

Mayfield Primary School Development Plan

2019-20

**Our vision**

Mayfield is a place where

- Everyone is welcome
- Our diversity enriches us all
- We will do our best for ourselves and for each other

Our mission is to provide an environment in which all children can excel and are excited, independent learners that motivate and help one another

Our overarching aims for the next three years are:

- To introduce and embed the 'spirals of enquiry' approach to teaching and learning, thereby improving outcomes for all our children including our identified groups eg PP, SEN and LAC children.
- Continue to promote and develop our broad and balanced curriculum by supporting teachers to use the outdoor spaces each week for at least half a day.
- For children to build a personal learning journal each year, which reflects them as a learner across the curriculum and allows them through 1:1 conversations with their teachers to recognise their strengths and articulate their next steps.

The School Development Plan outlines the framework with our ten aims for this academic year. The aims state the personnel responsible for co-ordinating tasks and those responsible for overseeing, monitoring and recording the progress towards these aims. The document is overseen by the leadership team and the committees of the Governing Body.

Key Performance Indicators (KPI) including targets for 2019

Early Years	2015	2016	2017	2018	2019	Target for 2020
% achieving GLD	65	63	69	75	75	75
% exceeding GLD	0	0	0	0	3	5
% achieving ELG in reading	75	74	84	88	87	87
% achieving ELG in writing	85	72	79	77	85	85
% achieving ELG in number	87	83	83	86	90	90

Year 1 Phonics	2015	2016	2017	2018	2019	Target for 2020
% achieving benchmark	87	72	91	81	68	83

End of Key Stage 1	2015	2016	2017	2018	2019	Target for 2020 % achieving/exceeding
% EYE reading achieving/exceeding	66	82	76	63	77	70/24
% EYE writing achieving/exceeding	58	63	67	49	70	79/19
% EYE maths achieving/exceeding	71	73	71	67	80	80/40
% EYE GPS achieving/exceeding	--	--				
R,W,M	56	58	61	46	62	69/8

End of Key Stage 2	2015	2016	2017	2018	2019	Target for 2020 % achieving/exceeding
% EYE reading achieving/exceeding	79	64	70	82	71	80/48
% EYE writing achieving/exceeding	91	74	70	82	69	77/42
% EYE maths achieving/exceeding	82	60	74	83	80	77/37
% EYE GPS achieving/exceeding	86	68	72	87	73	
R,W,M	77	49	58	72	63	72/28

KS2 Progress targets for 2020	% Expected/better	% Better than expected*
Reading	66	71
Writing	58	69
Maths	71	80

Year Group Targets

Y1 children	secure /exceeding		Exceeding	
	No. of ch.	%	No. of ch.	%
Reading	47	79	7	12
Writing	46	77	6	10
Maths	49	82	7	12
RWM	43	72	2	3
Phonics screening		83		

Y3 children	secure /exceeding		Exceeding	
	No. of ch.	%	No. of ch.	%
Reading	50	87	26	46
Writing	43	75	12	21
Maths	46	80	16	29
RWM	40	72	8	14

Y4 children	secure /exceeding		Exceeding	
	No. of ch.	%	No. of ch.	%
Reading	43	73	25	42
Writing	37	63	15	25
Maths	44	75	12	20
RWM	36	61	8	14

Y5 children	secure /exceeding		Exceeding	
	No. of ch.	%	No. of ch.	%
Reading	49	83	26	42
Writing	43	73	21	36
Maths	43	73	23	39
RWM	41	69	18	31

Attendance

	2014	2015	2016	2017	2018	2019	Target for 2020
% attendance	96.5	96.2	95.3	95.5	95.9	96.5	96.7
% pupils with persistent absence (15+ %)	1.9	2	???	???	???		

