

**Subject Leader Action Plan 2017/18
Computing**

What action will you take?	Timescale needed	Who will be involved?	Budget required	How will you do this	How will you know it is successful?
1 Learning walks	Ongoing	ST	None	<ul style="list-style-type: none"> Conduct learning walks in all year groups at different times of the day to see what equipment is being used. 	Many different forms of computing should be seen in all year groups. This is backed up by Earwig evidence.
2 Training	Ongoing	ST/ external trainers	Approx £200	<ul style="list-style-type: none"> Staff meeting training dates to be arranged and delivered by ST, training staff on new equipment/ apps etc. Opportunities for staff to attend training courses relevant to their year groups. 	Staff to feel more confident at delivering the computing curriculum.
3 Ensure care of equipment	Ongoing	All staff and children	None	<ul style="list-style-type: none"> ST to show how all equipment should be stored/ looked after. Remind staff of Acceptable Use Policy. Staff to take responsibility for equipment and ensure that their class return the equipment correctly. If children monitors are used, staff should always check that equipment is put away and charging afterwards. 	Equipment to be well looked after and stored away neatly. Equipment to be put on charge when put away.
4 Storage of equipment	Autumn term	ST	£100	<ul style="list-style-type: none"> Shelving/ storage boxes to be purchased. These will be well labelled which makes putting equipment away easy. 	Appropriate labels on boxes, which are kept tidy.

Geography Position Statement 2017/18
Subject Leader- Sally Tabberer

Computing at present

At Willesley we are lucky to have a wide variety of computing equipment. Compared to other schools we have many more iPads and laptops available to us. This equipment is widely used by all teachers in order to deliver the computing curriculum effectively.

The Rising Stars scheme of work provides teachers with lesson plans to ensure coverage. Appropriate apps and programs have been installed on all iPads and laptops.

I have delivered several training sessions on newer equipment such as codebugs and blue bots, and allowed time for staff to practice using them before they have to teach with them.

A glossary of terms has been distributed as I am very aware that the new curriculum uses very technical vocabulary.

Computing in the future

Although our iPads and laptops are well used, other technology that we have is not utilised as much as possible. This may be due to staff requiring more training which should be available to them in several ways. I am able to deliver training on some equipment and apps. Other training provided by external agencies, should be made available to staff if they feel that they would benefit from it.

Conducting learning walks in all year groups, will help me to see what equipment is being used and where any gaps may be.

Equipment is currently stored in several locations and is not always put away correctly. The beach hut is to be used to create a proper storage area for all equipment. All boxes will be well labelled ensuring that equipment is stored away neatly and easily accessible. New storage boxes will need to be purchased in order to facilitate this. This will hopefully help with the care of equipment that is currently lacking.

**Subject Leader Action Plan 2017/18
Geography**

What action will you take?	Timescale needed	Who will be involved?	Budget required	How will you do this	How will you know it is successful?
1. To look at topics and content to ensure no repetition across the school.	Oct 2017	AD	N/A	-Request topic and medium term plans from staff to look at content and topics being taught.	No topic will be taught twice throughout the school.
2. To encourage the use of Geography specific language.	Throughout school year.	All staff	Small amount for vocabulary cards.	To produce and buy sets of vocabulary cards for topics which are taught. To look at different varieties which can be used on displays as well as for teaching.	Children will be beginning to be more aware as well as be using subject specific language during discussions and within their work.
3. To put together some subject boxes.	End of the school year	AD	£300 for resources	To begin to sort out existing resources and which are relevant to taught topics. Put these in boxes to make it quick and easy for staff to access.	Teachers will be able to find resources easily and quickly which are relevant to their topic.
4. To begin to introduce orienteering as a topic.	Summer term	Myself and PE staff initially and then all staff	Resources and mapping.	To get the school and local park mapped for orienteering. Then begin to look at lesson plans for KS2 to begin with.	KS2 will begin to take part in orienteering and we will look into school competitions.

Geography Position Statement 2017/18

Subject Leader- Ashleigh Dowell

After taking on the role of Geography co coordinator in September 2016, I concentrated my initial year on finding out what the role entailed, as well as having a focus on finding out teacher's views and perceptions of the teaching and learning of Geography.

To assist me in doing this I handed out a questionnaire to each year group to gain an insight in to which topics are taught and how teaching and learning takes place through the different year groups.

In recent years, the teaching of Geography in all classes has been taught as part of a theme based approach with lessons planned from the National Curriculum. Skills for each year group are taught either as part of a wider topic or in specific discrete sessions, for example teaching map skills.

After analysing the results of the audit, teachers seem confident and comfortable with this way of teaching and are happy to continue to choose their own topics based on themes/ topics taught within year groups. Teachers also appear confident basing their geography teaching on the learning objectives from the symphony grids.

Although staff are happy with the ownership of the topics, some felt they needed support in thinking of fresh and interesting ideas which will capture the children's interest and engage them fully. With this in mind I plan to look at different schemes of work and buy into one which best fits the school's needs and interests. This will then give teachers the opportunity to dip in and out for lesson plans and up to date resources, hopefully giving them increased confidence to plan engaging and exciting geography lessons. In addition to this I also plan to attend some geography subject courses and feed back to staff any interesting and up to date initiatives.

After attending a course which was specific to embedding geography across the curriculum, I have begun to think of ways to improve this across both key stages to enable the vast amount of skills from literacy and maths to be applied in different contexts and this will hopefully assist in consolidating these skills further for the children in different and interesting way.

During the summer term I organised a visitor from the Leicestershire Orienteering Club to provide a taster session for the Year 6's. As subject coordinator I was lucky enough to be able to attend this and get involved in the teaching side. The children found it a fun and active way of learning geographical skills and it was also brilliant to hear how the session promoted the use of geographical language. Following on from this, I decided to look into getting the school mapped for orienteering, including Western park, so that other year groups can benefit as well as increase how much year groups use the local area.

At the end of the academic year I began to monitor geography through looking at books as well as the use of Earwig. This helped evidence the interesting and active learning such as curriculum days about Vikings and The Romans which combine the teaching of geography and history.

Monitoring the subject is an area which I like to improve upon this year, in particular to find out the children's views, to enable me to further develop the subject.

Targets for the future of Geography:

- To ensure no topics are not being repeated throughout the school so that children are offered a variety of topics across their time at the school.
- To try and include study of the local area in each year group which will involve a visit into the local area.
- To try and embed Geography across the curriculum instead of a single subject. To suggest this may be done through having a topic question rather than a 'topic' e.g. Instead of learning about India a question could be asked such as How is India saving the tiger? This will allow several key geographical concepts to be explored as well as offer opportunities for literacy and maths skills to be taught and applied.

- To push the use of geography specific vocabulary.
- To study and begin to introduce orienteering as a whole school topic. To look into how and who can help me do this as well as local competitions in the area.
- To begin to put together some planning and resource boxes for year groups to use by buying into schemes and exploring different sources.

Subject Leader Action Plan 2017/18
History

What action will you take?	Timescale needed	Who will be involved?	Budget needed?	How will you do this?	How will you know it is successful?
1. Develop either a History or mini topic with a History focus in Year 1 and Year 2	Over the Year 2017/18	ES and Key Stage One Teachers	Time release Any resources to deliver topics chosen	Meet with teaching teams to look at current topics and how we can incorporate teaching of History relating to National Curriculum outcomes. Is there any opportunity for History led weeks? Do we need to change topics being taught?	Clear History led sessions are being taught within topics and children are aware they are being taught history. Evidence from Earwig and cultural studies books
2. Develop resource boxes for topics in Key Stage 2. This year focusing on Stone Age Britain, Egyptians, Local topic resources.	Dec 2017	ES and Staff teaching the chosen topics to be resources	£200	Meet with staff and evaluate current resources and their usefulness. Complete audit. Order new resources required to teach engaging/ hands on lessons	Resources have been purchased and used successfully to deliver lessons. Evidence from Earwig and book trawl Classroom displays.
3. Write an updated History Policy in line with other policies within the Symphony Trust.	Oct 2017	ES	NO	Use template provided by Symphony Trust to write a new updated policy for History	Policy written, approved and in place.
4. To monitor and evaluate the teaching of History throughout the school	Throughout the year 2017/18	ES	Time release each term	Continue to build up the portfolio of evidence of teaching and learning of History through Learning walks, pupil interviews, children's work, photographs and video evidence and the use of Earwig as a monitoring tool.	Evidence in Subject Leader Folder. Feedback given
5. Encourage and develop the use of the local area in collaboration with the Heritage Project e.g. use of Ashby Museum, new Heritage centre at St. Helen's Church, Ashby Castle and other places in the surrounding area.	2017/2018	ES and All Staff	Any coach costs/ workshop costs	Investigate what is on offer to us at the Museum? (workshops/loan boxes) Heritage Centre at St Helen's and through the Heritage Project e.g. archaeological digs at Bradgate Park. Then use Staff meeting to introduce what is on offer in our local area to enhance the teaching of History.	Visits planned within topics throughout the year. Evidence of Year groups using the local area through Earwig and Twitter

