

School Improvement Plan

(2023 - 2024)

Vision

At Knights Enham Nursey & Infants School we provide...

'Inclusive and ambitious learning experiences where our school community feels safe and motivated to achieve their best.'



'Together We Achieve'

Latest Ofsted Inspection

Summary from Ofsted Inspection (Dec 2018)

Overall effectiveness Good

- | | |
|--|----------------------|
| • Effectiveness of leadership and management | Requires Improvement |
| • Quality of teaching, learning and assessment | Requires Improvement |
| • Personal development, behaviour and welfare | Requires Improvement |
| • Outcomes for pupils | Requires Improvement |

What does the school need to do to improve?

1. In some subjects, leaders have not yet precisely identified and sequenced the detailed knowledge that they want pupils to learn in the curriculum. This means that teachers do not always know exactly what knowledge needs to be taught and in what order. Leaders need to ensure that, across all subjects, the steps of knowledge that pupils should learn are coherently planned and sequenced from the beginning of early years.
2. Across subjects and the areas of learning in early years, curriculum implementation needs improving. Teachers do not consistently set ambitious activities that carefully match the planned curriculum. Therefore, pupils are not securely knowing more and remembering more. Leaders need to develop staff's expertise to effectively deliver the school's curriculum.
3. Leaders have not successfully established high expectations and clear routines for all pupils. This has led to inconsistencies in staff's behaviour management approaches. Consequently, the behaviour of some pupils disrupts the learning of others. Leaders need to ensure all staff have the highest of expectations for all pupils' behaviour and that leaders ensure there are clearly defined consequences to reinforce school rules.
4. Within the school's personal development programme some aspects are not coherently sequenced. Furthermore, pupils are not currently benefiting from a broad range of experiences. Leaders need to complete their revisions to the personal development curriculum and restart the full breadth of their planned offer.
5. Subject leaders do not have a clear oversight of how well pupils are learning the curriculum. Leaders need to provide training and create capacity for subject leaders to ensure the curriculum is implemented effectively and pupils attain highly.

Key school Improvements Priorities – linked to School Vision and latest Ofsted report:

1. Teaching and Learning

Improving all pupils' attainment and rates of progress from starting points.

1. High-quality **assessment for learning** is being used to effectively plan lessons, which meet the needs of all children.
2. Ensure SEND children to achieve in line with their end of year expectations to make significant progress from their starting points.
3. Consistent **marking and feedback** enable pupils to be challenged and achieve End of Year targets through **flexible teaching**, which response to their immediate need.

2. Curriculum

Creating our own curriculum which is rich, creative, and to be proud of.

1. Promote and embed the **vision** and **values** across the school.
2. Improving subject knowledge by mapping out the **progression skills** across all subjects and year groups.
3. Develop subject leaders to ensure National Curriculum requirements are fulfilled and their **leadership** is focused on raising standards with **demonstrable impact**.

3. SEND

Meeting the needs of all children to ensure good progress.

1. **The quality first teaching** is supporting children with regard to SEND, and appropriate differentiation is planned.
2. **Provision maps** are in place for **interventions** and support. Monitoring is effective and is amended where needed.
3. **ILPs** are in place across the school. Appropriate targets for each individual are assessed and progress is monitored effectively.