Monitoring:

- SLT meetings: review and update progress to date
- Governor Committee meetings: review and update progress to date
- Weekly learning walks by SS and PA with specific lines of enquiry related to SDP identified
- TL schedule published termly and will identify areas to monitor
- Maths and English subject leads to monitor progress during release time and give updates to SLT at allotted meetings
- JH and CB to monitor progress during release time and give updates to SLT at allotted meetings
- SD to monitor that LP objectives are evident in teachers' plans

Our Aims for 2019-2020

Aim 1	Science – developing use and understanding of new assessments for working scientifically, and how to embed them within the knowledge aspects of the curriculum, resulting in 85% of each cohort to achieve EYE.
Aim 2	Phonics year 1 – To raise the outcomes for the phonic screening check from 68% to 81% (national figure to be confirmed Autumn 2019)
Aim 3	To monitor the 'quality of education' for PP children and other identified children as a result of implementing 'Spirals of Inquiry' and 'outdoor learning' and to assess the impact for children of the 'Mayfield offer' both academically and socially and emotionally.
Aim 4	Reading – developing whole class guided reading across the school to ensure all children are being exposed to quality texts and rich vocabulary and improving outcomes across KS1 and KS2 school by 5-10%
Aim 5	GPS – embed in teaching so that grammar and punctuation results will improve in year six and with them writing results; ensure that GPS outcomes are reported from each year group from Y2 – Y6.
Aim 6	Language development – EYFS and Year 1 to develop all children's vocabulary and story-telling skills through a curriculum that focuses on speaking and reading outcomes.
Aim 7	Teachers will use reflective peer coaching to improve the quality of their teaching and therefore pupil outcomes.
Aim 8	To engage with and expand our network of colleagues within Whole Education and share our developing expertise around 'spirals of inquiry' and outdoor learning within other education settings.
Aim 9	To implement 'Steps' and strategies that promote the well-being of both adults and children within Mayfield with supporting evidence of success from Class Charts our online behaviour monitoring system.
Aim 10	To explore how we can use intervention in supporting children accessing maths lessons.

Aim 1	Science – developing use and understanding of new assessments for working scientifically, and how to embed them within the knowledge aspects of the curriculum, resulting in 85% of each cohort to achieve EYE.
Project co-ordinator	Ian Evans, Jake Holt
Team	Lucy Carlson, Paula Ayliffe
Starting point	<ul style="list-style-type: none"> • All teachers to ensure that they are regularly updating assessments on CM and using the tool to support planning • Team meetings to be used to support planning, teaching and moderation of judgements
Record of progress Date:	<p>Autumn</p> <ul style="list-style-type: none"> • The new learning assessments are being used on Classroom Monitor to support planning and assessments • In order to ensure that children are making links to and building on previous learning and to support teachers with this science leads to create powerpoints for each of the science strands providing a brief summary of learning in each year group. Staff meeting to update staff organised for Spring 1 <p>Spring</p> <ul style="list-style-type: none"> • Powerpoints are under construction. Some are already being used in class. • Book scrutinies in each year group have been undertaken to check if progress in science is clear • A next action is that marking reflects ‘working scientifically’; e.g. good questioning, you have thought about alternative ideas on why the results were like this. <p>Summer</p> <p>This Aim has been carried over from 2019-2020 SDP as work on this objective was suspended in Spring 2020 due to COVID-19 and Lockdown</p> <p>Powerpoints have continued to be updated during lockdown</p>

