	Autumn – Summer term	Music leader	N/A	Conduct observations throughout the year. Distribute teacher, support staff and pupil surveys in the autumn and summer term.	
	Introduce a new form of assessment which clearly indicates how children are progressing from reception to year 6.	Autumn 1	Music leader	Scrapbooks already purchased.	Discuss and agree on new form of assessment with SLT. Meet with all staff to clearly communicate new assessment. Ensure that everyone knows what they are doing.	
More Able Provision	Generate a list of more able children from each class (2 children per class) Assign these children as music ambassadors for the school. They will then be called upon to learn about the instruments and have a tutorial of how to use Charanga.	Autumn term	Music leader	N/A	Send a list round every class for teachers to contribute two students. Have a meeting with the ‘music ambassadors’ and discuss their roles. Arrange times to talk them through Charanga and music equipment.	

	Find out which children in the school have ability to play music confidently. Ensure that these children present their skills at school events.	Autumn term	Music leader	N/A	Arrange for select children to play at concerts/ display evenings/ parents evenings.	
Behaviour and Attitudes	Create an enthusiasm for music throughout the junior school using displays.	Spring term	Music leader	Display board / space in school.	Gain a space in school for a music display. On this present all of the different events and elements of music in the junior school.	
	Increase teacher's confidence in music by ensuring that all understand how to use charanga and music instruments.	Autumn term	Music leader	N/A	Arrange a time to share what is gained from charanga courses with all teachers. Ensure to address concerns highlighted in teacher surveys.	
	Encourage teachers to highlight and acknowledge effort in music during celebration assemblies	Autumn – summer term	Music leader	N/A	Promote the use of praise for music in assemblies throughout the year by reminding pupils and staff to highlight good work. Add any child who has won an award for music to music display under “musicians of the term”.	
Personal Development, (including safeguarding and SMSC)	Ensure all equipment used (instruments) is safe for use.	Autumn 1	Music leader	N/A	Go through all instruments and check for any sharp edges or cracks.	
	Generate an SMSC display with music ambassadors to display.	Spring term	Music leader	N/A	Arrange to meet with music ambassadors. Create a display which indicates how music displays each element of SMSC.	

Cross-phase partnerships (RPAT)	Ensure that good practice is taught throughout the academy trust, with progression being clear.	Autumn – summer term	Music leader	N/A	Meet with music leader from the infant school frequently to discuss the aim of music from reception to year 6 as appose to within the separate schools.	
	Ensure there is consistency with assessment throughout both schools.	Autumn – summer term	Music leader	N/A	If a new form of assessment is bought in then ensure that decision are made with the infant lead and that all staff receive the same information and understanding.	
Leadership and Management	Gain an understanding of the teacher's confidence in teaching music using the provided provision.	Autumn 2	Music leader	N/A	Issue teachers surveys twice a year and action any concerns or questions immediately. Use these concerns to guide any courses that may need to be attended.	
	Ensure that all the equipment and resources for charanga are available for teachers.	Autumn 1	Music leader	N/A	Go through plans for all year groups on charanga and make sure that all resources are available in school.	
Parent/ Governor/ Community Engagement	Look into showcasing children and staff's musical talent more during summer fayre.	Summer term	Music leader	N/A	Find out with pupils and staff play instruments and are willing to perform. Talk to head of the PTFA about singing performances during summer fayre.	

	Include more photos and pupil comments about music lessons in newsletters and on the website.	Autumn – Summer terms	Music leader	N/A	Encourage teachers to share any good practice with the music lead.	
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Long Term Objectives:

2021 – 2022

- To ensure that music is taught and evidenced consistently throughout the school.
- To continue to provide outside provision which broadens the students learning.
- To ensure children have a secure understanding of what their targets in music are and how they progress each year.

2022 – 2023

- To continue to promote enthusiasm for music throughout both schools.
- To ensure children's progress in music is assessed and evidenced every term.
- To continue to assess and review the musical provision provided to ensure it is benefiting children's knowledge and understanding

RISE PARK ACADEMY TRUST DEVELOPMENT PLAN 2020 - 2021

School: Rise Park Junior School

Subject Area: MFL

SEF heading	Strategic Planning Area	Timescale/ Priority 1-5	Lead Staff	Resources/ Costs	Success Criteria	Monitoring/ Review Of Progress
Quality of Education (including SEND, PP and disadvantaged groups)	To continue to ensure a good coverage of Spanish provision across the key stage.	Ongoing	Subject leader, Spanish tutors	Primary PPA Cover £17,365 per year	Subject leader liaise closely with the Spanish specialist teacher to ensure coverage and consistency across the curriculum. Good coverage as identified in termly and long term planning.	
	To ensure opportunities to experience Spanish maintain a high profile through displays and school environments.	Ongoing	Subject leader, class teachers		Stimulating, interactive Spanish displays throughout the school. Easily accessible learning resources. Celebration of European Day of Languages, 26 th September. Learning Christmas songs in Spanish during singing assemblies. Spanish Day in Summer term – a range of activities to promote the subject.	