No Yet achieved

Ongoing

Achieved

1. Teaching and Learning					
Improving all pupils' attainment and rates of progress from starting points.					
Intent	Implementation	Lead Person	Timescale	Budget	Impact
1. High-quality assessment for learning is being used to effectively plan lessons, which meet the needs of all children.	Introduce an assessment system (INISGHTS) to all staff during INSET day.	HT	Spring '24	£850	
	Get teachers to assess milestones using INSIGHTS.	HT	Ongoing	-	
	The assessment policy is updated and shared with all staff.	HT	Summer '24	-	
	Develop reading and writing progress overview for all Year groups.	English Lead	Autumn '23	HIAS support	
	Introduce assessment folder – teacher's evidence of data and planning.	HT	Summer'24	-	
	Training – What do quality lessons look like at KEIS? Create non-negotiables with staff (See Appendix 1).	HT/DHT	Summer'24	HIAS support	
	Coaching/ training - developing subject knowledge of flexible teaching. Create non-negotiables.	HT/DHT	Summer'24	-	
	Coaching/ training – develop LSAs understanding of assessment and clear expectations of their role.	HT/DHT	Ongoing	-	
	Develop a coaching program, which identifies key strengths of all staff and next steps (See Appendix 2).	HT/DHT	Ongoing	-	
	Rigorous monitoring program in place, evaluating current progress and reflect on next steps. All staff to receive feedback and reflected on the coaching program. - Learning walks with key focus (assessment) - Book monitoring - PPA monitoring - Lesson plans (See Appendix 3)	HT/DHT English & Maths lead Governors	Ongoing	-	
Monitoring the use of Insights – making sure teachers are using the system regularly to inform gaps in learning and next steps in planning.	HT/ DHT	Summer '24	-		
2. Ensure SEND children to achieve in line with their	Develop quality first teaching by using effective assessment for learning. Differentiation is planned out and meeting the needs of all children.	HT/DHT	Ongoing	-	
	Identify children with significant SEND needs. Ensure they are receiving appropriate support – especially from outside agencies.	SENCo	Ongoing		

end of year expectations to make significant progress from their starting points.	(Educational Psychologist consultations, SALT referrals, OT referrals, CAMHS referrals, Primary Behaviour Support, Communication and Interaction team etc)				
	Teachers to develop robust interventions and monitor progress. Assess, Plan, Do, Review is embedded across the school.	Teachers/ LSAs	Ongoing	Cost of reading program	
	Provision maps in place with SENCO and teachers working together to develop smart targets. Information is shared with parents.	DHT/ Teachers	Spring 2/ Summer 1	-	
	Introduce Rapid Reading scheme, which will be used as a reading catch up intervention. Scheme starts at phonics level and progresses through to KS2.	SENCo/ English lead/ Teachers	Summer 2 '24	£2000	
	SEND children are assessed using effective formative assessment – assessing at the children's appropriate level. INSIGHT will be used to track progress from P level if needed.	Teachers	Milestone 2 and 3	-	
	Reading and spelling ages to be assessed and tracked to show progress. Purchase NGRT reading tests. Use of HAST spelling test.	SENCo	Ongoing	£80	
	SALT interventions are up and running regularly and monitored by qualified staff.	LSA L2	Ongoing	£210	
	OT interventions are up and running regularly and monitored.	SENCo	Ongoing		
	Continue to assess pupils for dyslexia	SENCO Assistant	Ongoing		
3. Consistent marking and feedback enable pupils to be challenged and achieve End of Year targets through flexible teaching,	Update marking policy, including a simple but effective marking code.	HT/DHT	Summer 1 '24	-	
	Training on what effective marking and feedback looks like.	HT/DHT	Summer 1 '24	-	
	Train LSA to be involved in marking books in line with the marking policy.	DHT	Summer 1 '24	-	
	Developing an understanding of effective questioning and talk in class.	HT/DHT	Summer 2 '24	HIAS	
	Introduce mini plenaries, which allows teachers to assess understanding and correct misconceptions.	HT/DHT	Summer 1 '24	-	
	Introduce target sheets that will be used in English and Maths, so that teacher, pupil and peer and assess outcomes of lessons.	HT	Summer 2 '24	-	

which response to their immediate need.	Introduce final assessment linked to writing interim targets. This will allow teachers to plan effectively for the next unit.	HT	Summer 1 '24	-	
	Introduce weekly planning sheets, which will focus on LI, SC and assessment of the lesson.	HT	Summer 1 '24	-	
	Develop a visual marking code, which will be used around the class by all adults and supports pupils learning.	HT	Summer 1 '24	-	
	Introduce presentation guidance which will be stuck in the front of each English and Maths book to raise expectations.	HT	Summer 2 '24	-	

2. Curriculum

Creating our own curriculum which is rich, creative, and to be proud of.

