

Our Lady Of Lourdes Catholic Primary School Single Plan 2019 - 2020

OfSTED Key Actions

Leaders and those responsible for governance should ensure that:

they continue to improve the quality of teaching so that more is outstanding, by:

- ensuring that the handwriting policy is implemented by all staff
- ensuring that teachers' explanations are always clear and concise
- providing all pupils with access to the resources that allow them to work independently.

Theme 1: Quality of education

SEF Grade: 2

Key Priorities:

- To improve the quality of teaching from good to outstanding
- To improve end of year outcomes in Phonics, English (Reading and Writing) and maths with a focus on boys, disadvantaged, greater depth and EAL
- To improve the implementation, assessment and outcomes of phonics sessions.
- To continue to increase consistency and confidence in the use of the school's assessment processes of the wider curriculum with a focus on attainment and progress
- To embed the handwriting resource 'Letterjoin' into effective and consistent practice across the school
- To further develop the wider curriculum to ensure consistency in intent, implementation and impact of knowledge and skills for all children

Success Criteria:

- Outcomes will be as follows:

- **EYFS targets 2019:** At least **80%** of pupils will reach a good level of development.
- **Phonics in 2019:** **85%** of children in **Year 1** will meet the expected standard in the phonics screen.
- **90%** of children in **Year 2 (Y1&2 cumulative)** will meet the expected standard as a result of the phonics screen re-take.
- **KS1 & KS2:**

Attainment:

For at least **80%** of children in Key Stage 1 and Key Stage 2 to attain ARE/ARE+ at end of key stage assessment in Reading, Writing and Maths.

For Greater Depth at least **30%** to achieve in Reading, **20%** in Writing and **25%** in Maths

Progress: To ensure that pupils make at least Expected (good) **progress (i.e 0.1 point progress per term e.g. from .1 to .3)** each year.

Expected progress per class for Reading, Writing and Maths will be **90%** of children.

- 100% of teaching is judged good or better with at least 40% with outstanding features (triangulated judgement).

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| <ul style="list-style-type: none"> • Evidence of accelerated progress and raised attainment in Year 1 phonics and English across the curriculum and across the school with a focus on boys, disadvantaged, greater depth and EAL children. |
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Key Actions	Person(s) Responsible	Timeframe
1 Staff to continue to monitor and improve phonics and spelling teaching through the development of the delivery of RWI phonics, Oxford Owl Spelling resources. Regular liaison meetings between phonics lead and staff delivering phonics sessions. Half termly. Assessment from first half term was delayed in y1/2 due to underestimation of time required for 1 person to complete all y1/2 assessments. Staff liaison to occur in assembly time.	RWI lead KS1 CTs delivering phonics	See phonics action plan
2 Raise the profile of phonics and spelling in the school through the use of display and Star Pupil certificates (KS1) Phonics school focus to be visible everywhere – classrooms, corridors, hall, shared areas, front office, HT office. Discuss and agree in staff meetings Learning walk to highlight good phonics displays as part of staff meeting 12.11.19	CT, TA	Ongoing
3 Year 1 phonics - Pier to meet with y1 teacher weekly to identify phonics focus for following week. Practice session dvd to be worked through in this weekly meeting. Discuss learning from DVD's and identifying next steps and reflecting on current practice Phonics lead to train new year 1 TA in phonics delivery Phonics lead to be released to cover Rec class phonics session so that Pier can model pace and delivery/team teach/carry out observations -. PA to model the key script e.g. special friends, Fred Talk, read the word – after half term due to settling Reception PA to model and explicitly point out how to embed oral blending throughout day – phonics pupil conferencing to be led by RWInc lead to monitor. Fortnightly time to be allocated 11:30 – 12pm for TA's delivering phonics sessions to watch training dvd's and complete dvd evaluation forms on key points (videos about 5 mins long). All TAs to have RWInc notebooks to bring along to sessions After half term Karen has given CPD to TA's delivering 1:1 phonics intervention and new y1 TA Lesson observations for Autumn term in Rec and Y1 to be phonics TA appraisal observations in KS1 to be phonics	PA, KC, JP	Ongoing Termly