6. Find ways to promote significant historical events within school to promote British Values.	2017/18	ES in discussion with AP	Resources?	Look at a calendar of specific dates relating to Historical events taking place throughout the academic year and look at ways the school can promote these e.g. through assemblies, guest speakers, commemorative days e.g St George's Day	Teachers will make children aware of significant dates in History and their importance.
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History Position Statement 2017/18

Subject Leader- Emma Sturgess

Since taking over the role of History Co-ordinator in August 2014 there have been many positive changes. History across Key Stage Two is taught in History led topics, with each year group teaching two topics which are History led. All Key Stage Two year groups have embraced the importance of engaging children in learning through well planned out Curriculum days where children visit many sites outside school and/or have dress-up days in school using visiting workshops. This have had a positive impact on learning. (As co-ordinator I have had the opportunity to dip in to these workshops and have been impressed with the learning taking place.) Over the last few years I have started to build up resource boxes for each topic area to allow more opportunities for children to develop historical enquiry and have hands on experiences. Over the last two years I have been working with a Heritage project to develop teaching through history through the local area using maps, census data and the local area. This has developed into Year 5 changing from teaching The Shanghai Dynasty to now teaching a unit based on the local area, combining History and Geography and giving them the opportunity to use the local environment, providing lots of hands on investigation work. Previous to this we worked with Year 5 and the Heritage project to look at the War Memorial in Ashby town centre and investigate some of the names using census material.

History as a subject is monitored through book trawls and learning walks as well as the use of Earwig which shows the amount and quality of History being taught in the school. Through an amazing array of displays throughout KS2 it is clear children enjoy History producing work to a high standard. This year I hope to have more opportunities to conduct regular learning walks, scrutinise books and possibly interview some pupils for their thoughts on the subject to develop it further.

History is covered very well throughout KS2 however there are still no specific History led topics in Key Stage One. History is taught through other subjects e.g. changes in children's lives and families. Therefore, by working with the Key Stage One Staff I would like to develop a History led topic in each Year group or at least mini-topics within their main topics e.g. Bonfire Night and Guy Fawkes. History is still being taught in EYFS through topics relating to Dinosaurs and Knights and Princesses. The children meet a real palaeontologist and also visit Ashby Castle to enhance their learning. They also look at differences in their own lives.

Therefore, this is how I plan to develop History at Ashby Willesley School:

- Develop either a History or mini topic with a History focus in Year 1 and Year 2
- Continue to add to the resource boxes for topics in Key Stage2. This year focusing on Stone Age Britain, Egyptians, Local topic resources.
- Encourage and develop the use of the local area in collaboration with the Heritage Project e.g use of Ashby Museum, new Heritage centre at St. Helen's Church, Ashby Castle and other places in the surrounding area.
- Continue to build up the portfolio of evidence of teaching and learning of History through Learning walks, pupil interviews, children's work, photographs and video evidence and the use of Earwig as a monitoring tool.
- Write an updated History Policy in line with other policies within the Symphony Trust.
- Find ways to promote significant historical events within school to promote British Values.

International Links Development - Position Statement 2017/18

Subject Leader- Alison Cox

Since the Spring Term of 2016, a new International Link has been developed with a school in Sierra Leone. It was introduced to the children in May 2016 and a 'Sierra Leone Awareness Day' was successfully held. We had a visit from Alan Wolstencroft from Banbury Rotary club, who has helped establish this link. He presented two very informative assemblies for the children, as well as bringing in artefacts to show them. He also held a Q&A session with the Year 5 children to help extend their understanding of life for school children in Sierra Leone. The children participated in various activities throughout the day and all the children enjoyed an African Drumming workshop or Assembly. The school raised £500 for The Liverpool Community School near Freetown in Sierra Leone. We were featured in Alan's newsletter and the children were informed of how the money was spent. New water treatment tanks were installed at the school in the toilet blocks paid for by our school. We are now hoping to raise funds for the school towards a library block.

I have also met with a representative from The Ashby Town Council regarding setting up a link with a school in the twinned town of Pithiviers in France.

Subject Leader Action Plan 2017/18

International Links

This action plan is split into three parts:

The Liverpool Community School in Sierra Leone

- Harvest Festival fund raiser in October 2017
- Willesley children to paint Christmas cards- perhaps have a painting competition in each class and one chosen one is sent along with a class letter). Either send through Alan or post if possible. Send some supplies for the children in SL to write back.
- Follow up how the Harvest Festival fundraised money is spent through Alan (possibly get a video recorded when he goes out next)
- Summer 2018 fundraiser event to support the ongoing development of the school

Developing a new link with a school in Pithiviers, France

- Follow up on initial meeting with David Harris from Ashby Town Council (email sent 30/08/2017)
- Develop contact with new school once found
- Set up whole class pen pals with school (via email and letter) for KS2

Gaining the Foundation Level British Council International Schools Award

- Start thinking about embedding International Awareness into our curriculum to aim for British Council International School Award (Foundation Level). Examples could include links to topics like the water cycle (water shortages in African countries), Black History Month
- Fill in required paperwork to apply for Award
- Follow some of the Classroom ideas and learning resources at Willesley, and then maybe with the school in France
- Keep a record of evidence from Earwig/books

Subject Leader Action Plan 2017/18
Literacy

Action Point	Detail of action required	Resources/ people involved	Budget Requirement	Timescale	Outcome
<p>Improvement of Grammar, Punctuation and Spelling across KS2.</p>	<p>Following average GAPs test results at KS2 we want to try to improve overall understanding of GAPs across the KS and familiarity of terminology used so that in National Tests our children can perform better.</p> <p>Spelling remains an area of concern in National Tests and is a limiting factor to overall GAPs success. Work is needed to address this.</p>	<p>Look at different schemes that could be adopted across the KS.</p> <p>Implement assessment opportunities for GAPs/Reading Test situations for the children so that they are more familiar with time constraints and the pressure of completing tests.</p> <p>Complete and analyse SWST results to identify children who are not developing good spelling skills.</p> <p>SLT to adopt GL Assessment across its schools</p> <p>Look at how we can use intervention to address poor spelling. Devise a Year Group Spelling Challenge/ competition for the end of the year</p>	<p>CGP: £580</p> <p>Schofield and Sims Twinkl</p>	<p>Autumn Term/ SR</p> <p>Half termly tests to be introduced./ Year Groups in KS2</p> <p>September/ Class</p> <p>Year Groups</p> <p>Autumn 2017 Testing in Summer 2017</p> <p>Spring/ Summer 2017/18 S</p>	<p>Implemented Sept 2017</p> <p>Y2 GAPs Y3 Reading Comp Y4 Reading Comp Y5 Reading Comp Y6 GAPs</p> <p>Schofield and Sims packs trialled Sept 2017</p> <p>Track progress/ use to initiate intervention</p> <p>Ability to track progress across school of child's GAPs progress</p>

	Discuss as part of Symphony Learning Trust English Meetings, how schools achieved success in writing and GAPS	Visit schools to view work and interventions used. Share good practise. Implement ideas and strategies seen. Discuss during SLT English Network Meetings		Autumn Autumn/ Spring	
Improvement of Writing across school.	Use Writing Levels from Summer 2017 to identify children who are significantly behind in writing levels. Introduce an intervention programme that could be used to target lower achieving pupils in writing. Find ways in which to write for a purpose throughout the school year. Introduce times when the children can produce longer pieces of writing that is sustained over time.	Data Write Away Together Writing Competitions/ letters/ complaints. At least once a fortnight. To encourage writing of childs' own choice, and free writing.		September/ Class teachers August/ Year Groups Autumn Writing Competition Christmas Story SR/ RMc Fortnightly/ Classes Daily	Introduced at Staff Meeting 29/8/17 £168/ ordered 4/9

	Introduce 'Writing for Pleasure' note books Rigorous moderation of writing both in year groups, cross phase and as a school to ensure continuity and understanding of SAS and ITAFs.	Staff meetings timetable of Moderation every half term.		Half termly/ Years Groups/ Cross moderation	Started Sept 2017
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Literacy Position Statement: A Review of 2016/17
Subject Leader- Sue Rainbow

Updated February 2017

Updated March 2017

Background Information

Following data recorded at the end of Summer 2016 the following things have been identified as strengths and weaknesses in English across the school:

1. At KS1 the main concern came at Y2 where in externally moderated writing no greater depth were judged. This was due to an absence of some punctuation in written work; not enough extended pieces of work and handwriting.
2. In KS2 tests, School did well with Reading and GAPs, scoring above both LA and National expected levels. Writing was 72% compared to 74% nationally and at LA level. We felt that we had resourced this well in the previous year and that we had a good working knowledge of the subjects across the year group. We were not moderated for writing but feel that our limiting factors were both length of writing pieces and handwriting. At a Symphony meeting we discussed the expectations and compared books and this proved our ideas.