Intent	Implementation	Lead Person	Timescale	Budget	Impact
1. Promote and embed the vision and values across the school.	INSET - Discuss possible vision and values to support the vision.	HT/DHT	Spring 1 '24	-	
	Share the school vision with all stakeholders, collect feedback and generate a shared vision.	HT/DHT	Spring 1 '24	-	
	Promote vision across the school and within the wider community through a range of communication.	HT/DHT All staff	Ongoing	-	
	Develop values with children's input. Create characters, which can be used to promote the values.	HT	Summer 1 '24	-	
	What the values look like at KEIS? Develop principles, which underpin the school values. The aim is a guide to the school thinking and behaviour.	All staff	Ongoing	-	
	Link values to learning behaviours. Develop an understanding of values amongst the children. Generate a reward system, which motivates the pupils in the learning to achieve the values.	HT/DHT	Summer 2 '24	Badges £300	
	Create a new curriculum mission statement (Intent), which promotes the school vision and values. This also incorporates curriculum intent, implementation and impact.	HT	Summer 1 '24	-	
	Promote the vision across the school, developing within staff meetings, PM, planning, on walls, on the TVs, front page of policies, and within the new curriculum.	HT/DHT	Ongoing	-	

	Review and update behaviour policy, linked to school vision and values.	DHT	Spring 2 '24	-	
	Introduce Dojo points to develop positive reward.	HT	Aut 1 '23	£150	
	Creating new Newsletter format, which promotes the new vision weekly.	HT	Summer 1 '24	-	
	Develop Forest School – improve paths, adding fencing, develop it within the curriculum. Teachers to deliver Forest school lessons at least once every half term.	HT	Ongoing	£1000	
	Introduce Inter House Competitions every half term e.g. Bingo, Sports activities.	HT	Ongoing	-	
2. Improving subject knowledge by mapping out the progression skills across all subjects and year groups.	New topics in place across year groups (half termly). Topics will be based on the children's feedback/ interests.	HT	Summer 1 '24	-	
	Teachers to map out long-term planning, clear coverage of subjects and progression from National Curriculum.	Teachers	Summer 1 '24	-	
	Introduce topic front sheets and KWI grids to support assessment. Review and update curriculum policy.	HT	Summer 1 '24	-	
	INSET day. Teachers to map out year group medium-term planning for Autumn Term. Learning Intentions in place.	Teachers	Autumn 1 '24	-	
	Create a Cultural Capital overview and plotting these experiences within the long term plans. Pupil's books are in place for the children to access and achieve.	HT	Summer 2 '24	-	
	Long term goal – produce KEIS planning format across all subjects.	Subject leads	2023/2024	-	
	Website updated (Curriculum and class pages)	Year groups	On-going	-	
3. Develop subject leaders to ensure National Curriculum requirements are fulfilled and their leadership is focused on raising standards with	Develop English overview. Making sure books are linked to topics and other suitable books that can be used in the guided reading sessions.	English lead	Summer 2 '24	HAI5	
	Re-structure guided reading sessions. Introduce journals, which link to the reading domains.	HT & English lead	Summer 1 '24	-	
	Introduce English and Maths displays which are consistent and have an effective impact on learning. Display policy to be updated.	English & Maths lead	Summer 2 '24	-	
	Subject action plans are in place and reviewed. This will be based on Intent, Implementation and Impact.	Subject leads	Ongoing	-	

demonstrable impact.	Introduce handwriting reward system to raise standards.	English lead	Summer 1 '24	-	
	Create subject planning, which is appropriate to our curriculum and children.	Subject leaders	Summer 2 '24	Scheme of works – curriculum	
	Spelling policy reviewed and updated. Focusing on consistency and better outcomes.	English lead	Summer 2 '24	-	
	Incorporate Forest Schools across the curriculum.	Forest Lead	Summer 2 '24	-	
	Subject leaders to create long term overview and link this to the school curriculum.	Subject leaders	Ongoing	-	
	Subject leaders to create weekly planning for all year groups.	Subject leaders	Ongoing	-	
	Introduce a Pupil Premium champion to monitor funding spent on impact.	HT	Aut 1 '23	-	
	Business Manager Develop rigorous systems, protocols and monitoring to make sure the office is running at full capacity. See Safeguarding Implementations and Monitoring Overview (See Appendix 4) .	HT/ BM	Ongoing	-	
	Finance manager is supported regularly in making sure the finance audit is in line with Hampshire guidance. Finance Implementations and monitoring plan in place	HT/BM	Aut 1 '23	-	

3. SEND

Meeting the needs of all children to ensure good progress.