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<p>All teachers to liaise together with phonics lead and group children after half termly assessments. Half termly dates placed on single plan for 2019/2020 First date – 25/10/19 w/b 11/11/19 KC completing phonics assmts this week</p> <p>Phonics to be first agenda item on PPM's – PPMs to be linked to half termly assessments first PPM = teachers initial impressions before phonics assessments</p> <p>In parents phonics meeting, further support parents with how to pronounce pure sounds and how to blend sounds together to read (Fred talk) 7/11/19 Parents shown pure sounds dvd and how to access from home</p> <p>Phonics sessions to occur daily (5x a week) – Phonics lead collecting registers</p> <p>Y1 CTG group to be set up - Nick Locke to model = 5 chn below y1 are (8:50 – 9am) or 1-1.10</p> <p>ST to deliver 1:1 phonics catch up – released from y3/4 interventions – Karen has trained ST with Speed Sound cards on Friday 18/10/19. Sessions twice weekly began 21/10/19</p>		
<p>4 Year 2</p> <p>PPM first agenda item – to group phonics resit children appropriately and plan appropriate amount of support afternoon TA support left – alternative choices unable to take on additional hours</p> <p>Phonics to be an integral part of resit children's reading group with CT</p> <p>AW to watch 'Y1 afternoon speed sound lesson CPD dvd – Ruth Miskin school portal to support accurate teaching of phonics</p> <p>TA appraisal observations in KS1 to be phonics</p> <p>In parents phonics meeting, further support parents with how to pronounce pure sounds and how to blend sounds together to read (Fred talk)</p> <p>Y2 bridging the gap guided reading pack to be used (OUP?)</p>	<p>AW SLT</p>	
<p>5 Reception</p> <p>After half term Rec staff to identify chn who need 1;1 phonics catch up 8 chn identified</p> <p>Chn to work with EY staff on 1:1 catch up activity programme – as modelled by Nick Locke</p>	<p>PA, BP, CL</p>	<p>Half termly</p>
<p>6 Staff Meetings to embed models of review and improve (mini plenary) sessions to be held during lessons to enable children to be more effective at self and peer assessment to increase their learning and accelerate their attainment and achievement. Staff to reflect on practice and share further learning in staff meetings. To be monitored during lesson observations.</p>	<p>DHT and Class Teachers (CT)</p>	<p>Termly</p>
<p>7 SLT to observe use of mini plenaries during lessons and, where appropriate, provide diagnostic feedback on how to improve the use of these.</p> <p>Writing focus in RE lesson observations Autumn term</p>	<p>SLT</p>	<p>Termly</p>

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<p>Reading Focus – action research x2 staff meetings 8.10.19, 5.11.19 Staff found it valuable to see other practice: foci = prediction/inference/ mastery approach with differentiated questioning. Staff emailed to provide written feedback to Anita 11/11/19</p> <p>Writing focus in Spring term Lesson observations</p> <p>Maths focus in Summer term</p>		
<p>8 All KS2 teachers to continue to embed and use Closing the Gap (CTG) writing activities 9.00-9.15 daily in order to ensure accelerated progress – monitor and feedback (with focus on Pupil Premium and other vulnerable groups where appropriate). Use of Pupil Progress meetings to monitor impact on children's attainment and progress. (Teachers to ensure relevant disadvantaged children and other identified children are part of CTG groups). To be monitored by the DHT and INCo Intervention sheets collected in by Zoe</p>	CT	Termly
<p>9 Learning journeys/ toolkits to appear on working walls and in books at the beginning/(toolkits throughout) of each new Writing genre unit and Maths unit. Children to have word mats and resources to hand to support learning.</p>	CT	Termly
<p>10 DE Tracker sheets to be completed termly for all children for all core areas – change of PPA teacher and as supply not expected to assess (with focus on higher attainers and other vulnerable groups eg Disadvantaged) Discussion will be had with subject leaders about how best to assess subjects/ subject leader time allocated Staff meeting time after half term e.g. art</p>	DHT and CT	Termly
<p>11 White Rose maths objective tracker assessment system/ Pie Corbett Progression in Writing document to be updated/ regularly annotated as the teaching and learning is completed during the term to show coverage and attainment (with focus on higher attainers and other vulnerable groups eg Disadvantaged/boys/EAL/ higher attainers) DHT to identify improved Writing and Reading tracking systems to replace DE Objective Tracker Y3 and y4 trialling writing assessment from Saltdean Anita checked white rose obj tracker on 11/11/19, 2 classes have not started and rest were not fully up to date – staff emailed and reminded. Anita to check again in 2 weeks At ppm's staff had completed these.</p>	CT	Termly
<p>12 All staff to attend staff meetings to moderate Writing and maths. Termly meetings have been organised with Deans Partnership Schools to ensure quality and standards are maintained and good practice shared. 18/11/19</p>	CT	Half termly