Present Picture

Since August we have implemented a new spelling scheme across school. Using a scheme mirroring the Lemon Curd/ Strawberry Jam Mental maths schemes. This is being developed as part of a NPQH Project being done by Lizzie Hallam at Newcroft Primary who has taken a staff meeting and is meeting with year ³/₄ staff as part of a project to improve spelling. Liaising with her we have implemented the scheme, which in the early stages seems to be a success with pupils and we hope to see an improvement to the Single Word Spelling Scores, we have all completed this half term, in the summer.

Liaison has been happening on a half termly basis and links have been made with Liz and Y3 so that part of AW performance Management is to coordinate the project. Next meeting 10.2.17.

We have also been trialling Handwriting ideas across school, developing a cursive style. We have resourced this ourselves to this date, but I am looking into purchasing a scheme to add continuity of approach and skills (a Collins rep met with me today and I am leading a Staff Meeting with my proposals after Half Term.

A Collins Handwriting Scheme has been purchased adopted across school and is being implemented into planning. The resources are available for each year group as a booklet and on the Shared Area of the school I T Resources. The handwriting in school has improved dramatically and expectations have been raised as it is a limiting factor at both Y2 and Y6 end of year Expected Levels.

We have instructed teachers that longer writing should be undertaken at least fortnightly and be planning into the units of work.

This half term we have ordered Reading Comprehension books for all school and GAPs booklets for Year 2 and 6 from CPG. Staff were asked whether they were of use last year and they were highly praised. *Being used well by staff.*

I have budgeted for replacing Dictionaries in Y2/3/4 to improve use and interest. These are to be ordered.

Future Plans

Year 2 and Year 6 entered competitions for writing and Spelling throughout the year and we had many children's work published and recognised by external agencies. I will be looking out for more opportunities for purposeful writing. *Y6 Rotary Club Writing Competition February 2017/ Y3 Poetry Competition Spring 2017*

Rotary Club Writing competition: REFLECTIONS, entered by over half of year group. Set as homework for all. Sent to markers 17/3/17

We have bought into Reading Eggs once again. Encouraging Staff to use them in Homework Challenges and possibly looking into a Reading Egg Challenge.

We have purchased 20 more GAPs 'Bibles' which are now available to Y6.

Collins GAPs Bibles to be purchased for Y5 also with Book Fair Commission.

We intend to continue the Meaningful Moderation Meetings that began in Autumn. Autumn 2 will be cross phase so that teachers can look at expectations above their year group and where their children have come from in classes below. They can assess if they agree with Symphony Assessment levels across year groups.

Moderation again in January 2017 was very successful and cross age moderation of similar level brought many positive reports (see moderation of writing results)

A new Marking and Presentation Policy was written by me in January to update the existing policy so that it is in line with our current methods of feeding back to children.

Intervention Groups for both Writing and Reading have been undertaken this term. This is to identify both those who have gaps and those whose ability is good but would benefit from being pushed further. These run before school and a £5 book voucher has been given as an incentive for 100% attendance.

32 Book vouchers given out March 2017 for 100% Attendance

World Book Day had the theme of The Secret Life of Teachers. On the day children wrote stories/ poems/ wanted posters as part of class work. These have formed part of the WBD display in the practical area. Children and staff also dressed as book characters and brought in the book to prove it. They were photographed in groups. A whole School Assembly showcased the various characters and also I presented a Slideshow of the work of the International Book Club, where £350 was donated to send books to African Countries.

New Dictionaries and Thesaurus to be purchased for Y3/4 March 2017

Top up of Big Cat Books for Year 1 and 2, March 2017

Literacy Position Statement 2017/18

Following SAT scores in writing and GAP's that were broadly average we again need to push the standards in English. We should be better than this and would have been if the appeals in both reading and writing SATs tests had been upheld.

Spelling is still an issue across school and there is to be more of a push in the strategic teaching of spelling across KS2.

It was also felt that there was not enough familiarity with the test procedures as the children came through school and that if it became the norm for there to be testing taking place each spring it would be good practise for several reasons. Firstly that the expectations in terms of time would become second nature. Also the familiarity of different types of test questions and terminology would also be practised.

It was felt that children needed more fun and purposeful opportunities to write. This would then make writing a more desirable pursuit for many. This is to be planned into topics and the use of Free Writing Books will give children the opportunity to write about topics of their choice.

Present Picture

At present a number of new initiatives have been ordered or are in discussion for the improvement of all 3 areas (see Action Plan).

The initiative that has most implications for monitoring of progress is the GL Assessment System. At present this is in the consultation stage with some schools having trialled it and some being introduced to it. This tool will test Reading, GAP's and Spelling and will then analyse the results and have pointers as to where the next steps are. It will be something that can transfer from class to class and a picture is built of the progress being made. There is a large cost implication to school of over £2000 but this will enable us to track more closely the progress in these subject from Y1-6.

I have Chaired the first meeting of the Symphony Subject Leaders in English. Here we discussed the areas of development needed across all 8 schools. It was agreed that we must utilize each other's knowledge and skills to make improvements across the trust. Next meeting is in November where we are discussing Handwriting, SAT's Tests Tips, and Pre Learning.

Future Plans

Consolidation of good practise with up to date, age appropriate resources so that differentiation can be made to match the child's need and there is a building on prior learning moving through school. To do this I have met the requests for different scheme books and English resources to meet needs as well as having continuity across school.

I would like to observe more English lessons throughout the year to see how these are being utilized.

How can your subject GROW?

Here are some questions to ask yourself:

Goals

What do you hope to achieve this year in your subject area?	
What 2/3 things will make the biggest difference? How do you know this?	
Why will they make the biggest difference?	

What will your subject look like when this has been achieved?	
If you knew you couldn't fail what would you try out in you subject?	

Reality

Why hasn't your subject excelled in the past? How do you know?	
What is stopping it from performing well?	
How can you learn from this? What has already been tried?	
How can you turn this around?	
How urgent is this change needed? Is this part of SDP? SATs results? Moderation?	

Options

What is priority? Why?	
What is your first step?	
Who else could help you to achieve this?	
What would happen if you did nothing?	
What are your options?	
What is your plan?	
What is the hardest part going to be? Why do you think this will be?	
What will be gained?	
What is the best that could happen?	

Will

Are you committed? If not it won't work. If not re-assess.	
How are going to meet your goals?	
What does success look like, how will you measure this?	
What will have happened to know you have succeeded?	
What support do you need? How will you get this?	
So what? What will happen if you don't achieve this? Who will be affected?	