	To continue to provide a Spanish club for pupils in KS2.	Ongoing	Subject leader, Spanish tutors	£1360 per year	Spanish language club running and well attended.	
More Able Provision	To appropriately challenge and extend more able pupils during Spanish lessons.	Ongoing	Spanish tutors, subject leader		Observations, book looks, monitoring of planning, pupil voice.	
	To give pupils more opportunity to create interactive displays.	Ongoing	Subject leader, Spanish tutors		Interactive displays created and used by pupils to enhance learning. Linked with Arts Week and Spanish Day.	
Behaviour and Attitudes	Pupil voice – to ascertain pupils' views of their teaching and learning in Spanish.	Summer term	Subject leader		Pupil questionnaire and pupil voice meetings – results analysed and acted upon.	
	To demonstrate good behaviour for learning.	Ongoing	Spanish tutors, class teachers		Pupils demonstrate good behaviour and understand its importance. Spanish tutors following school behaviour policy.	
Personal Development, (including safeguarding and SMSC)	To ensure that SMSC is planned for within all lessons including Spanish.	Ongoing	All staff, subject leader, Head Teacher		Evidence of SMSC on Spanish lesson plans.	
Cross-phase partnerships (RPAT)	N/A					
Leadership and Management	To review the current Spanish policy.	Autumn term	Subject leader		Policy checked and amended.	
	To complete Spanish lesson observations and book looks to check progress of children's learning.	Spring term	Subject leader		Spanish book looks show coverage and progression across the key stage.	

	To review the assessment of Spanish which is provided for by Primary PPA and its effectiveness/impact/use.	Summer term	Subject leader		End of unit assessments are carried out and the data used to inform future planning.	
Parent/ Governor/ Community Engagement	Newsletter/ curriculum newsletter to inform adults of upcoming events and events that have taken place.	Termly	All teachers to contribute Subject leader to contribute content on a termly basis		Termly newsletter sent out by Miss Street/Miss Carter with contributions from subject leader.	

Long Term Objectives:

2021 – 2022

- To establish links with local secondary schools (Marshall's Park and Royal Liberty) to share good practice, resources and ensure smooth transition to KS3.

2022 – 2023

- To establish links with a school in Spain for pupils to communicate online or via letters (pen pals).
- To further improve the quality of teaching and learning in Spanish through analysis of monitoring and data.

RISE PARK ACADEMY TRUST DEVELOPMENT PLAN 2020 - 2021

School: Rise Park Junior

Subject Area: Science

SEF heading	Strategic Planning Area	Timescale/ Priority 1-5	Lead Staff	Resources/ Costs	Success Criteria	Monitoring/ Review Of Progress
Quality of Education (including SEND, PP and disadvantaged groups)	To give children opportunities to explore Science through creative, enquiry-based lessons, linking this to the 'Working Scientifically' objectives from the NC where possible.	Ongoing	Science Lead and all teaching staff	Agreed plans linked to the NC on Fronter for all staff (short/ mid/ long term planning).	Evidence of planning following NC and linked to Switched-on-Science scheme. Recording of experiments- tables, graphs Marking linked to the L.O and S.C, along with a GPQ once a week. Science curriculum maps	
	To ensure that Science lessons are interactive, incorporating investigations and experiments wherever possible.	Ongoing	Science Lead and all teaching staff	Staff meetings	Children actively engaged in their learning. Science books, displays and class portfolios show interactive activities	
	To ensure that work is differentiated appropriately to enable all pupils to access activities and develop their knowledge and understanding.	Ongoing	Science Lead and all teaching staff	Science lead time	All children are engaged and able to access activities. Evidence in planning e.g scaffolding for SEN, high order questioning for more-able children. Science books Displays Portfolios	
	To ensure Science displays reflect current learning, with interactive aspects to allow children to ask questions about their learning.	Ongoing	Science Lead and all teaching staff	Science lead time	Displays are interactive and reflect current learning.	
	To review and update the Science policy	Autumn term	Science Lead	Science lead time	Made available to all staff on Fronter	
More Able Provision	To identify the more-able pupils in each year group and invite them to be Science Ambassadors for their class.	Autumn term	Science Lead	Resources for Science Ambassadors to	Evidence of children's experiments.	

				complete their section of the Newsletter.	Questioning/ discussion of ideas and recorded work in Science books (evidence of experiments). Science Newsletter contains evidence of current learning/ photographs.	
	To include challenging questions in planning to investigate, extend and further the understanding of complex concepts.	Ongoing	Science Lead and all teaching staff	Folder created for each year group with 'challenges' for more able children, for each topic studied.	Evidence of more-able children being challenged within their books. Evidence of differentiation used when writing a GPQ- using 'How' and 'Why' sentence starters.	
Behaviour and Attitudes	To complete a Science questionnaire and 'interviews' to establish the children's involvement and enjoyment within Science lessons (to be completed termly)	Autumn Term Summer Term	Science Lead and all teaching staff	Resources for questionnaires available to teaching staff at the end of a term (basic template in folder).	Completion of pupil questionnaires Results compiled and shared with teaching staff.	
Personal Development, (including safeguarding and SMSC)	To ensure links in Science are made between SMSC and PSHE, and that opportunities are given for children to share their own experiences.	Ongoing	Science Lead and all teaching staff	N/A	Evidence in class portfolios annotated to explain what the children have been doing within their lessons. Planning, e.g- group work, discussion of ideas. Children are engaged in a rich and varied curriculum.	
	To maintain links with a local Secondary school to allow children the opportunity to experience Science in the labs.	Ongoing	Science Lead	Lesson time for visiting teacher session.	Secondary school teachers/ children visit school to share their experiences and knowledge with the children through experiments. Displays within classroom/ corridors to 'showcase' these links.	
	To attend relevant training to support the teaching of Science.	Ongoing	Science Lead	Time to attend training. Staff meetings to share training.	Teachers and staff able to deliver imaginative and engaging lessons, using relevant activities and resources.	

