

**Key Area for Development: Curriculum Inspection Area: 3 & 4**

**Focus: Implementation of the new curriculum and associated assessment arrangements**  
**Leaders: All staff**  
**Governors: All**  
**Professional learning grant 2020.21 of £3104 to be used to support all activities – allocation of grant in brackets in resource column**

Target (Where do we want to be?)	Actions (How will we get there?)	Success criteria (How will we know?)	Resources, & training	Personnel	Monitoring and evaluation (who, how, when)	Timescales/ milestones
Implementation fully of Curriculum 2020, including updated SRE guidance (National priority and elements left over from SDP 2020)	Introduce a character approach for the 4 core purposes	Characters are designed and in place by January 2021	None	MT & JB	Perusal of documentation, Discussion with pupil voice groups which will be reported to governors	January 2021
	Rearrange Trauma and attachment INSET day	Training is undertaken and impacting on practice by July 2021	INSET day 2021 (£804)	MT	Perusal of Training Log and staff planning, reported to gov's via termly report	July 2021
	Does INCERTS meet our needs? How will we assess our new curriculum?	A full review has been undertaken and all revised assessment arrangements are in place by December 2021	None	MT & JL	Perusal of documentation, planning and book scrutiny. Discussion with pupil voice groups which will be reported to governors	December 2021
	Summer term medium term planner produced in trust trios and lessons learned incorporated (FS,N,R), (Y1,2,3), (Y4,5,6)	All long and medium -term planning is in place by July 2021	4 x ADDS sessions	All staff	Perusal of documentation and planning. Reported to governors via termly reports	July 2021

	End of first year review undertaken to inform curriculum for 2021.22 – INSET day Summer 2021	Full review influences curriculum provided from September 2021	INSET day 2021	All staff	Perusal of documentation and planning. Reported to governors via termly reports	December 2021
	Curriculum, ARR and L & T policies will need to be further refined in Summer 2021	All policies have been reviewed and are in place by July 2021	1 x non-contact day for each AoLE leader (£1000)	All AoLE leaders	Perusal of documentation and policies. Reported to governors via termly reports	July 2021
	4 core purposes explained in assemblies – Spring 2021 onwards	Pupils show a good understanding of the 4 core purposes	Regular assembly time	MT	Perusal of assembly overview. Reported to governors via termly reports	December 2021
	Continuous consultations with all stakeholders on curriculum matters	Termly parent meetings have been held to discuss curriculum matters	3 x parent meetings	MT	Perusal of meeting minutes. Reported to governors via termly reports	December 2021
	Link with other schools to ensure a collaborative journey Internal trust trio discussions and mutual support – Spring 2021 onwards	Effective links are made and being acted upon by December 2021	Non-contact time for staff as needed (£1000)	All staff	Perusal of meeting minutes. Reported to governors via termly reports	December 2021

Develop the role of outdoor learning across the curriculum (Elements left over from SDP 2020)	Review current provision and revise to improve practice	Full agreements have been made and are being consistently applied	Non-contact time for Foundation Phase Lead (£300)	FPhase Lead	Perusal of agreements and planning. Reported to governors via termly reports	December 2021
	Revisions to the accommodation to ensure easier access to the outdoors and ENGAGE Lounge have been made	Improvements to access have been made	£10,000	MT & FPhase Lead	Regular reports to Govs premises committee	December 2021
Ensure the Bell Foundation Assessment Tool is fully embedded in everyday assessment work (Elements left over from SDP 2020)	Review of tool is linked to INCERTS review Staff are trained in its use	EAL assessment is integral to whole school processes, has not increased workload and is not a 'bolt on'	Non- contact time for EAL lead (no cost)	RB & JL	Perusal of assessment records. Reported to governors via termly reports	December 2021
SRE guidance is fully implemented	When guidance is received, provision is evaluated in line with guidance and refined	Refined provision is in place by December 2021	Non- contact time for lead (no cost)	MT as CH on maternity leave	Perusal of agreements and planning. Reported to governors via termly reports	December 2021

Research based questions linked to the area of development	Professional reading/research linked to the area of development	Input from Pupil Voice groups	Within school sharing of good practice and school to school working opportunities (Swansea Directory and beyond)
<p>Does increased pupil voice in topic work lead to increased outcomes in pupil learning?</p> <p>What do schools with delegated funding do well to ensure all EAL pupils achieve their potential and how can this be transferred to St. Helen's?</p>	<p>Bell Foundation Research documents</p>	<p>Please see all pupil input into what they want to learn Spring 20210</p>	<p><b>Internal sharing:</b></p> <p>RB to model use of the BELL Foundation Tool</p> <p><b>External practice:</b></p> <p>Visits to similar EAL schools for curriculum and assessment issues</p>

**EVALUATION:**

	Limited progress. Each aspect or many important aspects continue(s) to require attention. No effect on standards and / or quality of provision
	Satisfactory progress. Continues to require substantial attention to some important aspects. Limited effect on standards and / or quality of provision.
	Strong progress. Requires attention only to minor aspects. Positive effect on standards and / or the quality of provision
	Very good progress. Does not require any further attention to any aspect. Very good effect on the quality of provision.