Implementing Change

Kotter's 8 steps for leading change.	How would you implement these processes in your curriculum subject area?	When will you do this?
1. Establishing a sense of urgency		
2. Create a guiding group		
3. Develop a vision of change		
4. Communicate the vision		

5. Empowering action		
6. Generating short term wins		
7. Resilience		
8. Incorporating changes into culture.		

Subject Leader Action Plan 2017/18
Maths

What action will you take?	Timescale needed	Who will be involved?	Budget required	How will you do this	How will you know it is successful?
To support staff in identifying target pupils through data analysis	Half termly staff meeting	All teaching staff	-	<ul style="list-style-type: none"> ✓Plan and lead a staff meeting each half term for teachers to look at their own data, supporting them in identifying pupils to target. Are the targets they have set challenging and in line with expected progress and attainment from KS1 to 2? ✓Provide a structured analysis sheet ✓Teachers to have clearly identified target groups for maths and know their reasons for highlighting these children 	<ul style="list-style-type: none"> ✓Teachers will have identified a target group of pupils and have clear reasons why they have selected them ✓New children will be targeted once children have made progress
To trial using pre-teaching as one intervention strategy for target pupils	Year	All staff	Release cover	<ul style="list-style-type: none"> ✓Liaise with other symphony schools who use pre-teaching as a successful intervention method – how is it achieved? What times is it done? How often? How is it resourced? ✓Look at timetable to see when this approach could be used ✓Ask staff to trial it and report back on successes / limitations 	<ul style="list-style-type: none"> ✓Pre-teaching will be evident across the school (learning walk, interviews with pupils)
Promote the use of bar modelling as an approach to developing reasoning skills	Year	All staff	Training costs if relevant courses come up. Release cover	<ul style="list-style-type: none"> ✓Lead staff meeting on bar modelling. ✓Provide opportunities for staff to observe bar modelling being taught by those who are confident ✓Team teach / teach other classes where staff are not as confident ✓Teachers to plan in opportunities for bar modelling in lessons ✓Collect in samples of pupils books for scrutiny. Is there evidence of bar modelling? ✓Set homework that encourages reasoning and use of the bar model. 	<ul style="list-style-type: none"> ✓Bar modelling will be evident in books. ✓Children will be more successful with reasoning questions and be more confident
To update the school's maths	1 x staff meeting	All teaching	-	<ul style="list-style-type: none"> ✓Discuss existing policy with staff – are methods in policy being taught correctly? Do 	<ul style="list-style-type: none"> ✓Policy will be updated and on the school website

policy and calculation methods		staff and governors		they need amending? ✓Discuss adding bar modelling exemplification to the school's policy	✓Staff will have agreed and be teaching agreed methods ✓Evidence in ch calculations will reflect this
To inform parents of calculation methods used in school	1 x twilight for staff interested in modelling ½ term to create booklets	Staff who are willing to model methods	- - Cost to photocopy in colour -	✓Parents will be made aware that the updated policy is on the school website if any changes have been made ✓Plan and run a workshop evening for parents to come and participate in maths lessons that model the agreed calculation methods and bar modelling ✓Ask pupils in each year group (where appropriate) to create a booklet for parents explaining how calculations are taught, to be sent home. ✓Create a video for each year group showing what maths looks like in our school to share on the school website.	✓Evening will have taken place ✓Feedback from parents ✓All parents will have received calculation booklet ✓Videos will be on school website.
To ensure effective and robust moderation takes place over the school year.	Termly	All staff CD/RM	-	✓Provide opportunities for cross school moderation against symphony assessment and against end of KS ITAFs for years 2 and 6. ✓Plan opportunities for cross school moderation with other symphony schools (maths leader meetings)	✓Moderation will have occurred and feedback shared ✓Moderation forms show evidence of agreed assessments

Maths Position Statement 2017/18

Subject Leader – Chloe Dilks

Achievements last year

KS2

- 80 % of children achieved secondary ready, an increase of 8% on 2016
- 35% of pupils achieved a score of 110+ (equivalent to 86% in test) equivalent to GDS
- 9% achieved score of 115+ (equivalent to 95% in test)
- 58% got 35/40+ in arithmetic, demonstrating that this is a strength of the school.
- Children who passed, passed confidently.
- School attainment is above the national average of 75% and higher than 78% average of symphony schools.
- Average standardised score was 104 which is above symphony average of 102.14 and the same as national average.

KS1

- 83% of pupils were at expected level at end of KS1, the highest result of Symphony school and significantly above the national average and trust average of 75%.

Maths continues to be taught well across the school and staff have embraced and delivered new initiatives.

Arithmetic proves to be a strength, with very good results in KS2 paper 1. **Reasoning is an area for development.**

Areas for development (Green = 2016 target achieved)

- **Monitor progress more closely. How can we address progress? Although attainment is good, children are not making the progress that is expected of them.**
KS2 staff need to understand the link between children achieving Level 3 at end of KS2 and the need to achieve a standardised score of 110+ at end of KS2, rather than simply passing the test. This needs to be communicated to parents and pupils so that they both know what high expectations we have of them. We need to ensure that these children continue to make good progress and not plateau. **Plan in time for staff to scrutinise their own data and look at patterns.** Target groups of children based on progress not just attainment.
✓Data scrutinised by CD with target children being identified and shared with staff at staff meeting. Children identified from KS1 SATs results, NFER test data and SAS scores.
✓As requested by staff **Rising Stars Intervention package** purchased for us in KS1 And 2
- SATs meeting held for parents – information communicated and positive feedback received from those that attended. Parents liked the clarity of having standardised scores and expectations explained to them.
Y6 target groups established for KS1 level 3 achievers

- NFER test papers ordered for Spring term and administered as soon as they arrived (week 3 of term) NFER tests now in place for years 3-5 for every term administered by staff with results showing good progress and results being used to identify pupils who need monitoring and accelerated progress.
2017 Continue to develop
- Re-assess progress and attainment of children identified – is the gap being closed?
- Evaluate NFER data from Autumn term – which children are not on track to make the expected progress? Assist teachers in identifying and supporting these pupils.
- Encourage greater understanding and use of bar modelling as a means for problem solving throughout the school
3 staff (KS1, LKS2 and UKS2) booked on to bar modelling course. All 3 and myself to disseminate learning to rest of staff. Very positive feedback from staff and all keen to try. Needs consolidating in 2017/18
- Develop different approaches to teaching and understanding of fractions as this is an area that children find challenging across the whole school.

Areas for development 2017

Develop reasoning skills:

- **Develop children's reasoning skills further** using the **bar model** as a means to support learning. Write this in to the school's calculation policy and hold an evening inviting parents to sample lessons demonstrating our calculation policy and introduce the bar model.
- Set homework opportunities that allow opportunities for children to problem solve and reason at home.
- Moderate reasoning skills cross year group and cross school.
- Provide staff training and model lessons on bar modelling and fraction teaching
- Share good reasoning resources – White Rose Maths Hub

Improve intervention strategies

- Trial using '**pre-teaching**' to support less confident MA children before the lessons being taught.

Plan in effective moderation across school

**Subject Leader Action Plan 2017/18
Physical Education**

What action will you take?	Timescale needed	Who will be involved?	Budget required	How will you do this	How will you know it is successful?
<p>1. To develop the leadership role of the Sports Coach. He will take responsibility for selection and coaching of teams for competition. Taking a lunchtime role of groups of children for clubs to improve inclusion and participation with our ambassadors</p>	<p>Sept 2017</p>	<p>MS/HE/LB/JW</p>	<p>TBC</p>	<p>Matt will meet with PE leaders and plan/discuss forthcoming events. Prepare letters and inform parents via newsletter. Agree teams and arrange practise sessions either within curriculum or outside.</p> <p>Letters collected and transport arranged. Risk assessments done (LB to support)</p>	<p>Competition results Smooth running of event organisation</p>
<p>2. To continue to achieve Silver School Games Mark and aim towards Gold for 2018/19</p>	<p>July 2018</p>	<p>HE/LB/MS</p>	<p>n/a</p>	<p>Broadly achieving criteria for Silver but with greater emphasis on aiming for gold the following year <u>Criteria for GOLD:</u> 8 Level 1 events 6 Level 2 events Specific support for G and T pupils 50% engaged in extra curricular min 2 hours/week PE plus additional 15% pupils engaged in leadership Fortnightly reporting matches/results Sports coaches Train staff in school Link with min 5 local clubs – at least 2 offering taster sessions and signposting pupils</p>	<p>Maintain Silver Games Mark for 2017/18 and working towards Gold for following year</p>