Cross-phase partnerships (RPAT)	To meet with the KS1 Science Subject Lead to share ideas for Science week	Spring Term	Science Leads across the academy	Budget for Science week resources and workshops (linked to topic being studied and relevant to age-range) £200	Evidence of Science week in portfolios Children have opportunities to view other year group's work and have a 'taster' experience of the experiments they conduct in that year group. Displays in the classroom and around the school.	
Leadership and Management	To complete a Science learning walk, book-looks to ensure National Curriculum (NC) and Switched-on-Science objectives are being taught, as well as the use of outdoor learning.	Ongoing	Subject Leader All teaching staff	Subject release time to complete learning walks, book looks and feedback forms.	Planning shows evidence of following Switched-on-Science objectives, including outdoor learning opportunities. Evidence in books and on displays to show that Science is being taught in a creative, interactive and engaging way; to a high standard and that pupil progress is evident (evidence of more-able children being challenged). Evidence of outdoor learning in portfolios and children's books.	
	To complete lesson observations once a term and provide feedback to the teacher.	Ongoing	Science Lead	Complete lesson observations and feedback forms.	Lesson feedback shared and form provided to teachers. A copy kept in the Science subject leader folder.	
	To audit and update resources.	Termly	Science Lead	Science Leader time £100 to buy new resources	Children able to produce work of a high standard using resources available. Science resources easily accessible and labelled in Science area (located at the top of the stairway). Teachers to inform subject leader of any broken or damaged equipment so that it can safely be disposed of and replaced.	
	To ensure that Science resources are safe and appropriate for use.	Termly	Science Lead	Science Leader time	Resources ordered that allow activities to be completed with a minimal level of risk Science books Portfolios PAT testing of electrical equipment	

Parent/ Governor/ Community Engagement	To inform parents and Governors of the school Science curriculum	Termly	Science Lead, Year group leaders All teaching staff, Science Ambassadors	Newsletters, Subject leader meetings (email and folders saved on the system) Science Newsletter	Parents and Governors are aware of the current Science topics being covered and the upcoming topics, so that learning can be reinforced at home. Science Newsletter completed by Science Ambassadors Is parental support impacting on learning?	
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Long Term Objectives:

2021 – 2022

- To continue to ensure that key NC objectives are being taught and met, with any changes updated where necessary
- To continue observing the teaching of Science and monitor the cross curricular links with other foundation subjects in Science
- To ensure resources are maintained

2022 – 2023

- To ensure planning incorporates high-order questioning to challenge more-able children
- To attend Science courses to extend my knowledge further
- To ensure links are maintained with MPA to facilitate the transition into secondary school

RISE PARK ACADEMY TRUST DEVELOPMENT PLAN 2020 - 2021

School: Rise Park Junior School

Subject Area: Assessment

SEF heading	Strategic Planning Area	Timescale/ Priority 1-5	Lead Staff	Resources/ Costs	Success Criteria	Monitoring/ Review Of Progress
Quality of Education (including SEND, PP and disadvantaged groups)	Continue to hold Pupil Progress Meetings each term with class teachers, the English and Maths Leader as well as the Inclusion Manager. Discussion is based around the children's' needs and the support to be provided. Teachers to attend meetings with their Provision Map already completed.	1 Termly	Assessment Leader/ English/ Maths Leader/ Inclusion Manager	Cover x 2 (internal)	Termly pupil progress meetings continue to be embedded into yearly practice and inform the SLT/core subject leaders of the performance of different groups/ cohorts across the school.	
	Teachers set end of year targets based on the children's end of KS1 test outcomes, so that teachers are aware of those pupils who need to make accelerated progress and ensure all pupils remain on track. These to be submitted to Assessment/English/Maths Leader in early Autumn 1.	1 September/ October	Assessment Leader	Progress Tracking Grids	Teachers set end of year target milestones based on KS1 test outcomes to ensure all pupils are on track.	
	Track the progress and attainment of groups of children, including Vulnerable Pupils, Disadvantaged, Non Disadvantaged, More Able, Boys/ Girls, SEN, Non FL, KS1 Middle Attainers and White British Boys for reading, writing and maths against their baseline milestone (milestone from the end of the previous year).	1 Termly	Assessment Leader	Progress Tracking Grids SIMs assessment marksheets	The progress of all children in every year group is monitored against their baseline milestone. Pupils who are not making required progress are identified on termly provision maps and additional intervention put in place.	

	The progress and attainment of all pupils for reading, writing and maths is tracked against their end of KS1 outcome to ensure that any children who are not on track to make the expected progress and reach the end of KS2 outcome is closely monitored. If a child is not making the expected progress they will be identified within the termly Provision Map.	1 Termly	Assessment Leader	SIMs assessment marksheets	Progress and attainment is tracked against the KS1 outcome to ensure children are on track to make the expected progress by the end of KS2. Those not making the expected progress are monitored and additional support provided.	
More Able Provision	Monitor more able progress through termly data analysis in reading, writing and maths	2 Termly	Assessment Leader/ Subject Leaders	SIMs assessment marksheets	More able pupils making clear progress with some evidence of accelerated progress.	
Behaviour and Attitudes	Ensure that pupils are involved in the ongoing, regular assessment and review of their own learning in all areas of the curriculum, including: self-assessment against the success criteria, peer-assessment, reviewing termly targets and editing/up-levering their work for improvement.	2 Ongoing	Assessment Leader/ English Leader/ Maths Leader/ Foundation Subject Leaders	Pupils' work	Pupils are actively involved in regularly reviewing their own learning and this is evident in pupils' books.	
Personal Development (including safeguarding and SMSC)	Vulnerable pupils (e.g. PP, SEN, EAL, Non-PP, WBB, VP) are identified and their progress and attainment tracked on a termly basis. This information is shared with the Inclusion Manager for intervention planning.	1 Termly	Assessment Leader/ Inclusion Manager	Termly Provision Maps, assessment data	Vulnerable pupils' needs are analysed termly and any interventions required are provided.	
	Case studies to be kept by class teachers/Inclusion Manager of all vulnerable pupils, which are to include ongoing assessments, IPPs, logs of meetings etc.	2 Ongoing	Class teachers/ Inclusion Manager	Case study file for each child	Case studies ensure that an up-to-date profile of each child is maintained.	
Cross-phase partnerships (RPAT)	KS1 and KS2 Assessment Leaders (along with SLT) moderate KS1 test outcomes before final data is submitted.	1 July 2021	Assessment Leaders/SLT	Meeting time	Moderation of KS1 outcomes is completed before data is submitted.	