Intent	Implementation	Lead Person	Timescale	Budget	Impact
1. The quality first teaching is supporting children	Training/ coaching on what quality teaching looks like through flexible teaching.	HT/DHT HIAS	Ongoing	HIAS	
	Training/ coaching on assessing appropriately, using INSIGHTS	HT/DHT	Ongoing	As above	

with regard to SEND, and appropriate differentiation is planned.	Staff restructure – deploying adults appropriately to the needs of the pupils e.g. EHCPs	DHT/ SENCo	Summer 2' 24	Staffing 3 extra LSAs	
	EHCP in place for all children that need it. Adult support in place.	DHT/ SENCo	Summer 2' 24	As above	
	Planning is used effectively to plan lessons with clear differentiation.	HT	Summer 1	-	
	Structured LAC support/ interventions and monitored.	DT/ SENCo	Ongoing	See LAC spreadsheet	
	ELSA is being used effectively in the afternoons. Structured timetable and monitoring in place.	DHT/ SENCo/ ELSA	Ongoing	-	
	SEND policy updated and shared amongst staff	SENCo	Summer 2' 24	-	
2. Provision maps are in place for interventions and support. Monitoring is effective and is amended where needed.	Teachers develop progress matrices and Venn diagrams for pupil progress meetings.	HT	Ongoing	-	
	Pupil progress meetings in place at each milestone.	HT/ DHT	Milestones	-	
	Provision maps updated based around gaps identified on INSIGHTS assessment tracker.	DHT/ SENCo	Ongoing	-	
	Monitoring program in place – all interventions to have starting data and end data to show impact and progress.	SENCo / Teachers	Ongoing	-	
	Teachers develop an understanding of class, who their PP, SEN and LAC children are.	DHT/ SENCo	Ongoing	-	
	Individual learning and behaviour plans in place. Children's version in place. Documents are shared with adults	DHT/ SENCo	Ongoing	-	
3. ILPs are in place across the school. Appropriate targets for each individual are assessed and progress is monitored effectively.	ILPs in place for all children that have been identified. These are to be shared with parents and signed off.	DHT/ SENCo	Summer 1' 24	-	
	Smart targets are chosen by class teachers so that they can support the children in class through first-quality teaching.	Teachers	Summer 1 '24	-	
	Training on delivering interventions by LSAs.	DHT/ SENCo	Summer 1/ 2 '24	-	
	Folders are set up to monitor sessions and review progression.	DHT/ SENCo	Summer 1 '24	-	

Appendix 1 - TEACHERS' STANDARDS – Observer, please tick or highlight the standards during the observation

KEIS non-negotiables

PART ONE: TEACHING

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- establish a safe and stimulating environment for pupils, rooted in mutual respect**
- set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- be accountable for pupils' attainment, progress and outcomes**
- be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- guide pupils to reflect on the progress they have made and their emerging needs
- demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- encourage pupils to take a responsible and conscientious attitude to their own work and study.**

3 Demonstrate good subject and curriculum knowledge

- have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings**
- demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard

4 Plan and teach well structured lessons

- impart knowledge and develop understanding through effective use of lesson time**
- promote a love of learning and children's intellectual curiosity
- set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- reflect systematically on the effectiveness of lessons and approaches to teaching**
- contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively**
- have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.**

6 Make accurate and productive use of assessment

- know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements**
- make use of formative and summative assessment to secure pupils' progress
- use relevant data to monitor progress, set targets, and plan subsequent lessons
- give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.**

7 Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy**
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- make a positive contribution to the wider life and ethos of the school
- develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support
- deploy support staff effectively

- take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- communicate effectively with parents**

Appendix 2

Coaching Programme



Teacher:

Year group:

Subject Responsibilities:

Teacher's Strengths based on Teaching Standards (Non-negotiables):

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Next steps	Action/ development	Outcome	Reflection

School Improvement Priorities:

- 1. Teaching and Learning Improving all pupils' attainment and rates of progress from starting points.
- 3. SEND Meeting the needs of all children to ensure good progress.