3. To continue to organise and enter as many Level 2 competitions as possible with A, B and C teams where possible	Throughout the year	HE/LB/MS	TBC	NWLSSP – funding level to be decided once clarified about SPORT AND PE Premium and cost of package we wish to purchase	
4.To instigate and supervise play leader coaching	Sept 2017	MS/HE/LB/RMc	n/a	Following training (11.9.17) Meet with them and discuss role and ideas in conjunction with R Mc	Wider role for pupils within the PE function/organising L1 activities etc
5. To establish a School Sport Organising Committee	Sept 2017	MS/Bronze sports ambassadors	n/a	Matt to decide when and where to meet with team and his agenda. Getting ideas and a plan to implement	To see evidence of meetings and events taking place and 4 Level 1 events this year
6. To organise 4 Level 1 competitions in school e.g lunchtime competitions (for GOLD 8 Level 1 events)	Sept/Oct	MS Sports ambassadors	n/a	To plan for a Level 1 competition this Autumn – inter house – Tag Rugby	To publicise an event with photos on Twitter/newsletter
7. To aim for 50% inclusion in extra curricular activities	Throughout year by July 2018	MS/HE/LB	n/a	To ensure that more children are involved with clubs, particularly those inactive children Lunchtime and before school best opportunity	Monitor participation through spreadsheet to calculate final % of participation
8. To promote School Games on notice board	Sept/Oct 2017	MS/ambassadors	n/a	To ensure that forthcoming events are shown on the notice board	Evidence of forthcoming events on noticeboard

9.To provide opportunities for Gifted and Talented children in sports with opportunities.	Throughout year	LB/HE/MS	n/a	To ensure we take up opportunities for G and T and support and celebrate children in school who achieve outside school	Sports Notice Board section on STARS and Achievements
10.To provide less able or children with disabilities with opportunities when they arise	October half term	HE/LB	n/a	To enter several children into inclusive events when they arise	
11.To monitor and observe skills progression across the phases (gymnastics)	October 2017	LB/MS	n/a	Through photographic evidence of key skills progression across the age ranges within school and promoting through display in hall as a resource for all to use	Gymnastics Display in hall
12. To improve the playground areas to provide for PE and lunchtime activities	March 2017/18	LB/HE/MB/MS/LW	TBC	To have an action group to discuss and plan for new facilities on upper playground	To have a separate action plan for playground improvements
13. To inform parents regularly (fortnightly) or events taking place in school at Level 1/2/3 To involve local press with match reports and match reports for school newsletter	Oct/Nov	HE/LB	n/a	To organise children to write match reports and to upload to newspapers. Ambassadors to write them for the school newsletter or whoever is involved with playing	Twitter/newsletter

Physical Education Position Statement 2017/18
Subject Leader – Linda Blackburn and Heidi Elliott

Updated – January 2016

Updated – January 2017

Updated – September 2017

HISTORY

Willesley has a great sporting record in local and regional competitions and the children are proud to talk about this. Parents are supportive of this. We now have the Symphony assessment scheme which the whole school is using. Earwig is a possible device which will further enhance this if adopted.

Due to the introduction of a PE apprentice this year, lessons and focus has been improved throughout the school offering greater support for teachers and children of all abilities within lessons.

Willesley continues to perform well at competition level in many sports, resulting in representing NWL at School games in 5 events: Quad Kids Year 5/6 (SILVER), Quad Kids Year 3/4 (GOLD) Hockey Year 5/6 (GOLD) Girls Cricket 5/6, Mixed Cricket 5/6.

Another year of participation and competition success at Willesley. Following our aim to ensure that all pupils across the school have taken part in a Level 2 event, this has almost completely been achieved (cancelled events prevented the participation being 100%)

Pupils have taken part in a wider range of events with several new competitions this year: aquathon, handball and cyclocross, which has enabled a wider range of children to take part. Links with local sports providers has been extended; including Ivanhoe Robins Athletics Club and Ashby Tennis Club, both of whom have been into school to engage pupils.

In addition, our school teams continue to be very successful at Level 2 competition leading to Level 3 County games teams representing NWL in 6 events (out of 10) Quad Kids $\frac{3}{4}$ (Gold) Mixed Cricket, Girls Cricket, Netball, Swimming, Trigolf 5/6 (Bronze)

CURRENT POSITION

Heidi and Linda have jointly led PE co-ordination for the past 2 years. This level of leadership enables the school to support a greater number of events and therefore a higher participation level across the school.

This current year (2016/17) – we have rejoined the apprentice scheme, with another Sports Apprentice. To date, he is leading many lunchtime activities and supporting events with more out of school clubs about to start.

From our survey we found that children enjoy P.E. lessons and competing in events both intra and inter school.

There is a high participation of sports outside of school; football, rugby, swimming, gymnastics, tennis and many more. Links with local clubs is good, but could be better. We've gained more links with cricket and basketball clubs. Clubs Complete offer sporting clubs aswell on site.

Links with Chance to Shine cricket has been very successful this year, providing excellent staff training, curriculum coaching and an after school club for girls. Resulting in winning Gold for both the girls team and the mixed team.

We arranged coaching from Ashby Hastings Cricket Club prior to the county games.

One of our parents has supported us with extra running coaching to enhance our Quad Kids Training (Ivanhoe Robins)

We have received coaching throughout the year for both our Cross Country Teams (10 reaching County Finals) and our Quad kids teams.

We also held a whole school cross country day for all year groups.

Hall and outdoor area time allocations are limited with all the requirements on time and availability; teachers work closely to be flexible and accommodating when special events are taking place, such as theatre, drama and plays. The new studio means that this pressure has been relieved slightly although space is still a premium. The studio will allow yoga and dance activities to take place in there and this is hoped to be further developed through a sound system.

Studio will be used more once a sound system is in place there to support T and L

The studio is still very much not used widely for PE activities due to the lack of computer support.

All classes have access to an indoor and an outdoor session weekly with Year 5 having additional physical exercise in the Autumn Term with the walk to and from the swimming pool. Y5 no longer attend swimming but the school plans to provide funding for children not meeting the minimum standards.

Swimming requirements for children to be addressed this year.

Teaching practice is well established, with some teachers having P.E. as their specialist subject, so skills levels are quite high in many areas. We introduced Sports Ambassadors in year 6 last year and this year the SSP have adopted the idea and have introduced a programme for Bronze, Silver and Gold Ambassadors. This has continued to develop and this year the leaders are also working towards their Peer Leaders award and attended training at Loughborough University (we were one of only 2 local schools selected for this). The Young leaders will develop intra school events and they have begun with mini Olympics for Y1 and Y2.

The Peers Leaders Scheme was not a great success, mainly due to limited resources in terms of time and staff to organise the events.

This coming year we hope the new apprentice will build up to organising lunchtime events/competitions with the support of the sports leaders.

Sports Leadership has been relatively undeveloped this year. Our new sports apprentice has been actively involved in organising and taking training and coaching sessions for teams and selection sessions. In the coming year, the sports coach will be involved in playleaders training and Bronze Sports Ambassadors training. This will lead to a more active established Sports Crew who will begin to organise Level 1 events at lunchtimes.

We have Val Sabin Dance and Gymnastics Schemes of Work available for all year groups and many of us have had gymnastics and dance training. We hosted a whole school dance twilight training session for all staff last year. There are good resources available in the teacher shared area for gymnastics. There is also shared planning for other areas available. This year a cricket staff training session will be held.

Staff cricket training was successful and well implemented into lessons, plus one of the games was included in our sports day this year.

Out 2 NQTs attended a gymnastics course this year, which they both said they benefitted from.

Year 1 teacher gymnastics training and will now lead the competition for Key Steps 1 in February.

F/S teacher to attend Big Moves Fundamentals course to develop motor skills in FS (physical literacy)

Ashby Castle Tennis Club came into school and delivered taster sessions for all year groups to give teachers and pupils the chance to experience tennis.

Chance to Shine Cricket staff training was delivered to teachers and support staff.

Cross Country Day for all pupils and staff as inspiration day and staff CPD for activities.

Staff will be asked what training they would like and this will be fed back to NSLWWP who will hopefully be able to provide some support.

We have strong links with the SSP, who we have 'bought into' and they provide the following:

CPD coaching for teachers; half a day per term – usually 2 classes per half term; an after school, lunch or morning club throughout the year with all year groups targeted; Playcoach training – for pupils and lunchtime supervisors; competition events programme for Level 1, Level 2 and Level 3; PLT training days; Sports Ambassador support and additional coaching blocks – Zumba, tennis, badminton. We now have used the budget to appoint a PE apprentice which allows us to support more teachers in PE lessons through an additional adult and has increased the number of clubs we can offer. The aim is for this to also manage time and resources better.

This year the Sports Premium has primarily been used to fund the Apprentice and buying into the SSP for competition. We have bought new football goals, new football kit, catching equipment and a new gymnastics mat trolley.