	Review the Assessment, Recording and Reporting Policy to reflect any changes made e.g. assessment across the curriculum.	2 Autumn	Assessment Leaders	Meeting time	The policy is reviewed and changes made where necessary to reflect the current practice of assessment across the two schools.	
	Provide opportunities for teachers to moderate milestone judgements across the Trust. This is to be identified on the monitoring cycle/staff meeting cycle. Add moderated work to writing portfolio.	2 At least twice	Infant/ Junior Assessment Leaders	Staff meeting time	Teachers are provided with time to moderate across the key stages to develop confidence in reaching an accurate milestone of pupils' outcomes.	
Leadership and Management	Monitoring cycle is established at the beginning of the year for observations, book looks, surveys, submission of assessment data etc. and shared with all staff.	1 September	SLT/ Subject Leaders/ HofS	Monitoring cycle Cover needed for subject leaders to complete monitoring tasks	All termly monitoring is undertaken by distributed leadership team/ subject leaders and outcomes communicated to all relevant stakeholders.	
	Attend any relevant assessment training sessions delivered by the LMS Team. Liaise with link support officer in the LMS Team if further support/guidance is needed.	1 Ongoing	Assessment Leader	Training courses Cost of course is required	Relevant courses are attended and knowledge implemented. Further support is sought if necessary.	
	Provide opportunities during the year e.g. through the monitoring cycle, for teachers to moderate milestone outcomes in year groups. Maintain writing portfolio for reference.	2 Termly	Assessment Leader	Staff Meeting time/ INSET time	Teachers are provided with time to moderate in teams to develop confidence in reaching an accurate milestone of pupils' outcomes	
	Milestones submitted for reading, writing, SPaG and maths to the Assessment Leader at the end of each half term. Dates to be given to teachers in advance. Data inputted into SIMs by class teachers and tracked and analysed against the children's end of previous year milestone.	1 Termly	Assessment Leader	Pupil Tracking Grids SIMs Assessment	Pupil attainment milestones are submitted using agreed tracking grids half termly and inputted onto SIMs termly and analysed. This information is then shared with all teachers during pupil progress meetings.	

	Work with Foundation Leaders (across the Trust) and Foundation Subject Leader to develop a consistent, manageable approach to assessing pupil achievement within the broader curriculum.	1 Autumn	Assessment Leader/ Foundation Subject Leader/ Foundation Leaders	Meeting time	A consistent, manageable approach to assessing the broader curriculum is developed and implemented.	
	Use termly assessment data and SIMs to closely monitor and track pupils' progress against their KS1 test outcome. Specifically identifying those pupils not making expected progress (for reading, writing and maths) in each year group, share with all staff and ensure these children are identified on termly provision maps.	1 Termly	Assessment Leader	Monitoring KS1 progress template	Pupils' progress against KS1 test outcomes are closely monitored on a termly basis and used to inform termly provision maps and pupil progress meetings.	
	Review the progress trackers which teachers submit termly data on to include the tracking of progress, not only from the end of the previous year, but also from their KS1 test outcome. Teachers to calculate percentages of progress and attainment prior to submission.	1 September	Assessment Leader	New progress trackers for each year group	Progress Trackers track progress against end of previous year and, more importantly, against KS1 test outcomes, giving class teacher as clear indication of KS1 to KS2 progress for each pupil.	
	Alongside the English Leader and Maths Leader, review the use of, and effectiveness of, assessments used in Year 3, 4 and 5. Consider the use of alternative assessments if needed.	1 Autumn 1	Assessment Leader/ English Leader/ Maths Leader	Cost of any new assessments purchase	Assessments used in English and Maths are effective and support teachers in reaching an accurate milestone for pupils in their class.	
	Liaise closely with the Maths Leader regarding the Year 4 Multiplication Tables Check (7 th June – 3 week period), to ensure all admin tasks are completed and deadlines are met. Each test is administered following all guidelines.	1 Summer	Assessment Leader/ Maths Leader	Y4 MTC guidelines	The Y4 MTC is administered according to all guidelines and deadlines are met.	
	Ensure all KS2 SATs Test guidelines and dates are followed in preparation with for the w/c 10 th May. Liaise closely with Year 6 Year Group Leader.	1 Ongoing	Assessment Leader	KS2 test guidelines	The end of KS2 tests are administered according to all guidelines and deadlines are met.	