Term	Progress colour and progress level	Comment
Spring term		<b>Staff and Governors:</b>  <b>Pupil Voice Group :</b>
Summer term		<b>Staff and Governors:</b>  <b>Pupil Voice Group:</b>
Autumn term		<b>Staff and Governors:</b>  <b>Pupil Voice Group:</b>

## Review of Professional Learning Grant Plan 2019.20

Key Area for Development: Curriculum	Inspection Area: 3 & 4
Focus: Implementation of the new curriculum and associated assessment arrangements	Leaders: Nicola Fredrickson, Mark Thompson , Christina Hodder and Ros Brace Governors: All

Target (Where do we want to be?)	Actions (How will we get there?)	Success criteria (How will we know?)	Resources, & training	Personnel	Monitoring and evaluation (who, how, when)	Timescales/ milestones
Implementation fully of Curriculum 2020, including updated SRE guidance and IT across the curriculum (National priority and elements left over from SDP 2019)	Once the new orders are received, all topics will be reviewed by teachers and pupils. NF to trial use of Picture News to ensure short, sharp, relevant topics. KJ to trial totally electronic planning	All topics are revised, are in line with the new orders and include pupil contributions	2 X INSET days Professional Learning Grant £6,042	MT and NF	Perusal of documentation, planning and book scrutiny. Discussion with pupil voice groups which will be reported to governors	December 2020
	An enhanced and refined way of pupil independent learning is developed to build on and extend existing good practice	Learning is led by pupils and is impacting positively on their standards	2 X INSET days	MT and NF	Perusal of documentation, planning and book scrutiny. Discussion with pupil voice groups which will be reported to governors	December 2020
	All school schemes and policies are reviewed in line with the new SRE	All revisions are in place and have been fully consulted upon and shared	2 X ADDS sessions and leader non-contact time (£500)	MT and CH	Perusal of documentation, planning and book scrutiny. Discussion with pupil voice	December 2020

	<p>guidance. These are shared with all stakeholders (including possibly the removal of the right of withdrawal)</p>				groups and parents which will be reported to governors	
	<p>Investigate how new technologies can be used to support other subjects (e.g. pupils find writing significant amounts takes away from the enjoyment of scientific skills)</p>	<p>Agreements on how new technologies can support other subjects are agreed and being consistently used</p>	<p>2 X ADDS sessions</p>	<p>MT &amp; TS</p>	<p>Perusal of documentation, planning and book scrutiny. Discussion with pupil voice groups which will be reported to governors</p>	<p>December 2020</p>
<p>Develop the role of outdoor learning across the curriculum (Staff contributions to SER 4.11.19)</p>	<p>Agree a whole school approach to the use of the school grounds and the wider community, including revision to the zoning of yards and gardens</p>	<p>Full agreements have been made and are being consistently applied</p>	<p>1 X ADDS session</p>	<p>All staff</p>	<p>Perusal of documentation, planning and book scrutiny. Discussion with pupil voice groups which will be reported to governors</p>	<p>December 2020</p>
<p>Ensure the Bell Foundation Assessment Tool is fully embedded in everyday assessment work (Staff contributions to SER 4.11.19)</p>	<p>Design an assessment system which measures EAL progress and dovetails with existing assessment procedures and systems</p>	<p>EAL assessment is integral to whole school processes, has not increased workload and is not a 'bolt on'</p>	<p>Termly EAL professional network meetings</p>	<p>MT &amp; RB</p>	<p>Perusal of assessment information. Discussion with pupil voice groups which will be reported to governors</p>	<p>September 2020</p>

<b>Research based questions linked to the area of development</b>	<b>Professional reading/research linked to the area of development</b>	<b>Input from Pupil Voice groups</b>	<b>Within school sharing of good practice and school to school working opportunities (Swansea Directory and beyond)</b>			
<p>Does increased pupil voice in topic work lead to increased outcomes in pupil learning?</p> <p>What do schools with delegated funding do well to ensure all EAL pupils achieve their potential and how can this be transferred to St. Helen's?</p>	Bell Foundation Research documents	Please see all pupil voice minutes from Autumn Term 2019 as these often focus on what they want to learn and how they should do it.	<p><b>Internal sharing:</b></p> <p>RB to model use of the BELL Foundation Tool</p> <p>NF to share outcomes of trialling Picture News</p> <p>KJ to share the outcomes of trialling electronic planning</p> <p><b>External practice:</b></p> <p>Visits to similar EAL schools for curriculum and assessment issues</p>			



**EVALUATION:**

	Limited progress. Each aspect or many important aspects continue(s) to require attention. No effect on standards and / or quality of provision
	Satisfactory progress. Continues to require substantial attention to some important aspects. Limited effect on standards and / or quality of provision.
	Strong progress. Requires attention only to minor aspects. Positive effect on standards and / or the quality of provision
	Very good progress. Does not require any further attention to any aspect. Very good effect on the quality of provision.