Appendix 3

Strategic Implementation, CDP and Monitoring Plan Overview

Autumn 2023			
Date	Wednesday staff meetings Subject	Monitoring/ assessment	Key Dates
Fri 1 st	n/a	n/a	Fri 1 st - INSET
Week 1 w/c 4 th Sept	No staff meeting	Positive learning environment	Mon 4 th - INSET Day Mon 4 th – 1:30pm Shepherds Nursey visit Tue 5 th – first school day Tue 5 th – KS3 Students starting Wed 6 th - Select School Council in class Thur 7 th - Homework handed out
Week 2 w/c 11 th Sept	SEN – Interventions IPPs etc Phonics/ spelling	Baseline data drop Reading colour bands Teachers Learning Walks (SEN) Feedback for marking	Baseline Week Reception – start baseline Nursery – Fill in action plan (Baseline) Tue 12 th - Welcome meeting (Reception) Tue 12 th - Homework handed in Tue 12 th Individual photos Thur 14 th - Fire Alarm Test Thur 14 th – Year 3 Early Man Workshop Fri 16 th - Fire Service Workshop Fri 15 th - Aut 1 Curriculum Overview to be sent out
Week 3 w/c 18 th Sept	SEN – IBP	Data Drop - Baseline (entry) Pupil Progress Meetings Monitoring books	Pupil Progress Meeting Week Wed 20 th – Year 5 Grittleton Thur 21 st – SEN clinic Thur 21 st – Infant’s parent/ child reading time
Week 4 w/c 25 th Sept	Subject Leaders Action Plans Website Progression of skills Curriculum Passports	Assessment folders	Performance Management Week Mon 25 th – Year 2 Open Day (am & pm) Fri 22 nd – Junior parent/ child reading time Fri 22 nd - Whole school pupil conferencing
Week 5 w/c 2 nd Oct	Writing Moderation Reading Workshop presentation/ expectations	Handwriting Progress	After school clubs start LSA Performance Management Week Tues 3 rd – Year 3/4 author visit Thur 5 th – National Poetry Day Fri 6 th - Basketball House Competition
Week 6 w/c 9 th Oct	No staff meeting Open evenings	Spelling Progress	Tue – Library Service in (Infants) Wed 11 th – lower school 3:15-4:00 Open Day Thur 12 th - upper school 3:15-4:00 Open Day
Week 7 w/c 15 th Oct	English and Maths – developing challenge	Phonics interventions	Harvest Week Thur 19 th – Halloween Disco 4:30 - 5:30 Infants 5:45 - 6:45 Junior Fri 20 th – Raffle prize rewards

Autumn Half Term Mon 23 th Oct – Fri 27 th Oct			
Week 8 w/c 30 th Oct	Science – developing scientific enquiry	Teachers learning walks (writing)	Mon 30 th – INSET Day Fri 3 rd – Aut 2 Curriculum Overview to be sent out
Week 9 w/c 6 th Nov	No staff Meeting Parents Evening	Teachers learning walks (writing)	Mon 6 th – early parents evening 3:15 - 6:00 Wed 8 th – late parents evening 5:00 - 7:45 Fri 10 th – Remembrance Day Fri 10 th – Census
Week 10 w/c 13 th Nov	Art/ DT – developing opportunities for School Values – well being	Reading workshop	Anti-bullying week Thur 16 th – House Challenge Fri 17 th – Children in Need & PJ Day
Week 11 w/c 20 th Nov	Year 6 writing moderation	Governors monitoring books	After school clubs finish Mon 20 th – Year 2 Open Day (am & pm)
Week 12 w/c 27 th Nov	No staff meeting Christmas Market	Testing	Prep MOCK SATS Thur 30 th – Be Bright Be Seen Fri 1 st – Christmas Market After School 4:30-6:30pm
Week 13 w/c 4 th Dec	History/ Geography – more opportunities for writing	Testing Data drop – Aut entry	Test Week Wed 6 th – Year 2/3 Xmas Dress Rehearsal Thur 7 th – Year 2/3 Xmas Performance Fri 8 th – Xmas Jumper Day Fri 8 th – Staff Christmas Quiz/ Bingo Night
Week 14 w/c 11 th Dec	Spring MTP updates	Data drop – Aut entry	Test Week Mon 11 th – Reading Reward Cinema Wed 13 th – Xmas disco Thur 14 th – Xmas dinner Fri 15 th – Secret Santa/ meal Fri 15 th – Raffle prize rewards Fri 15 th – Attendance certificates go out
Christmas Holidays Mon 18 th Dec – Fri 29 th Dec			