Parent/ Governor/ Community Engagement	Data reports are produced to share with staff, governors and directors on a termly basis in order to assess impact and identify actions to narrow gaps. Meet with link governor once a year.	2 Termly	Assessment Leader	Data reports	Data is analysed and reports produced and distributed to key stakeholders. Meeting to take place with link governor on a termly basis.	
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Long Term Objectives:

2021 – 2022

- Review and monitor the assessment system used for the broader curriculum.
- Ongoing moderation across the key stage/Trust and development of portfolio's
- Cluster moderation with other local schools

2022 – 2023

- Review all assessment systems and procedures and update policy where needed

RISE PARK JUNIOR SCHOOL IMPROVEMENT PLAN 2020 - 2021

Area: Stars School Travel Plan

	Strategic Planning Area	Time-scale	Lead Staff	Resources/ Costs	Success Criteria	Monitoring/ Review Of Progress
Junior Travel Ambassadors (JTA) & School Travel Plan Lead (STP)	Ensure JTA/TFL information is on display board and school website, showing how active travel and road safety is evident in our school.	Ongoing	STP lead, JTAs		School website and display boards shows current evidence of JTAs and TFL throughout the school.	
	Appoint new JTAs for the academic year	Oct 20	STP lead, Bike lead, Working group		JTAs appointed	
	The JTAs meets regularly with the STP and working group to promote active travel and road safety in the school.	Half Termly	STP lead, Bike lead, JTAs, Working group		Opportunities provided for JTAs and working group to promote active travel and road safety in the school.	
	Promote JTAs through assemblies e.g. launch assembly, termly update assemblies	Ongoing	STP lead, JTAs		Opportunities provided for JTAs to take assemblies to promote their work in the school.	
	Apply for funding to help school promote active travel, e.g. pool of bikes, waiting shelter for parents.	Autumn Term	STP lead, Working group	Match funding	Funding apply for to improve TFL in the school.	
	Attend the annual School Travel Plan meeting.	March 21	STP lead, Bike lead		Attended by STP lead and Bike lead.	
	Update and complete School Travel Plan (STARS)	Ongoing	STP lead		STARS School Travel Plan kept up-to-date.	
Active Travel	Carryout a Local Travel Survey of traffic outside school area (pre)	Autumn Term	STP lead, JTAs	Local Travel Survey	Evidence of Local Travel Survey	
	JTAs to promote active travel through assemblies e.g. history of bikes, bike polo, Bling your Bike	Ongoing	STP lead, JTAs		Opportunities provided for JTAs to take assemblies to promote active travel in the school.	
	Promote Active Travel through competitions, e.g. The Great British Bike Off	Ongoing	STP lead, JTAs	Prizes for competition	Opportunities provided for JTAs to promote active travel through competitions.	

	Walk to events for local school trips and visits.	Ongoing	Staff		Opportunities provided for children and staff to walk to local events and visits.	
	Use private coaches or public transport for school trips.	Ongoing	Staff		Coaches and public transport used for school visits where possible.	
	Carryout a Local Travel Survey of traffic outside school area (post)	Summer Term	STP lead, JTAs	Local Travel Survey	Evidence of Local Travel Survey	
	Carryout a Car Seat Survey to determine how many car seats are being used and if used correctly.	Summer Term	STP Lead, JTAs	Car Seat Survey	Evidence of Car Seat Survey	
	Provide seat belt and car seat workshops and events, eg How to fit car seats (parent sessions), 'Belt up'	Summer Term	STP Lead, JTAs, Elaine Keeler		Opportunities provided for children and parents to take part in seat belt and car seat workshops and events.	
Encourage pupils and staff to walk to school	Ensure all children and adults take part in the 'Daily Mile'. (Weather permitting)	Ongoing	STP lead, JTAs		All children and adults to walk the 'Daily Mile' everyday, weather permitting.	
	Take part in local and national walking promotions and events, eg International Walk to School Month, National Walk to School Week, Walk to School Challenge, Jam Busters, Kid's Walk	Ongoing	STP lead, JTAs	Prizes for competition, trophies etc	Opportunities provided for children and staff to take part in local and national walking events to encourage them to travel to school other than by car.	
	Carryout a Hands-Up survey to be completed by all pupils and staff on how they travel to school.	April 21	STP lead	Hands-Up Survey	Evidence of Hands-Up survey on STARS School Travel Plan.	
Promoting Cycling & Scooting	Carryout a cycling Pre-Hands-up Survey.	Sept 20	STP lead, JTAs	Cycling survey	Evidence of cycling Pre-Hands-up Survey.	
	Take part in local and national cycling & scooting promotions and events, eg World Car Free Day, National Bike Week, The Big Pedal	Ongoing	STP lead, JTAs	Prizes for competition, trophies etc	Opportunities provided for children and staff to take part in local and national cycling events to encourage them to travel to school other than by car.	
	Provide Bikeability cycle training.	Oct 20	STP lead		Opportunities provided for Year 5 children to have Bikeability training through Cycle Confidence.	
	Provide bike club for children to learn to cycle.	Ongoing	Bike lead		Opportunities provided for children to have cycle training.	
	Provide staff cycle training and pool bike hire.	Ongoing	Bike lead, STP lead, Staff		Opportunities provided for staff to have cycle training and take bikes home overnight/ weekend.	