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13	To ensure and review pre-assessment and assessment tasks in Writing and Maths – how can these be made more effective for planning and accelerating progress? Writing pre- and post- assessment tasks to be used as moderation exercise at staff meetings. Y6 AND Y5	HT, DHT, CT	Termly
14	Live marking to be part of lessons in line with school policy and good practice with particular focus on higher achievers and vulnerable groups (eg Disadvantaged/boys/EAL/greater depth) from observations, work scrutinies and child conferencing. Maths . Pupil conferencing for maths – chn able to discuss teacher trawling and impact of self marking	SLT and CT learning walk	Termly
15	CT to prepare data for analysis and for CTs to create an action plan of how to support children based on their previous attainment and progress data during a staff meeting. (with focus on disadvantaged/boys/EAL/gd) SLT to analyse data separately at an SLT meeting to generate questions to support and challenge CT action plans to improve attainment and progress with a focus on writing (More Able and Disadvantaged) Data to be scrutinized at Pupil Progress Meetings to ensure data is robust and identify those children, with a focus on Pupil Premium, on track, vulnerable to underachievement or who should be working at/towards ARE+ and are not and what the next actions will be	CT, INCo, DHT, HT SLT to analyse data and provide support and challenge to CT to create robust action plans CT to analyse data and populate Venn diagrams for PPM with an action plan to accelerate progress	Half Termly after first PPM
16	Continue to embed the use of self and peer assessment, through review and improve peer and self-editing, linked to toolkits Teachers on rota will continue to bring examples of work for shared marking (with focus on Pupil Premium and other vulnerable groups) y5/6	CT	Termly
17	INCo to monitor and evaluate the attainment and progress of Disadvantaged children through half termly 'Book Looks' and feedback to teachers to adapt teaching and intervention programmes according to outcomes – to be minuted and sent to SLT 6/12/19	INCo	Half termly after first PPM
18	INCo to track and record the attainment and progress of disadvantaged children through Pupil Progress Meetings and adapt intervention programmes according to outcomes.	INCo	Half termly after first PPM

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19 INCo to review all interventions across school in light of termly data, monitor and review their delivery in PPM as well as feedback findings of observations, work scrutinies and child conferences to teachers and teaching assistants to further develop practice and improve the attainment and progress for identified children.	INCo	Half termly after first PPM
20 CT and TA to complete all Intervention sheets with achievement and feedback incl CTG sessions – staff to email Zoe completed forms	CT, TA	Half termly
21 DHT to monitor More Able maths and writing work and DE tracker completion, analyse and evaluate half termly and give feedback to each teacher and record this. Feedback to SLT: Y3 trialling new writing assmt sheets * DHT monitoring feedback * PPM monitoring progress (with focus on Pupil Premium and other vulnerable groups)	DHT to monitor completion of DE Tracker and white Rose Objective tracker termly - file and email HT findings and next steps	Half termly
22 SLT to monitor guided reading sessions through pupil conferencing and book scrutiny and feedback to staff	DHT	Termly
23 Staff meeting time to be allocated for new TfW resources – reading (Autumn) and writing (Spring) Writing toolkits focus in Autumn term – one Autumn 1, toolkits to be shared with all staff. Insufficient meetings available but parent workshops		Termly
24 Staff meeting times to be identified for the analysis of the lesson and planning of action research lessons led by DHT and carried out in year group planning pairs eg Years 1/2, Years 3/4, Year 5/6. DHT to support teachers with resources and strategies. 5/11/19		Autumn term - reading
25 Staff meeting times to be identified for the analysis and next steps of action research lessons to impact positively on practice and children's achievement 5/11/19		Autumn term
26 Cracking Comprehension, Comprehension Express and Project X guided reading resources to continue to be used across Years 3 to 6 during timetabled Guided Reading sessions. Year 2 to use newly purchased guided reading resources for children who did not pass the Y1 phonics screening assessment.	CTs	Weekly
27 DHT/INCo to lead monitoring and evaluation of Cracking Comprehension, Comprehension Express and Project X resources through observations, book look and child conferencing to ensure effective groupings,	HT and CTs	Termly