Term	Progress colour and progress level	Comment
Spring term	Satisfactory	<p><b>Staff and Governors: 3.3.20</b></p> <p>An updated plan is now in place for the new curriculum. A Power point presentation showing our past, present and future journey has been produced. There are draft AoLE policies in place, a staff handbook for the new curriculum and a guide to planning for the new curriculum. These will be shared with staff on 1.6.20. There will be 6 twilight sessions and an INSET day allocated to updating our vision, what we want the children to learn and topics ready for the autumn term. There will be opportunities for pupils, parents and the wider community to contribute to this on 24.3.20 and 1.4.20.</p> <p>The trial on Picture News is going well and has been shared with staff on an INSET day during January. This will form the focus of discussions for our INSET day on the 1<sup>st</sup> June.</p> <p>The trial of electronic planning is progressing well, despite technical problem with HWB.</p> <p>The children have started to use electronic devices to record science investigations in Y3, 5 &amp; 6. But this needs an allocated ADDS session to explore further and share ideas. There has also been training on STOP motion to develop pupil animation skills. The pupil coding club is producing excellent work.</p> <p>We are still awaiting updated WG SRE guidance.</p>

		<p>The use of the school grounds is significantly improved. Nature and Beach Day training has been undertaken by staff and regular visits are now evident. A biodiversity survey of the school has been undertaken in conjunction with the council and a plan to improve it produced. The outcomes of this plan will be implemented on the 9<sup>th</sup> March with new planters, trees etc. being installed.</p> <p>Extensive work has been undertaken on the Bell's Foundation assessment tool for EAL learners. Useful cluster work has also been undertaken in this area and is gradually being introduced into the school. This still needs to be developed further.</p>
Summer term	Strong progress	<p><b>Staff and Governors: (Tasks undertaken during closure period via Microsoft Teams)</b></p> <ul style="list-style-type: none"> <li>• Staff Handbook now produced collate vision, aims, pre-learning dispositions, pedagogy, assessment and the learning environment, planning and policies, pupil and stakeholder voice, professional development and SLOs</li> <li>• We have revisited our vision and aligned with the new curriculum</li> <li>• The Whole school training on attachment and trauma affecting learning dispositions – INSET day Autumn 2020 was cancelled due to Covid19 restrictions. This will need to be rearranged when restrictions are sufficiently lifted</li> <li>• We have discussed and recorded - What do we want pupils to learn? How will we use local resources? How does this sit local to globally? This has been done at pupil, staff and wider community levels</li> <li>• We have answered = why are pupils here? What do we need to provide for them? What would our pupils not otherwise acquire</li> <li>• We have agreed - How do we ensure a horizontal and vertical curriculum</li> <li>• We have agreed - Curriculum is content structured as narrative over time, what is the story of a learner from when they enter to when they leave? Some will run faster than others. Every step is important and you don't just focus on the final straight. What are the logical sequences that lead up to the progression statement? Summer 2020</li> <li>• We have discussed and agreed – the principles of planning and format</li> </ul>

- Principles of pupil led learning and weekly news topics agreed
- Autumn term medium term planner produced in trust trios (FS,N,R), (Y1,2,3), (Y4,5,6)
- Short term planning format agreed and now in place
- AoLE policies produced
- Curriculum, ARR and L & T policies updated but will need to be further refined in Summer 2021

#### **Ways forward for the next SDP 2021**

- Introduce a character approach for the 4 core purposes
- Rearrange Trauma and attachment INSET day
- Revisions to the accommodation to ensure easier access to the outdoors and ENGAGE Lounge – Finances
- Does INCERTS meet our needs?
- How will we assess our new curriculum?
- Summer term medium term planner produced in trust trios and lessons learned incorporated (FS,N,R), (Y1,2,3), (Y4,5,6) – INSET day Spring 2021
- End of first year review undertaken to inform curriculum for 2021.22 – INSET day Summer 2021
- Curriculum, ARR and L & T policies will need to be further refined in Summer 2021
- 4 core purposes explained in assemblies – Spring 2021 onwards
- Continuous consultations with all stakeholders on curriculum matters
- Continue to attend relevant training and build into ADDS and INSET
- Link with other schools to ensure a collaborative journey
- Internal trust trio discussions and mutual support – Spring 2021 onwards

#### **Pupil Voice Group:**

- Contributions to what we want to learn and what should be included in the new curriculum
- Parents indicated via a Microsoft Form questionnaire what they would like to see included in the curriculum

Autumn term

Strong, yet remains a National focus so needs to be kept on the SDP

**Staff and Governors:**

- Spring term medium term planner produced in trust trios and lessons learned incorporated (FS,N,R), (Y1,2,3), (Y4,5,6) – INSET days 21 and 22.12.20
- Final agreements made on RE and recording pupil voice contributions

**Pupil Voice Group:** Not carried out due to Covid restrictions