	Provide Bike Polo Club for Year 5 & 6 pupils.	Ongoing	Bike lead		Opportunities provided for Year 5 and 6 children to play bike polo.	
	Provide cycling workshops, visitors and events, eg Bikers Breakfast, Cycling Maintenance workshop, Dr Bike, BMX display, Smoothie bikes	Ongoing	Bike lead, STP lead, JTAs		Opportunities provided for children to take part in cycle workshops and events.	
	Hold an annual 'Bling your Bike' competition.	Arts week	STP lead, Art lead, JTAs	Prizes for competition	Evidence of each class to taking part in a 'Bling your Bike' competition during Arts week.	
Road Safety Awareness	JTAs to promote road safety through assemblies.	Ongoing	STP lead, JTAs		Opportunities provided for JTAs to take assemblies to promote road safety in the school.	
	Provide Road Safety workshops, visitors and events, e.g. Road Travel Assembly, Road Safety talks, teach Road Safety to KS1	Autumn 1	STP lead		Opportunities provided for children to take part in road safety workshops and events.	
	Take part in local and national Road safety promotions and events, e.g. Be Safe Be Seen!, Road Safety Week	Ongoing	STP lead, JTAs	Prizes for competition, trophies etc	Opportunities provided for children and staff to take part in local and national walking events to encourage them to travel to school other than by car.	
	Promote Road Safety through competitions, e.g. Highway Code Promotion competition	Ongoing	STP lead, JTAs	Prizes for competition	Opportunities provided for JTAs to promote road safety through competitions.	
Air Pollution Awareness	JTAs to promote better air condition through assemblies e.g. cleaner air, Miles the Mole	Ongoing	STP lead, JTAs,		Opportunities provided for JTAs to take assemblies to promote air pollution in the school.	
	Provide better air quality workshops, visitors and events, e.g. Miles the Mole campaign	Ongoing	STP lead, JTAs	Hire Miles the Mole costume	Opportunities provided for children to take part in air pollution workshops and events.	
	Take part in local and national Air Pollution promotions and events, e.g. National Gardening Week	Ongoing	Eco lead, Eco warriors	Prizes for competition, trophies etc	Opportunities provided for children and staff to take part in local and national air pollution events to encourage them to travel to school other than by car.	
	Promote better air quality through competitions, e.g. Anti-Idling competition	Ongoing	STP lead, JTAs	Prizes for competition	Opportunities provided for JTAs to promote air pollution through competitions.	

STP lead – Miss Windebank

Bike lead – Mr James **Eco lead** – Mrs Mugal **Art lead** – Miss Nagra

RISE PARK ACADEMY TRUST DEVELOPMENT PLAN 2020 - 2021

School: Rise Park Junior

Subject Area: P.E.

SEF heading	Strategic Planning Area	Timescale/ Priority 1-5	Lead Staff	Resources/ Costs	Success Criteria	Monitoring/ Review Of Progress
Quality of Education (including SEND, PP and disadvantaged groups)	Audit of equipment with regards to purchasing what is needed to extend learning and for lessons to be inclusive.	Summer 2020 term (2)	Mr James	Sports Funding to be used £300 swimming £700 (sports/gym equipment)	P.E. equipment is of a high standard; with enough quantity to facilitate scheme of work and is accessible by children and adults.	
	PIPs continue to encourage children to be active at lunchtimes.	Ongoing (1)	Ms Coyle		Change4Life groups set up. PIPs in place.	
	Organise an apparatus inset to ensure safe handling for staff and children	Autumn term (1)	Mrs Dorrington		Apparatus inset has taken place	
More Able Provision	Ensure that children who display a natural talent for a sport are chosen to attend external competitions.	Throughout the year (2)	Mr James, Mrs Web, Mrs Dorrington		More able children have been recognised and chosen to participate in a selective group, in order to focus on extending their abilities. A variety of clubs are organised to provide opportunity.	

Behaviour and Attitudes	To continue to develop the role of P.E. leader across the schools in order to raise standards in all aspects of P.E.	Ongoing (1)	Subject Leader/Sports Coach		P.E. policy is reviewed to ensure all aspects of the P.E. curriculum are reflected. Discussions with KS1 Subject Leader.	
	To monitor schemes of work and assessment sheets to ensure continuity/progression across the key stages.	Termly (3)	Subject Leader		Termly feedback – assessment from teaching staff/premier sport (KS2) ensures student progression	
Personal Development, (including safeguarding and SMSC)	All children to participate in indoor and outdoor P.E.	Throughout the year (1)	Mr James and Subject Leader		New 'Sports crew' set up to organise intra school activities. A new Change4life club to be set up, targeting least active children in year 3.	
	Every child to be surveyed to ascertain those who require physical motivation.	Autumn term and summer term respectively (2)	Mr James and Subject Leader		Sports Survey completed in the autumn term, then repeated in the summer term.	
	Extra swimming for non-swimmers.	Autumn term (2)	Mrs Webb		Non-swimmers are receiving extra tuition.	
Cross-phase partnerships (RPAT)	Links with KS1 and KS2 – a sporting activity morning to be held with Yr2 and Yr5.	Summer term (3)	Subject Leaders, KS1 and KS2		Date in the diary for this event.	

	Year 5 to establish links with secondary schools (Marshalls Park Academy and Bower Park Academy).	Summer term (3)	Year Group Leader		Year 5 have visited a secondary school	
Leadership and Management	To continue to support staff with scheme of work.	Throughout the year. (1)	Subject Leader		P.E. planning reflects half termly topics where possible.	
	Review success of team competitive sports day. (KS1 & 2)	Summer term.(2)	Subject Leader and staff		Liaise with KS1 Subject Leader. Discussions with staff.	
	Continue with sports crew facilitating intra-school competition, across houses/year groups.	Spring term. (3)	Subject Leader and Mr James		Arrangement of intra-school activities.	
	Continue to participate in inter-school activities run by the Sports Collective.	Throughout the year. (1)	Subject Leader and Mr James		Children have participated in a wide range of activities organised by the Collective.	
Parent/ Governor/ Community Engagement	Meet with the PE Governor to discuss various aspects of PE within KS1 and KS2.	Summer term (3)	Subject Leader		All parties involved with PE are working together and have knowledge of current events across the Academy.	
	Inform parents of the PE curriculum via a year group information sheet.	Termly (1)	Year Group Leaders and teachers		Termly Curriculum Newsletters are sent to parents.	

Long Term Objectives:

2021 – 2022

- Continue to develop intra sporting activities across the key stages.
- Continue to monitor children's participation of physical activity, using pupil participation survey/teacher assessment.
- Review the progress of the all-weather facility upon the school and the local community.

2022-2023

- Continue to monitor and review all schemes of work.
- Continue to monitor children's participation of physical activity, using pupil participation survey.
- Continue to establish links between secondary schools.