Sports premium has funded buying into SSP competitions and our sports apprentice

P.E. Co-ordinator Role currently:

- Determine and organise the schools hall allocation and outdoor facilities timetable
- Maintain stock levels of equipment – indoor and outdoor
- Provide suitable resources for lesson planning
- Organise and provide staff training where we need it
- Co-ordinate school coach provision for classes/timetable
- Co-ordinate clubs for morning, lunch, after school
- Organise Level 1 interschool events – Multi skills Festivals/Tri golf
- Organise Level 2 events – competition programme throughout the year
- Co-ordinate and organise the School's Athletic Championship event in the summer term
- To organise any teams going through to Level 3 events – Schools Games at Uppingham/Welbeck/Leicester Grammar/Knighton Fields
- To organise Sports Ambassadors – Young Leaders Peer Scheme/Bronze Ambassadors Training this term
- Organise and co-ordinate Sports Day
- Organise Sports Relief
- Manage the role of Sports Apprentice across the school
- Provide reports and updates for Newsletter and Local press

Sports we compete in:

Football – Kirby Shield (5/6) and Rose Bowl (4/5), plus other tournaments throughout the year, e.g Measham Tournament in April and an inter school tournament at Broom Leys School. Girls football both through Sports Partnership and other local schools: Dixie and Symphony. Boys Y6 team in County Rice Bowl. Manor House

Tag Rugby – Years 3/4 and years 5/6 mixed. Manor House

Sports Hall Athletics – year 5/6

Swimming – Years 5/6

Hockey – Years 5/6 and 3/4

Cricket – Quik cricket year 6

Tennis – Years 3/4

Netball – Years 5/6

Athletics – Years 3/4/5/6

Badminton – Years 3/4

Table Tennis – 5/6

Orienteering

Quad Kids 3/4/5/6

Tri golf

Boccia

Inclusive Multi skills

Multi skills and Multi sports for KS1

Dance Festival

Areas available that we don't currently compete in: gymnastics, basketball, dodgeball, table tennis and cross country. **We have now competed in all of these events.**

Handball

Cyclocross

Aquathon

Mass participation Sports we take part in:

Multiskills

Multisports

Tri golf

Christmas Festival

Easter Festival

FUTURE HOPES AND REQUIREMENTS

The ideal dream would be to have more indoor space so that each class could have access to more high quality PE.

Develop the role of Sports Ambassadors. **Following input from SSP Brian Rushde – we now have our Ambassadors running lunchtime competitions This has continued with the new team being trained on the Peer Leaders Course**

Develop intra-school competition – could we use the intra/inter activities on Five a Day? **Peer Leaders developed this**

Ensure all staff are signposted to the planning support available on the shared area – **YES gymnastics**

Develop and monitor assessment for the subject – Symphony? **Now in its second year**

Create a long term plan; link this to current/future competitions. Ensure that sports other than the traditional sports are catered for – **Smart Movers/Zumba**

Ensure the Sports Premium spending is logged/monitored and shown on the school website and PE leaders are aware of the budget situation – *linked to School Bursar*

To look at skills based progression throughout the school – tracking/monitoring of achievement and progress of children's skills *Symphony*

To update the P.E. policy

To increase the level of participation in clubs of a wider variety e.g gymnastics, orienteering, *basketball, dodgeball* etc

To compete in basketball and dodgeball in 2014/15.

Aim to also compete in gymnastics in 2015/16. Done

Improve the monitoring of PE equipment. *Improved through the sports apprentice*

Teach to strengths within phases where appropriate.

Provide CPD for all staff for gymnastics *All staff were provided with Key Steps routines together with signposting to resources on the network.*

Improve provision for SEN *Events offered to SEN children. One child competed in the orienteering.*

Develop a PE page on the school website

Investigate adaptations to Sports Day as per parent feedback *Pupil Voice lead to changes.*

Develop use of Earwig to assess and provide benchmarks for key skills if adopted by the school.

Develop the role of future sports apprentices.

To develop the importance of 'Spirit of the Games' for competition to improve attitude to winning and losing.

Developing and supporting other members of staff to take on competitions or events e.g Table tennis, Tri golf, multiskills, gymnastics, dance festival

To develop a sport for all approach allowing a wider range of children who would not usually get involved.

The newly combined role will ensure we can begin to provide an action plan for the role and function of P.E. and sport within school.

Aims for 2017-18:

- To develop the leadership role of the Sports Coach. He will take responsibility for selection and coaching of teams for competition. He will take a lunchtime role of taking groups of children for clubs to improve inclusion and participation.
- To instigate and supervise play leader coaching
- To aim for 50% inclusion in extra curricular activities
- To promote School Games on notice board
- To involve local press with match reports
- To establish a School Sport Organising Committee with our ambassadors to promote more Level 1 competition in school e.g lunchtime competitions

More details of these aims appear on our Action Plan for 2017/18

**Subject Leader Action Plan 2017/18
PSHE**

What action will you take?	Timescale needed	Who will be involved?	Budget required	How will you do this	How will you know it is successful?
1 To develop and embed the PSHE curriculum	Sept 17	RM		<ul style="list-style-type: none"> • CPD for staff on scheme of work. To ensure time is set aside for discreet PSHE sessions each week. 	<p>Staff to be confident of the themes and ways to deliver these within their year group.</p>
	Ongoing	RM		<ul style="list-style-type: none"> • Monitor PSHE coverage throughout the school through medium term planning, learning walks, pupil surveys 	<p>Evidence collected</p>
	Ongoing	RM		<ul style="list-style-type: none"> • To keep a good selection of resources to support the PSHE curriculum (to be kept in a central space). 	<p>A good set of resources kept in the studio.</p>
	Autumn 2017	RM/MB/Govs		<ul style="list-style-type: none"> • To review PSHE policy and ensure it is displayed on our school website along with our PSHE long term plan. 	<p>Policy to be on the website.</p>
	Ongoing	RM		<ul style="list-style-type: none"> • To offer training to staff should it be needed and available. 	<p>Staff to be confident in the teaching of PSHE</p>
2 To raises standards and support children with specific social and emotional needs	Sept 17 – ongoing	RM		<ul style="list-style-type: none"> • Willesley’s job centre – children to be given opportunities to carry out specific jobs around school (for example, Office Juniors, ICT Operatives, Trolley Monitors and Rehydration Technicians). Children to go through the process of applications and interviews. To monitor roles and responsibilities of jobs regularly. 	<p>Children happily and confidently carry out their jobs with the correct attitudes. All children to have the opportunity to be involved.</p>
	Sept 17 – ongoing	RM		<ul style="list-style-type: none"> • Purple Parliament – ensure each child in the school is represented through their Purple Parliament class member. They will express their views with confidence where their opinions will be heard and given the 	<p>An active Purple Parliament to be evident throughout the year.</p>

				<p>opportunity to make a difference. Purple Parliament to be responsible for holding a budget – to help initiate their own plans and to have the knowledge of economic wellbeing.</p> <ul style="list-style-type: none"> To support and promote social intervention groups. Speak with class teachers to highlight children who may benefit from improving their social skills. 	<p>Children with specific social and emotional needs being given the opportunities to grow in confidence and self-esteem. (Pupil interviews / attitude surveys)</p>
	2017/18	RM / Class teachers			
	2017/18	All		<ul style="list-style-type: none"> Help to promote positive learning behaviours in classrooms. Link with PSHE. 	<p>Classroom / School ethos to promote positive learning behaviours for all.</p>
3 To achieve Food for Life Bronze award	Sept 17 – ongoing	RM / JC/ KD		<ul style="list-style-type: none"> Set up our SNAG (School Nutrition Action Group) who will meet regularly to review and improve the school food service and ensure Willesley adopts a Whole School Food Approach to food education and culture. 	<p>An active SNAG group that meet regularly</p>
	Ongoing	RM / KD		<ul style="list-style-type: none"> Gardening club to grow produce and decide how best to utilise this produce. To hold a 'Mini Market for Parents' – Summer Term. 	<p>Gardening Club up and running with enthusiastic children</p>
	Autumn 2017	RM/ JC		<ul style="list-style-type: none"> To work with the D and T co-coordinator to ensure children take part in regular cooking activities that meets the Cooking and Nutrition requirements of the Design and Technology curriculum. RM to update the Food for Life website regularly. 	<p>Cooking and Nutrition being delivered successfully across the school.</p> <p>To achieve the Bronze award this year.</p>

PSHE Position Statement 2017/18
Subject Leader – Rachel Mckeown

December 2015

November 2016

September 2017

During the Summer Term 2015 I attended 'The Cambridge Primary Personal Development Programme Project for Leicestershire Schools' to enable our school to access this in-depth PSHE scheme of work. May 2015 we signed up for a year licence – this will be reviewed each year. I created a long term plan for each year group to ensure a breath of coverage. Each topic has been saved onto the 'Staff Shared Area' for all staff to access.