Spring 2024			
Date	Wednesday staff meetings Subject	Monitoring/ assessment	Key Dates
Week 1 w/c 1 st Jan	No staff meeting INSET Day	Positive learning environment Feedback for marking	Mon 1 st – Bank Holiday Tues 2 nd – INSET day Fri – Spring 1 Curriculum Overview to be sent out
Week 2 w/c 8 th Jan	SEN task design Review IPPs Provision maps	PP meetings Assessment folder	CPD - Subject leader meetings throughout week Thur 11 th - Infant's parent/ child reading time

Week 3 w/c 15 th Jan	Mental Health and Wellbeing ICT – progression of new program Music – progression of Charanga	Subject Leaders – Book monitoring	Thur 18 th – Junior parent/ child reading time
Week 4 w/c 22 nd Jan	No staff meeting Open evenings	Subject Leaders – Book monitoring	After school clubs start Wed 24 th – lower school 3:15-4:00 Open Day Thur 25 th - upper school 3:15-4:00 Open Day
Week 5 w/c 29 th Jan	PSHE/ RE – progress/ expectations Feedback from subject leaders on books	Learning Walk (Challenge)	Fri 2 nd - whole school pupil conferencing
Week 6 w/c 5 th Feb	Writing expectations School Values – wellbeing	Phonics progress	Mental Health Week Fri 9 th – Break the Rule Day Fri 9 th – Internet Safety Day
Spring Half Term Mon 12 th Feb – Fri 16 th Feb			
Week 8 w/c 19 th Feb	PE – progress	Reading Workshops progress	Fri 23 rd – Spring 2 Curriculum Overview to be sent out
Week 9 w/c 26 th Feb	SEN Task design	LSA learning walks	Thur 29 th – World Book Day
Week 10 w/c 4 th March	Teaching of Spelling	LSA learning walks	All staff - Performance Management Reviews Thur 7 th – House Competition (Hockey) Thur 7 th – Eat Them To Defeat Them
Week 11 w/c 11 th March	Writing moderation	Behaviour expectations across school	After school clubs finish Prep for MOCK SATs Science Week Mon 11 th – SATs administration published Fri 15 th – Red Nose Day
Week 12 w/c 18 th March	Year group summer MTP updates	English and Maths book moderation	MOCK SATs week Mon 18 th - Year 4 access MTC Fri 22 nd - Whole school pupil conferencing
Week 13 w/c 25 th March	Data drop	Data drop Spring entry	Mon 25 th – Reading Reward Pick n Mix Thur 28 th – Raffle prize rewards Thur 28 th - Attendance certificates go out Fri 29 th – Bank Holiday
Easter Holidays Mon 1 st April – Fri 12 th April			

Summer 2024			
Date	Wednesday staff meetings Subject	Monitoring/ assessment	Key Dates
Week 1 w/c 15 th April	Learning environment Display Updates	Classroom displays/ learning environment	SATs Test Received Fri 19 th – Summer 1 Curriculum Overview to be sent out