RISE PARK ACADEMY TRUST DEVELOPMENT PLAN 2020 - 2021

School:

Subject Area: Geography

SEF heading	Strategic Planning Area	Timescale/ Priority 1-5	Lead Staff	Resources/ Costs	Success Criteria	Monitoring/ Review Of Progress
Quality of Education (including SEND, PP and disadvantaged groups)	To lead Geography across KS2, with a specific focus on ensuring the Humanities curriculum engages and challenges all pupils.	On going	Humanities subject leads	Purchase of resources needed to supplement and aid children's learning subject to SLT approval	<p>Clear cross-curricular links between Humanities and other curriculum areas) have been established and are reflected in pupils' books.</p> <p>Staff will be able to deliver a valuable geography experience through the curriculum.</p> <p>Relevant resources and plans made available to class teachers.</p> <p>Ensure objectives are included in planning and success criteria are recorded in pupils' books.</p> <p>Atlases/ICT to support classroom learning and map skills</p>	
	To ensure children are building on pre-existing skills whilst gaining new skills to achieve progress in all areas of the geography curriculum.	Ongoing	All teaching staff	Release time	<p>Geography curriculum is monitored.</p> <p>Use of ICT to engage the learning</p>	

			(Humanities subject leads to monitor)		Monitor teaching plans; carry out book looks in all year groups and observations as and when possible.	
	To encourage opportunities for outdoor learning where possible and carry out external trips which engages pupils interest in the wider world.	Ongoing	Year Leaders Teaching staff		Use of school grounds in the teaching and learning Encourage teachers to book visits which involve an element of field work on external trips.	
	To promote opportunities for children to share and discuss their experiences linked to human and physical geography		All teaching staff		Opportunities in PSHE, assemblies, EMW to discuss key issues. Opportunities given to watch world events on Newsround given.	
	To continue to develop cross curricular links with geography objectives and support staff in the use of planning materials (eg. Planbee, 3D Geography, Google maps and interactive websites) to support with the teaching and learning of Geography.	Ongoing	Humanities subject leads		Teaching staff to promote the enjoyment of geography and developing inquisitive skills about the wider world. Use of resources and ICT to engage the learning	
More Able Provision	Planning is appropriate and engaging to enrich all pupils and challenge the most able.	Ongoing	All Teaching Staff		Clear cross-curricular links between Humanities and other curriculum areas) have been established and are reflected in pupils' books. Ensure children are provided with opportunities to develop investigative and research skills in their	

					<p>Geography/cross-curricular lessons.</p> <p>To model and consolidate their understanding of online mapping, aerial photography, historic and modern maps, ordnance surveys and grid referencing</p>	
	To promote activities which require and develop enquiry skills and allow for pupils to discuss issues which have a wider impact on our lives		Teaching staff		<p>Staff will be able to deliver a valuable geographical experience through the curriculum.</p> <p>Work as a peer for others within the classroom and wider setting.</p> <p>Opportunities for discussions on topics outside of the lessons</p>	
	Opportunities for learning experiences and external trips which develop human and physical geographical knowledge	Ongoing	<p>Year leaders</p> <p>Teaching staff</p>		At least one external visit in the year with a strong Historical/Geographical content organised	
	To ensure children are using more sophisticated investigative and research skills which builds upon and challenges their existing skills necessary to achieve accelerated progress in Geography	ongoing	All teaching staff		<p>Book looks</p> <p>Ensure planning ensures continuity of coverage and investigative skills</p> <p>Children used as role models/peers supporting others within their setting and other classes.</p>	

					Ensuring ICT is embedded in their learning and geographical skills are becoming more sophisticated eg. Deeper understanding of ordnance surveys and grid referencing.	
Behaviour and Attitudes	Pupils behave appropriately inside and outside of the classroom and on external visits/trips.	Ongoing	Year group leads All Teaching Staff		School behaviour policy adhered to at all times. Information shared with parents/carers To complete risk assessment before any educational visits.	
	To establish pupil's involvement and enjoyment of Geography lessons.	Autumn term	Humanities subject leads		Pupil voice demonstrates children are keen to explore different cultures, people and places and enjoy geography lessons	
	Commitment to attend termly/half termly meeting as Eco Warriors and maintain any Litter Picker duties.	Termly	Humanities subject leaders		Opportunities available to join Eco Warriors and discuss key issues and ways forward in making the school more 'Eco-friendly' Pupils behave appropriately and are good role models to others	
Personal Development,	Geography is delivered (under Humanities) in all year groups and ensure recommended levels of progression for all children being met.	Ongoing	Year group leads Humanities leads		Book Look each term to ensure coverage and	

(including safeguarding and SMSC)					differentiation plus links SMSC All groups of children make recommended levels of progression.	
	Ensure any resources and ICT used is safe and appropriate	Ongoing	All teaching staff		Teachers watch any media prior to children viewing to deem suitable Ensure no hazards within the classroom	
	To complete risk assessment before any educational visits.	Ongoing	Year group leads		All educational visits/internal activities are adequately risk assessed and approved.	
	To attend any CPD meetings to enhance subject knowledge	Ongoing	Humanities subject leaders		Attendance/participation in any seminars, meetings to increase subject knowledge/develop skills in this subject.	
Cross-phase partnerships (RPAT)	To audit geography resources and notify teaching staff of available resources which can be utilised across the Academy.	Autumn Summer	Humanities subject leads		Central location of resources Staff are aware/made aware of resources available	
	Ensure geography curriculum overview provides children with the coverage of key skills and knowledge of their local environment as well as the wider world.	Ongoing	Humanities subject leads		ICT/Geography cross curricula links are monitored. Pupils develop skills and techniques across all year groups.	