Scheme of work is being used throughout Year groups. RM to review Spring 2017. Renew licence to update if necessary. (To be renewed for 2017/18)

RM to lead staff meetings in the Autumn Term to refresh teacher's knowledge and support teachers in new year groups with the scheme of work. As a staff discuss how PSHE works best for specific year groups. Ensure all themes are being taught and fluidity is evident throughout the curriculum. Resources have been collated into a central area and an audit carried out to see any gaps we have.

Willesley's Job Centre is up and running. Children's Applications and Interviews took place in September 2015 (photographs tweeted and a display is present in the school entrance). We have regular meetings to ensure jobs are running smoothly.

A successful Job Centre took place in Autumn 2016. A review of jobs will take place January 2017.

Willesley's Job Centre taking place again Autumn 2017.

PSHE policy written – to be reviewed by the Head teacher.

PSHE updated. To be uploaded onto the website. (To review policy and ensure it is loaded onto the website).

Purple Parliament (one child from each class Yr1-Yr6) set up and weekly meetings take place. We have successfully: planned an assembly/competitions/songs for Anti-Bullying week, participated in the laying a poppy wreaths during our whole school Remembrance Assembly, supported the head teacher in picking equipment and markings for the new playground.

Purple Parliament active and ongoing. Meetings taking place every two weeks.

Purple Parliament representatives are being assigned for each class (Y1-Y6). Voting relevant for each year group. Meetings to take place every two weeks on a Tuesday lunchtime. Meeting dates to be given to the Governors and invitations sent.

All year groups are following the Cambridge PSHE scheme of work. Teachers are positive about this and on a whole feel the themes benefit their children.

Review Autumn 2017

I have enrolled the school in 'Food for Life' where we are currently working towards our Bronze award. I am in the process of setting up our SNAG group (linked to our Purple Parliament 2017/2018) and setting up a gardening club (advertised through Willesley's Job Centre). 2016/2017 – Our gardeners (Year 5 children) helped to refresh our garden and set it up ready for use. They successfully grew: strawberries, beans, tomatoes and potatoes. 2018/2019 I plan to use the produce we grow to hold a 'mini market' for parents. We are signed up to the Potato Council' and waiting for our potato kits to start growing! Year 2 enjoyed taking this project on. Cate Deane (Food for Life) is planning to deliver training to teachers (20th January 2015).

Willesley is still working towards the Bronze Food for Life award. Ongoing – to be achieved this academic year.

PSHE policy to be reviewed by Governors and uploaded onto our website.

This academic year I aim to continue reviewing PSHE resources and ensuring we are stocked efficiently to carry out successful PSHE sessions. I will continue to monitor PSHE sessions and review the Cambridge PSHE scheme. Renewing in Autumn 2017 if appropriate and beneficial to the school. The PSHE policy will be uploaded to the website alongside our PSHE long term plan.

Subject Leader Action Plan 2017/18
Science

What action will you take?	Timescale needed	Who will be involved?	Budget required	How will you do this	How will you know it is successful?
1 Book scrutiny each term.	½ day each term	GP	½ day LSA cover each term – in budget	Collect a selection of each year groups book – Em, ex and exc based on data handed in from July. Looking at working scientifically in the books – how is it evidenced? Are they linking English skills? How often are the children working scientifically and given the opportunities to ask their own questions?	Notes to be written for each teacher, based on the books I have collected – assess from previous notes – are action points being taken on board? Not always the same children to ensure they aren't always being focused on.
2 Half termly learning walk.	½ day each term	GP	½ day LSA cover each term – in budget	Walks around the school – agreed time so that all classes are teaching science. What working scientifically is being observed? Are the children focused? Is there differentiation? Ask children their thoughts of the lesson – do they know what they are learning?	The children will be focused in the lesson. Evidence of working scientifically and independence will be seen. Notes made and shared to them be compared to each time – are areas to be considered being considered?
3 Team teaching across the school – developing skills and linking working scientifically across the school	1 session for each teacher	GP and staff	LSA cover class each time – in budget	Introduce to staff in October (giving time to get to know own classes) Sign up interested staff, explaining that I would like to try and get into each year group. Promote positively as CPD and what the focus is.	Staff using techniques shown after team teaching. Questionnaires after to see how it helped. Pupil interviews with class at the end of the year to see if science has improved.

4 Begin to outreach to other Symphony schools – developing teaching and learning in science – PSQM	Over the academic year.	GP MB Other symphony schools	Cover costs for meetings Resource building – printing	Bring idea to MB for him to introduce to Symphony heads. Create a focus for the group, e.g developing working scientifically to support learning. Schools who highlight a need for support – meetings and possible team teaching if needed. Create regular meetings so that Symphony schools are linked and there is a support network.	Other schools sharing confidence. Meetings are taking place at the end of the year with a view to continue.
5 British Science Week – whole school project	March	Whole School	Possible resources.	Whole school approach to science – have a focus project for the school – all to take part. Sharing assembly after the week to share what the children have done. Pupil interviews from a selection of children after the week to see what they enjoyed.	All classes participating. Positive feedback from children and staff.
6 Science fair – Willesley and Ashby School	2 x ½ days Spring/ Summer	GP KS2	Cover costs – cover by LSA - budget	Links to ALC – develop science fair to go on as a homework project. Introduce to KS2 in an assembly. KS2 science fair to be held in the hall – think of space as getting larger school – possible Ivanhoe to hold our fair?	Interest from the children Children participating at Ashby School Feedback from children
7 More cross curricular links – STEM challenges – 3M project across KS2	1 day	GP KS2	Cover costs to take chn to 3M	Introduce 3M challenge to KS2 when advertised. Staff select the project they wish to do with their classes. Judging to take place in each class for the top entries to then go to 3M – promoting STEM learning Children will need to work in teams or independently – creating a project with cross curricular links – STEM	All KS2 participating STEM projects showing cross curricular. More child led learning
8 Promotion of child led investigations – highlight resources available.	To July	GP	Resources possibly – make / order	Introduce ideas for child led investigations during a staff meeting. Give example resources etc	A learning walk to see child led investigations in action. Evidence in books.
9 Links to Forest School – encouraging outdoor learning	1 year	GP and LB	Cover costs Dev areas - resources	Discuss with LB how we can use her training to link Forest Schools to Science Create a bank of activities to support across the school incorporate outdoor learning into their lessons.	Earwig evidence Book evidence Learning walk evidence. Pupil voices.

10 In school staff training – linking to book trawls and working scientifically.	To July	GP Staff	possible resources - minimal	Linking to new developments – sharing with staff Highlight key changes as well as what we need to be doing. Keep staff up to date using ASE and primaryupd8 to support – including resources. Big push on working scientifically as well as how to assess.	Evidence after meetings in book trawls and learning walks. Staff feedback about different parts.
11 ALC development	Ongoing through year	GP ALC		Set up regular meetings – discussing what change are happening in science and how we can implement these. Planning science fair. Sharing resources.	More resources shared, e.g the hub Successful science fair
12 Science assessment to be improved with a process linked to symphony.	1 year	GP Symphony schools		Discussions amongst symphony about creating a way to assess working scientifically. Have set investigations for the children to do at the end of each term, encouraging older children to ask their own questions based on resources.	Assessment system in place and one that can be moderated across schools.