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challenge and further impact on the children’s attainment and progress in reading and support teachers further development and impact of these sessions. After half term			
28	Fresh Start and Code X reading resources to be continued to be further embedded across KS2 with INCo support to continually audit children’s abilities for programme streaming purposes and ensure children are grouped effectively (with focus on Disadvantaged and vulnerable groups)	INCo	Termly
29	INCo support to continually audit Teacher and Teaching Assistant abilities for Fresh Start and Code X teaching and learning strategies and ensure this is effective in conjunction with LSS expert	HT and INCo	Termly
30	Staff to continue to model, embed and monitor the new handwriting scheme across the school. 15/10/19	CT	Daily
31	All teachers will be trained to plan further using resources e.g. from White Rose that deepen understanding in order to challenge and accelerate the progress of all children in Maths with a focus on the higher attaining children	CT, DHT	Termly x 1 staff meeting
Monitoring Implementation Arrangements:			
Theme 2: Behaviour and attitudes Current SEF Grade: 2		Key Priorities: <ul style="list-style-type: none">To improve behaviour and attitudes from good to outstandingTo improve attendance (target 97%) and punctuality and closely monitor and take actions where necessary alongside EWO and other external support services with a focus on disadvantaged children	
Success Criteria: <ul style="list-style-type: none">Increase in attendance of Disadvantaged children which impacts positively on the outcomes of this group97% attendance will have been achieved and persistent absence reduced to below national average - new EWO in school; working with ZG and PB to target specific families – with a focus on disadvantaged children100% of lessons will be judged to have good or better Behaviour for Learning e.g. posters, observations, general language of staff and pupils			
Key Actions		Person(s) Responsible	Timeframe

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1 Staff to be made aware of boys underperforming to girls and to think of ways in Staff Meetings and planning of how to engage boys successfully – to be theme in action research. Spring action research theme - writing	SLT and CTs	Staff meetings termly x 3
1 Staff to review content of topic, reading and writing to ensure interests of boys are covered to engage. To be monitored at staff meetings and be standing agenda item. Pupil writing engagement survey	DHT and CTs	Termly x 3 (Spring and Summer Writing)
2 Monitor playtime and lunchtime behaviour issues through pupil conferencing Weekly y6 boys meeting/debriefing. 24/10/19 Pier and Giulia – postponed due to G's illness – rearranged for 6/12/19	HT, INCo, MDSAs	half termly report
3 (D)HT and EWO (HSLO) to hold regular attendance monitoring meetings including all groups of children with a focus on vulnerable children	HT, EWO	Fortnightly
4 Parents to be reminded by newsletter of Attendance policy, (guidance to be provided by EWO)	HT	Fortnightly theme
Theme 3: Personal development Current SEF Grading: 2		
Key Priorities: <ul style="list-style-type: none"> • To improve personal development • To teach children to be mindful and thus to use mindful practices across the school • To revisit the school's 'restorative justice' strategies and the consistent use of EPR/SEAL/SRE resources at the beginning of each new half term bespoke to class cohorts and introduce to new staff • To further embed the schools learning culture and environment through half termly lessons • To continue to ensure the school's Poverty Proofing action plan points are addressed 		
Success Criteria: <ul style="list-style-type: none"> • Evidence across the school that children have been explicitly taught what Mindfulness is, what it is for and strategies for use are through: pupil conferencing, Live Love Learn Books, posters, observations, general language of staff and pupils, newsletter articles, assemblies etc and that this impacts on learning behaviours to support acceleration of achievement for all with a particular focus on boys, disadvantaged, EAL and higher attainers 		