	Working and liaising with infant subject leader/s and seek opportunities to promote an engaging curriculum across the academy.	Spring/ summer	Humanities subject leads		Sharing of any resources and grounds throughout the Academy. Possibility of mini-teaching sessions, joint visits?	
Leadership and Management	To monitor geography lessons in each year group	Ongoing	Humanities leaders	Release time	Termly Humanities book look across the school and photographic evidence of displays will show year group consistency of teaching and learning. Observations of good practise as part of the monitoring cycle. Discussions with staff and pupils	
	To review the Humanities policy.	Autumn 2 and summer 1		Release time	Review and refine the Knowledge and Skills Progression document in association with the Whole School Curriculum Overview, to ensure that the key national curriculum objectives are met	
	To monitor and assess pupils learning across KS2 and keep a portfolio of evidence. Ensure work is differentiated to enable challenging opportunities and monitor the progression of geographical skills.	Ongoing	Subject leads	Release time	Geography cross curricula links Pupils develop skills and techniques across all year groups. Book looks – feedback to staff	

	To ensure historical and geographical skills are both being taught as part of a joint humanities curriculum	Ongoing	All teaching staff		Book looks Planning (monitored by Humanities subject leads)	
	To ensure teachers are able to use planning materials such as Planbee, 3D geography and Geography resources to support them in their planning and delivery of lessons	Ongoing	All teaching staff Humanities subject leads		Book look with feedback to staff Updating/purchase of any resources and advising staff Ensuring staff are able to reach out to humanities leads to request support/resources in their planning and delivery of lessons Staff feel confident in their delivery of Geography lessons	
Parent/ Governor/ Community Engagement	To inform parents of the History curriculum via the termly curriculum newsletter.	Termly	Humanities subject leads		Termly curriculum newsletter made available to all parents/carers.	
	Homework develops investigative skills and/or has strong geographical links	Ongoing	All teaching staff		Parents assist pupils with homework tasks. Links to in school learning are developed and challenged	
	To support pupils in accessing opportunities to deepen their interests in the wider world	Ongoing	All teaching staff, Humanities subject leads		Staff provide opportunities for pupils to develop their interests within and outside of lessons	

					Competitions, participation in non-school events	
					Teachers regularly view Newsround and allow for opportunities to discuss key issues	
	To develop whole school awareness of becoming increasingly eco-friendly eg. Encouragement to join as eco-warrior, less waste in packed lunches promoted, switching off of lights and whiteboards in classrooms and promoting walking to school.	Ongoing	Teaching staff/ Humanities subject leads		Feedback from pupils is positive in the learning of Geography and interest in nurturing the environment in which we live Eco-warriors used as role models	
	To encourage parental support and participation.	Ongoing	Year group leaders		Parent participation on school visitors, in-class visits where linked to the learning	

Long Term Objectives:

2021 – 2022

- To continue to monitor the effectiveness of the Humanities Long Term Whole School Overview on pupil's learning and ensure key national curriculum objectives are being met
- To review and update resources
- To ensure the teaching of Geography is enjoyable and challenging and children's learning is progressive

2022 – 2023

- To look for opportunities to explore the teaching of Geography in other schools and its effectiveness
- To continue to ensure that key national curriculum objectives are being taught and met, with any changes updated
- To develop further opportunities for field trips

RISE PARK ACADEMY TRUST – SCHOOL IMPROVEMENT PLAN 2020-2021

Area: Governance

SEF heading	Strategic Planning Area	Timescale	Lead Staff	Resources/ Costs	Success Criteria	Monitoring/ Review of Progress	
Outcomes for Pupils	Continue to develop a termly overview of visits to coincide with the report schedule currently in place. Publish this on GovernorHub.	Autumn Term	Chair/Headteacher	Possible supply costs	A clear plan is available for all governors/staff		
	Increase the presence of all governors during the school day, with the focus being on school improvement plan	Autumn Term	Chair		School visits are planned in advance (at least 4 weeks before the meeting)		
	Governors to attend school council meetings		Chair		Reports are prepared in advance using approved template (at least 3 weeks before the next meeting)		
	Collect pupils' opinions through pupil voice questionnaires and meetings.	Yearly/ongoing	All governors	Use of room Questionnaires	Pupil voice meeting is completed and results analysed		
Quality of Teaching, Learning and Assessment (including SEND/PP/ disadvantaged /MA groups)	All governors to continue attending events within the school.	Ongoing	All governors		Governors will be present and visible at important school events such sports day, assemblies, SATS etc.		
	Governors to form a working party to focus on raising attainment in spelling across the school	September 2020					
	Governors to attend observations that will mirror the school key objectives	Ongoing	All governors		Governors will complete observations and provide feedback at next meeting.		

Quality of Leadership and Management	Continue to develop the roles of governors through ongoing training.	Ongoing	All governors	Training/course costs	Governors' confidence and knowledge increases. Governors become more confident to with their area and are able to ask relevant questions at meetings.		
Personal Development, Safety and Welfare (including safeguarding/ SMSC)	Training and development sessions are attended and updated frequently. Governors to attend safeguarding training at least annually.	Ongoing September 2020	Training and Development governor All governors	 Course costs	All training is logged and presented at each meeting. All governors inform Training and Development governor when they have attended a course. All governors to attend required training.		
Views of stakeholders	To increase communication with parents/carers	September 2020 Termly	Chair/All		A minimum of one governor to be present at school events e.g. Parents' Evening, to be available to talk with parents/carers.		

Long Term Objectives:

2021 - 2022

- To tailor pupil/parent voice meetings to meet the needs of the school.
- To continue to recruit governors with relevant required skills
- To regularly review the scheduled programme for visits/reports.