Science Position Statement 2017/18 Subject Leader – Gemma Preece

September 2015 **September 2016** December 2016 July 2017 September 2017

Science has developed a long way since 2015 and is something I am keen to develop further. After achieving the PSQM Silver Award and having a year of consolidation, I feel it is now time to begin to develop areas further, which would help us to achieve the next award when our Silver Award needs renewing. The name of the awards have changed and as a result we will be thriving to achieve the PSQM Gilt or Outreach award. Personally I would like the opportunity to work in greater detail with other schools, to support their science, other than the ALC meetings that already take place. Over 2015, Science continued to be developed across the school. This was at a slightly slower pace than intended due to other changes that have happened within the curriculum as a whole. **Through 2015-2016, the pace of our development of science had increased dramatically, achieving silver PSQM award.** As well as continuing on the work that was achieved since becoming coordinator, this year I have also;

- ☆ Continued to develop the ALC Science group, developing our links between schools. Through this we developed a Science Fair within school as well as amongst the group of schools. This promoted Science amongst the children and gave them the opportunity to choose what they would like to investigate and share this with others. Raising the profile of Science again. **The link with ALC and links between schools increased, as we developed a link with STELLAR, offering training to all year groups in the school, specifically focused on working scientifically.** AIC meeting arranged for Spring Term. ALC meeting happened in the Spring Term with more regular email updates between the group. As they are currently part of the Working Scientifically training, it has been decided to restart our regular meetings from Autumn 2017. Our Science fair has been a huge success within school as well as part of the ALC and we plan this to continue.

- ☆ Staff have started to assess children with the Symphony Assessment System, putting their children into emerging, expected or exceeding. Science grids as part of the SAS are being used much more affectively and information is being collated by myself. As we gain more data over the years, trends and patterns will be more evident. Data is being collated through the summer term, with reminders that the children need to focus more on the Working Scientifically element for the overall grade for the children, as this is something they should be doing regularly.
- ☆ We have got the Hamilton Scheme of Work for all year groups, for Science and Maths. This is to help staff plan lessons linked to the New Primary Curriculum and ensure coverage. The school have also subscribed to Twinkl, offering resources to support staff in planning and training. Teachers are using both resources to support teaching and learning – need to ensure that it isn't stifling creativity and that other activities are taking place with the focus of working scientifically being evident in all lessons. We have continued our subscription to Twinkl as this is a valuable resource to the staff with relevant resources to support teaching. We need to ensure that teachers are using working scientifically as the main in their lessons, not just doing facts.
- ☆ Audited the Science resources we have in school now. Audits are needing to continue and we are yet to find a way for resources to be organised as staff are unwilling to take resources back once they have finished. Next step could be permanent labels so that they are highlighted for Science. More resources to be ordered in the Spring Term and continue to be organised into 'topic' boxes so that they are readily available for staff. Resources are organised and being developed through the summer term. During the holidays, the cupboard is being organised further, making more room for the resources and making them more accessible.
- ☆ Offered advice and training where needed to develop skills – teaching Science in Year3 and 4 to help coverage across a mixed phase. Advice and training has increased over the year to ensure that staff are achieving expectations and that they are clear about what is needed for the children to reach expectations. Open discussions with staff are continuing on a weekly basis wherever it is needed. Staff meeting time 30.11.16 meant that they had more resources to use to support lessons. Any updates are fed back to staff and open discussions happen throughout the school to develop ideas further. More opportunities for team teaching are needed and have been bid for as part of my budget.
- ☆ Minutes from Science discussions were distributed to staff so that they knew where new ideas had come from as well as why they were needed. This has continued over the year ensuring that staff are up to date.
- ☆ Questionnaires have been completed by staff and children. The children's responses were then distributed to staff as it highlighted some interesting opinions and attitudes to Science. Children offer their thoughts through discussion and some have shared letters about their different experiences.
- ☆ Practical Science is continuing to be developed and is being encouraged throughout school. Practical science is increasing as is working scientifically. This is an area that needs to continue to be developed so that children's skills evolve further. This is still continuing to be developed with children beginning to ask more of their own questions but needs to develop further.
- ☆ Applied for a budget to develop our Science resources further and sorted a central resource area but this will not be ready until after October half term due to building work. The budget bid was successful and many more resources were bought and organised for staff so that they were readily available to the topic they are teaching. More resources are being ordered to support this with our successful budget bid this year. Resources are continued to be developed but current bid is for more time to offer staff team teaching opportunities to support their understanding of working scientifically.
- ☆ Made sure there was an up to date Science policy that was distributed to all members of staff. The policy is still relevant and shared with staff.

Whilst many of the targets have been achieved, to move forward I will now be focusing on the following areas.

- ☆ Applied for the PSQM so as a school we will be thriving to develop these skills to help our school achieve the award we aim for. **We achieved the silver award for PSQM. Evidence was collated and a certificate was obtained. Decided to consolidate our silver award this year and go for gold 2018-2019, supporting us to get to where we need to be at a steady time. The new award system needs to be looked at further for us to progress to the next level, taking it at a steadier pace and collecting as much evidence as possible.**
- ☆ Continue to develop the assessment of Science across the school, leading to half termly assessment results being kept as we do for other core subjects. **SAS grids are being used more and assessment data is being collated. An assessment format for more assessments from the staff for the children need to be organised as we are still getting uncertain responses, especially for working scientifically.**
- ☆ Carry out book trawls to see the Science that has been taught and see what objectives/skills are being covered across the school. This will be especially important across those year groups without a scheme to follow linked to the New Primary Curriculum. **Book trawls were completed, with progress and improvements seen in each year group. Feedback is in folder more book trawls will continue to moderate progress. Learning walks also took place, helping to see what happens within the classroom when science is taught. Focus has been on ensuring activities are available. These will happen in twice in the Spring Term alongside learning walks to see science in action. Due to time commitments in class, this year has been tricky to do as many book trawls / learning walks as anticipated, therefore this will be more of a focus for next year. I intend to do a book trawl / learning walk each half term, showing progress from the last notes made.**
- ☆ Moderating assessment pieces, selecting some books from each class to see how the children are progressing and whether levels are agreed as assessing Science is a relatively new experience. **Moderation still needs to take place as we haven't got a formal assessment procedure in place.**
- ☆ Ensure accurate assessments are being given. **This is still a target as we need to make sure we are seamless across the school and that we are being fair to all children. I plan to give an assessment piece to all year groups to assess where they are and whether we agree on emerging, expected or exceeding. Teachers are beginning to focus on the working scientifically to help their decision for levels. Discussions of how concept cartoons can support them for their assessment. We need to develop an assessment that will help us to moderate. I plan to look at a variety of assessment frameworks to support teachers make accurate assessments – giving them more of a focus.**
- ☆ Encourage practical science so that the children are enthusiastic towards their learning. **This has really improved over the year and will be monitored to ensure that it is happening as strongly in KS1, linking working scientifically. Lots of practical science, linking enquiry skills is seen in KS2. Further activities have been given to staff to develop practical activities with science. I am also looking at increasing resources in the Spring Term to ensure that there are enough for all to be hands on. Through work with KS1 teacher, we have made resources to support the teachers, supporting the working scientifically link into more aspects of their learning. I have budgeted for team teaching to happen across the school. My next plan is to send an email and see where the interest lies – need to think about how to ensure the right people are getting the time.**
- ☆ Work with Literacy and Maths Coordinators as certain skills link closely with those subjects. Together we could develop ways of developing skills across the school. **Discussions have taken place, but more is needed to ensure that we are meeting all needs. Discussions with SR (English Coordinator) to have staff discussion about putting science write ups in the English lesson – cross curricular and linking skills. Point to discuss in the Spring Term. With writing being such a big target area, we now need to think how Science can support children writing for a variety of purposes.**

New targets

- To develop enquiry based activities for the school to help them achieve the different enquiry skills in their class. A range of activities have been collated and coordinated to year groups. This list is to continue to develop as the year progresses.
- To continue a subject leader log to see where SL is making impact.
- To find an assessment system to support staff and their judgements. This is to continue.
- Order microscopes We now have 6 microscopes to be used across the school.
- Develop the use of concept maps across KS2 and possibly some of KS1. Concept cartoons have been introduced and are going to be copied for relevant year groups.
- Meet with KS1 science support to make a plan of action with how she can support. We met in November and discussed how her role can support in KS1. Ideas for an action plan were put together. Differences are still to be discussed about workload and expectations.
- Develop a bank of games to support children understanding different lines of enquiry. This was given to staff in December and will be monitored in the Spring term. Questionnaires to be given to staff,
- To develop more external links to support us achieving gold next time we go for PSQM award.
- To team teach with teachers across the school to support them with their science planning and teaching.
- To collect evidence of the different criteria we are working towards for when we apply for the 2018-2019 PSQM award.
- To create more links with local schools as part of the outreach PSQM.
- Can I link more with the Symphony schools science.