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Key Actions	Person(s) Responsible	Timeframe
1 Assembly by DHT to remind of Gospel (British) Values, Learning Culture, Restorative Justice with staff and how these will be taught across the school	DHT	Autumn term
2 Parents to be informed by school newsletter in the Autumn term of Gospel (British) Values, Learning Culture, Restorative Justice - why they are taught and invited to share their individual expertise or attend workshops where appropriate	DHT	Autumn term
3 Staff meeting to review Mindfulness implementation and share good practice	HT CT	Spring Term
4 All staff to lead Mindful Moments sessions x 3 daily during Registration, after playtime and after lunch rec = 2x a day	CT	Daily
5 INCo to monitor and evaluate the impact of teaching Mindfulness through pupil conferencing December	INCo and SLT	Termly
6 Staff meeting to review Gospel (British) Values, Learning Culture, Restorative Justice x1 each over the term and next steps	SLT	x1 each over the term
7 Evidence across the school that children have been explicitly taught what the Gospel (British) Values are through: pupil conferencing, Live Love Learn Books, posters, observations, general language of staff and pupils, newsletter articles, assemblies Karen pupil conferencing 3/12/19	CT	Termly
8 All staff to continue to teach Gospel (British) Values, Learning Culture, Restorative Justice, Growth Mindset, SEAL/RSE/ EPR at the beginning of each new half term and appropriate times during the term (Evidenced through: pupil conferencing, Live Love Learn Books, posters, observations, general language of staff and pupils, newsletter articles, assemblies etc	CT	Weekly and Half termly
9 Continue to embed use of learning characters with all children (Staff meetings, Assembly, Class) and embed all throughout the term.	HT, CT	Half termly
10 INCo to monitor and evaluate the impact of teaching Gospel (British) Values, Learning Culture, Restorative Justice and EPR through pupil conferencing KC	INCo	Termly
11 Evidence that actions points from Poverty Proofing action plan have been addressed eg assemblies, meeting with families (identity and content strictly confidential), newsletter,	HT and INCo	Termly

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poverty proofing outcomes, governors' minutes, parent council minutes trip costing on website			
12	DHT and INCo to liaise with Safety Net to implement series of intervention and support for individual, groups and classes with Vulnerable Children	HT, INCo, Safety Net	As required
13	To continue to address the Safeguarding Safer Recruitment Action Plan and Review	Whole School SLT to oversee	Termly
14	To continue to implement and monitor the Safety Net programme giving 1:1 support for vulnerable children; Parenting Workshops; Working with identified year groups for whole class EPR	SLT, Staff and Safety Net	Weekly
15	The RWI Strategic Lead and Assessor can evidence the effectiveness of the RWI Phonics programme including the value of the RWInc external advisor (cost effectiveness) Giulia has met with Nick Locke and observed Development Day	RWInc Lead and External Advisor	Termly
Theme 4: Leadership and management SEF Grade: 2		Key Priorities: <ul style="list-style-type: none">To improve effectiveness of leadership and management from good to outstandingTo continue to develop the effectiveness of subject leadership in each curriculum area across the school and ensure that writing opportunities are embedded to impact on raising achievement in writing with a focus on boys, disadvantaged, EAL and higher achieving childrenTo identify opportunities to develop the role of the TA in curriculum subject knowledge and expertise and cascade this to colleagues.Subject leaders to continue the further development of a more topic based ‘creative curriculum’ to drive up standards in Maths and English	
Success Criteria: <ul style="list-style-type: none">Evidence of accelerated attainment and progress across the wider curriculum, especially for boys, disadvantaged, EAL and higher achieving childrenEvidence that all subject leaders have reviewed their policy and current practice so that it is up to date, clear and fit for purpose, and produced an action plan that identifies further steps to improve outcomes in their subject by creating a subject policy and carry out monitoring and evaluation activities of this			
Key Actions		Person(s) Responsible	Timeframe