Week 2 w/c 22 nd April	ILP reviews/ provision maps	Lower School Learning Walk Coaching target focus	Wed 24 th – Infants School Movie Night 3-5pm Thur 25 th – Junior School Movie Night 3-5pm
Week 3 w/c 29 th April	SATs expectations School Values – wellbeing	Upper School Learning Walk Coaching target focus	Mon 29 th – Bank Holiday Fri 3 rd – Whole School Pupil Conferencing
Week 4 w/c 6 th May	End of Year reports	SEN – planning and books	Mon 6 th - Bank Holiday Thur 9 th - ILP reviews Thur 9 th - House Competition –Bingo
Week 5 w/c 13 th May	No Staff Meeting Summer Festival	Challenge – planning and books	Walk to school Week SATs Week & SATs breakfast Club Mon 13 th - SPAG SATs papers 1 and 2 Tue 14 th - Reading SATs paper Wed 15 th - Maths SATs papers 1 and 2 Thur 16 th - Maths SATs paper 3 Fri 17 th Year 6 Party Afternoon
Week 6 w/c 20 th May	Standards in books Writing moderation	Pupil Premium Progress	Thur 23 rd – Year 4 Sleep Over (hall) Fri 24 th – Year 4 half day Sat 25 th – Summer Festival (2pm-5pm)
Summer Half Term Mon 27 th May – Fri 31 st May			
Week 7 w/c 3 rd June	No staff meeting INSET Day New Staff Structure Shared	n/a	Mon 3 rd – INSET Day Mon 3 rd – Year 4 MTC (2 weeks) Wed 5 th – Yr 2/3 teachers meet up with infants Fri 7 th – Summer 2 Curriculum Overview to be sent out
Week 8 w/c 10 th June	Sports Week Bump Up Day	Class and Subject pages on website	Clean AIR Day Scooter Challenge Week TPA meetings with parents KENIS & KEJS Thur 13 th - House Challenge – Scooter Race
Week 9 w/c 17 th June	Review Subject Action Plans	n/a	Sports Week Wed 19 th - Yr 2/3 30 minutes sporting activity together & teacher to do 'getting to now task'.
Week 10 w/c 24 th June	No Staff Meeting Finalise reports Deadline	Foundation books and planning	Reserve Sports Week Test Week (Yr 3 – 5) Wed 26 th – Bump up day/ transition day Wed 26 th – Deadline Yr 6 writing data Fri 27 th - ALL reports finished and on the network.
Week 11 w/c 1 st July	Writing Moderation	SATs data	Test Week (Yr 3 – 5) Tue 2 nd – SATs results available Tue 2 nd – Year 6 rehearsals Thur 4 th – Year 6 Performance to parents 2:30pm Fri 5 th - whole school pupil conferencing
Week 12 w/c 8 th July	No staff meeting Meeting new teachers	Data Drop Summer entry	Year 6 Fun Week Meeting new teachers Sun 14 th July – Andover Carnival
Week 13 w/c 15 th July	SEN Review IPPs Provision maps	Data Drop summer entry	Whole school pupil conferencing Year 3 Stubbington (Mon-Wed) Mon 15 th – Reports Go Out Thur 18 th – Whole School Water Party

			Fri 19 th – Reading Reward Ice Cream
Week 14 w/c 22 nd July	n/a	n/a	Mon 22 nd – Raffle prize rewards Tues 23 rd – half day (finish at 1:30pm)
Summer Holidays - Wed 24 th July – Fri 30 th Aug			

Feedback form:

Teachers' Standards	Evidence of good practice	Next Steps
1. Set high expectations which inspire, motivate and challenge pupils		
2. Promote good progress and outcomes by pupils		
3. Demonstrate good subject and curriculum knowledge		
4. Plan and teach well-structured lessons		
5. Adapt teaching to respond to the strengths and needs of all pupils		
6. Make accurate and productive use of assessment		
7. Manage behaviour effectively to ensure a good and safe learning environment		
8. Fulfil wider professional responsibilities		

<i>Year group:</i>	<i>Class:</i>	<i>Date:</i>	<i>Subject:</i>
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Learning Walk Observation

Securely good/ embedded	
Enhancing	
Developing	
Not secure	

