



B. Behaviour and Attitudes- Priority 1 – To re establish the ethos and values within the whole school community

Activity and proposed action	Who	When	Success Criteria
1 1. All year groups within the first week have focussed lessons which remind the children of the four school values and the associated behaviours. 2. Assemblies within the first half term are all related to the four school values 3. Golden book themes to reflect the school values and ethos 4. School values are high profile within the classroom and around the school through displays and verbal references.	All staff	Sept 1st 2020	<ul style="list-style-type: none"> • Children know the four school values and demonstrate them consistently in all year groups behaving with high levels of respect • Children understand their role in creating a positive environment within school and that we all cast a shadow within school. • Children can identify when they or their peers are displaying the school values

B. Behaviour and Attitudes- Priority 2 - Visible Learning - Children take responsibility for their performance, they are self motivated and display the learning characteristics (4R's / solo taxonomy)

2.1 To continue to ensure that all children can articulate, and accurately describe, their progress and attainment

2.2 To embed the learning mindframes across FS and KS1

2 To be able to utilise the SOLO Taxonomy to develop learning processes that pupils can take charge of their learning

Activity and proposed action	Who	When	Success Criteria
2.1 To continue to ensure that all children can articulate, and accurately describe, their progress and attainment 1 <ul style="list-style-type: none"> • All year groups complete maths end of year assessments for the previous year from maths no problem. Yr 1 will use the number bond expectations • All Yr groups will assess mental maths skills and additional TA support will be provided 	All staff	Sept 9 th 2020 Sept 12 th 2020	<ul style="list-style-type: none"> • Staff have analysed the results and each child knows their next steps and what they can do to achieve their next steps. • 100% of pupils can articulate their next steps in mathematics • All children can take responsibility for their progress by proactively acting on assessment data • All teachers can clearly explain progress made and know next steps for all groups of pupils



<ul style="list-style-type: none"> All staff analyse results and explain to each pupil their next steps. 		Sept 19 th 2020	
<p>2.</p> <ul style="list-style-type: none"> All teachers are promoting Visible Learning in their classroom by using working walls to outline the knowledge content that will be taught in maths KuW and English 	All staff	Sept 2020	<ul style="list-style-type: none"> 100% of pupils can articulate their next steps in in KuW and mathematics 100% of pupils will be making expected progress 100% of pupils will be able to articulate specifically how they have made progress All children can take responsibility for their progress by: proactively acting on assessment data reflecting accurately against Success Criteria to set their next steps articulating how, through personal examples, they have demonstrated progress
<p>3.</p> <ul style="list-style-type: none"> All staff are purposefully and effectively use Success Criteria moving students toward co-construction of Success Criteria 	All staff	Sept 2020	<ul style="list-style-type: none"> All children can take responsibility for their progress by reflecting accurately against Success Criteria to set their next steps articulating how, through personal examples, they have demonstrated progress
<p>2.2 To embed the learning mindframes across FS and KS1</p> <ul style="list-style-type: none"> All staff to evaluate the mindframes effectiveness in children's learning The mindframes are to be systematically shared with the children with a mindframe and a the behaviours focussed upon over a period of time to ensure that it is understood by the children The profile of the mindframes are to be raised across the FS and KS1 	All staff	Sept 2020	<ul style="list-style-type: none"> A baseline statement using the questionnaire to provide evidence of children's understanding of learning mindframes Mindframes are displayed in the classroom and explicitly taught Children can identify when they or their peers are displaying the behaviours within a mindframe. All staff have this as a PM target and displays are effective in supporting children's learning Pupil conversations show that the children can identify the mindframe and the behaviour that they are using in their learning. Children can self regulate more during lessons and in their home learning
<p>2.3 To be able to utilise the SOLO Taxonomy to develop learning</p>	All staff	Sept 20	



<p>processes that pupils can take charge of their learning</p> <ul style="list-style-type: none">• Inset day for staff to gain a deeper understanding of the SOLO taxonomy• KS2 staff to trial ideas of using the taxonomy in order that the children understand themselves as a learner and staff can articulate the depth of each child's learning			<ul style="list-style-type: none">• All staff know what the SOLO taxonomy is• All staff are making explicit links in the children's learning• Staff are modelling making links in learning• Children's written and verbal responses reflect the relational and extended abstract.
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