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1	SLT to support new Reading and Writing subject leader and to source training. Handwriting conference attended 17/10/19 DHT to meet with CTs to develop subject leadership (Science, History/Geography, Art) and creation of policies and monitoring/evaluation of these during 2 hour subject leader time. Subject leader time given to PE/RE/English leads. RE lead given additional time as due Section 48 this year	SLT to lead writing in absence of current subject leader DHT to hold coaching sessions for subject leaders to develop policies and monitoring/evaluation of these	Half termly
2	Subject Leaders to ensure action plans are updated and sent to Anita for area of responsibility by end of Autumn 2 with some actions already undertaken and policy developed	DHT and CT subject leaders (Science, History/Geography, Art, Reading)	Autumn 2
3	Subject leaders to have met with SLT to support with action plan, policy, monitoring activities and next steps where required e.g. new to/or inexperienced with subject leadership setting high priority for their area of responsibility through robust curriculum objectives coverage and progression across the school eg PE, Science, Art, History, Geography, EPR (PSHE) and use of the outdoor learning environment (especially Pond and Wildlife Areas)	DHT and CT subject leaders (Science, History/Geography, Art, Reading)	Half termly
4	Subject Leaders to attend Deans Subject Leader CPD sessions In Spring term	CT Subject leaders	Spring term
5	Subject Leader to monitor and evaluate impact of revised practices in teaching and learning in their subject across the school and identify next steps to implement to improve subject knowledge and delivery as necessary to ensure good attainment and progress in their subject. 7/10/19 Dorothy and Anita – writing Autumn 2 lesson obs – phonics and RE - KC	CT Subject leaders	Subject Leader Time when available
6	Subject leaders to develop curriculum intent statement then monitor the implementation and impact of their subject e.g. through assessing work samples against curriculum maps, pupil conferencing against skills and knowledge objectives, using pictures to elicit understanding/concept cartoons/ spot the misconception	CT Subject Leaders	Subject Leader Time when available
7	Teachers to review current topics taught termly and start to embed recent revisions to the curriculum map to include 'creativity' and more memorable learning (e.g. role play, freeze frame, conscience alley, hot seating etc), different art media etc, to enhance engagement and	CT Subject leaders and SLT	Subject Leader Time when available

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impact positively on children's achievement to improve subject knowledge and delivery as necessary to ensure good attainment and progress in their subject.		
8 Subject Leaders to attend relevant training (where available) for their subject specialism and record on their Training Record Matt booked on PE COURSE/Dorothy handwriting course/Karen Re Coordinator days	CT Subject Leads	Ongoing
9 Subject Leaders to use Subject Leader time (date/time tbc) in order to carry out the above tasks. DHT to timetable on Single Plan which Subject Leader to work with at a time.	CT Subject Leads and HT	Subject Leader Time when available
10 CTs to use subject progression documents when planning termly topics. Subject Leads to monitor this through book looks/pupil conferencing	DHT, CT Subject Leads and SLT	Autumn/Spring/Summer
Monitoring Implementation Arrangements		
Governors to attend Mindfulness Training and follow up sessions	Staff and Governors	Half termly
Lesson Observations – see single plan timeline	SLT	Termly
Learning Walk – date tbc	SLT	
SLT to monitor playtime and lunchtime behaviour	HT, INCo	When able
HT, INCo and EWO look of attendance data - dates	HT, INCo and EWO	Half termly
Governors to attend an EWO Attendance meeting	HT, INCo and EWO and Governors	When able
Governors to attend Monday Assemblies Gospel (British) Value Assemblies	HT, Governors	When able
Governors to have termly HT report including attendance	HT	termly
Monitoring and Evaluation Dates and Governor Visit Opportunities – Autumn Term		
Pupil Progress meetings Autumn 1: Year R still settling in and baselines taken;		
30 th Sept 9 – 10 Y6 PPM		
30 th Sept 10 – 11 Y5 PPM		
30 th Sept 11-12 Y4 PPM		
30 th Sept 1pm Y1 PPM		
30 th Sept 2pm Y2 PPM		
2 nd Oct 9-10 Y3 PPM - delayed until 21/10/19 due to CT illness		
Pupil Progress meetings Autumn 2:		
2 nd Dec 9am Y6 PPM		
	CT, INCo, DHT	
	CT, INCo, DHT	

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<p>2ND Dec 10am Y5 PPM 2nd Dec 11am Y4 PPM 2nd Dec 1pm Y1 PPM 2nd Dec 2pm Y2 PPM 3RD Dec 1pm Rec PPM 3rd Dec 2pm Y3 PPM</p> <p>Book Look – Presentation, coverage, standards, marking & feedback – DHT – Maths and Writing 01.10.19</p> <p>RE Conferencing and Book Look – 3rd Dec 9- 12 (Karen)</p> <p>Phonics dates – 24.9.19 Nick Lock and Karen Cordell</p> <p>Writing Writing Book Look Autumn 1 with Anita 7.10.19 Year 1 9 - 9.45, Year 2 9.45 – 10.30, Year 3 10.30 – 11.15, Year 4 11.15 - 12, Year 5 1 – 1.45, Year 6 1.45 – 2.30 2.30 – 3.15 Summing Up with DJ Subject lead</p> <p>Writing Book Look Autumn 2 Anita with children 11.12.19 Year 1 9 - 9.45, Year 2 9.45 – 10.30, Year 3 10.30 – 11.15, Year 4 11.15 - 12, Year 5 1 – 1.45, Year 6 1.45 – 2.30 2.30 – 3.15 Summing Up</p> <p>Minuted (staff meeting) Writing moderations – 12.11.19</p> <p>SEND/PP PP/SEND writing monitoring Zoë to oversee dates PP/SEND guided reading monitoring Zoë to oversee dates PP/SEND maths monitoring Zoë to oversee dates</p>	<p>DHT</p> <p>RE lead</p> <p>RWInc Lead AND Nick Locke (RWInc advisor)</p> <p>DHT and English Subject Lead</p> <p>INCo</p> <p>DHT</p>
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<p>Spellings Book and Test Paper/Assessment Look with pupils 28.11.19 Spelling Book Look Anita with Children 9.15am Year 2/3, 10.30 Year 4/5 11.15 Year 6</p>	SLT
<p>Guided Reading Book Look and Pupil Conferencing 20.11.19 Guided Reading Book Look with Children 9.15am Year 3, 10.30 Year 4, 11.15 Year 2, 1.00 Year 5, 2.00 Year 6</p>	DHT
<p>Handwriting Work Look and Pupil Conferencing Handwriting Work Look Anita with Children 10.10.19 9.15am Year 5/6, 10.30 Year 3/4, 11.15 Year 1/2</p>	
<p>Minuted (staff meeting) Maths moderation – 3.12.19</p>	
<p>Maths Maths Moderation Autumn 1 – Anita - pupil conferencing– book look 17.10.19 9.15am Year 3, 10.30 Year 4, 11.15 Year 1/2, 1.00 Year 5, 2.00 Year 6 with Ian Watson – link governor</p>	DHT
<p>Maths Moderation Autumn 2 – Anita 9.15am 9.12.19 Year 2, 10.30 Year 3, 11.15 Year 4, 1.00 Year 5, 2.00 Year 6 3.00 year 1</p>	DHT
<p>Foundation Subjects Topic Conferencing and Book Look Science Conferencing and Book Look</p>	DHT/Creative Topic Curriculum Lead DHT/Science Lead
<p>Pupil conferencing with Books - Learning Culture Conferencing and Book Look Zoe with Children 9.12.19 9.15am Year 2/3/4, 10.30 Year 5/6, 11.15 Summing up and impact next steps report</p>	InCo -
<p>Restorative Justice Conferencing Zoe with Children 9.45am Year 1, 10.15 Year 2, 10.45 Year 3, 11.15 Year 4, 1.00 Year 5 1.45 Year 6 2.15 Summing up and impact next steps report</p>	INCO – dates to follow in Spring term
	RE lead

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<p>Beatitudes and British Values Conferencing and Book Look Karen with Children 12.11.19 9.45am Year 1, 10.15 Year 2, 10.45 Year 3, 11.15 Year 4, 1.00 Year 5 1.45 Year 6 2.15 Summing up and impact next steps report</p> <p>Mindfulness Zoe with Children 9.45am Year 1, 10.15 Year 2, 10.45 Year 3, 11.15 Year 4, 1.00 Year 5 1.45 Year 6 2.15 Summing up and impact next steps report</p> <p>SEND Gov to meet INCo for Pupil Progress of disadvantaged children – dates to TBC between SEND Governor and INCo</p> <p>Meet Link Subject Leader – where appropriate dates to TBC between Subject Governor and Subject Leader by end of Autumn term Governors week w/b 4/11/19</p> <p>DHT to monitor action plan, policy, monitoring and Subject Leader files and give feedback on next steps Staff emailed re action plans</p> <p>SLT to review training records are completed at Appraisals and Reviews – see dates in Single Plan timeline</p>	<p>Dates to follow</p>
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