Aim 2	Phonics year 1 – To raise the outcomes for the phonic screening check from 68% to 81% (national figure to be confirmed Autumn 2019), and 2019 Y2 to achieve 90% pass rate.
Project co-ordinator	Pippa Joyce, Rachel Barnes
Team	Clare Hewlett, Ruth Campbell, Steph King, Jake Holt, Liz Stow, Hannah Dupre, Ian Evans
Starting point	<ul style="list-style-type: none"> • Y2 – focused groups to ensure gaps are addressed • Y1 – baseline for all children to be completed by the end of the second week of September and to be reassessed the first week of second half of Autumn term. Review outcomes and address as appropriate • Monitor behaviour management in Y1 to ensure teaching is delivered in a way that is most appropriate to the cohort.
Record of progress Date:	<p>Autumn</p> <p>Targeted children are accessing a structured reading scheme to support phonics acquisition.</p> <p>Baseline checks for year 1 and 2 have all been completed and show that the children are on track to reach the targets set.</p> <p>Additional adult support is being put in place for specific needs in year one.</p> <p>Children in year 2 are now settled into their focused phonics groups and assessments evidence progress.</p> <ul style="list-style-type: none"> ➔ Further volunteers for reading in year 2 are being requested to support specific children. ➔ Volunteers to be provided with support in how to pronounce sounds correctly – Oxford Reading Tree video clip <p>Spring</p> <p>Phonics assessments in December and March show that year 1 are on track to achieve the target set. Year 2 are currently just below the target, but good progress has been made by most of the children.</p> <p>From pupil interviews the children indicated the following: <i>The comments were from eight children in year 1. The children were all very positive about phonics and were very enthusiastic about guided reading.</i> <i>The children were doing guided reading when I spoke to them. They were all on task and enjoying the activity. One group was with CT and one with TA outside the classroom.</i></p> <p>Training for the delivery of phonics and strategies for spellings took place for all TAs in March.</p> <p>Summer</p> <p>Phonics screening checks will take place in school in Autumn 2020 for current year 1 children</p>

Aim 3	To monitor the 'quality of education' for PP children and other identified children as a result of implementing 'Spirals of Inquiry' and 'outdoor learning' and to assess the impact for children of the 'Mayfield offer' both academically and socially and emotionally.
Project co-ordinator	Poppy Garrod
Team	Sarah Stepney, Rachel Emery, Pippa Joyce, Ian Evans, Chris Butler
Starting point	<ul style="list-style-type: none"> • Poppy Garrod undertaking NQML and course project will be around outcomes for PP children. • It will be the second year of 'spirals', an approach initially adopted for its proven good outcomes for underperforming groups. • Data gathered over the previous two years to be analysed to assess benefits of Mayfield offer
Record of progress Date:	<p>Autumn Half termly pupil review meetings for children on pupil premium have taken place between class teachers and Poppy Garrod.</p> <p>Autumn 1 staff meeting run by Poppy Garrod to review support that PP children receive in school, and continue the discussion as how best to support these children both academically and socially and emotionally</p> <p>Spring Spring pupil review meetings revealed particular themes around attention, confidence and general knowledge. This information has been shared with teachers to support their understanding, planning and future support for children.</p> <p>Conversations during 'Spirals' weeks allowed teachers to understand individual's needs and to ask follow up questions from the review meetings.</p> <p>Summer End of year report provided to governors</p> <p>Assessment data and profiles for PP children have been shared with new class teachers for 2020 has been shared with them.</p> <p>Poppy Garrod to continue to monitor and review teaching and learning for PP children.</p>

Aim 4	Reading – developing whole class guided reading across the school to ensure all children are being exposed to quality texts and rich vocabulary and improving outcomes across KS1 and KS2 school by 5-10%
Project co-ordinator	Helena Osborne
Team	Rachel Barnes, Jo Caisova, Daisy Taylor, Megan Bate, Hannah Dupre
Starting point	<ul style="list-style-type: none"> • Ensure that all teachers have had the opportunity to observe whole class guided reading • Team meetings to include guided reading lesson chat
Record of progress Date:	<p>Autumn</p> <p>All classes are delivering whole class guided reading</p> <ul style="list-style-type: none"> • 4/5/6 team have observed English lead delivering whole class guided reading • NQT has observed English lead delivering whole class guided reading • English lead/year 4 teachers have had a lesson chat • Reading lead has supported year 1 with planning a sequence of lesson • Plans for guided reading are being shared in a central location to support teachers with ideas and planning <p>Other areas of reading: Colour banded reading books have been catagorised according to their appropriate level for Letters and Sounds phonics.</p> <p>Feedback on guided reading from year 5 and 6 has identified that:</p> <ul style="list-style-type: none"> • Children find whole class GR useful as it mean that they hear a wider set of ideas. • Children report that it has increased their vocabulary. • It is easier to hear what is being read in whole class sessions <ul style="list-style-type: none"> • It is not always possible to read the whole book, quite often extracts are used and this can be frustrating for children → Copies of the whole class guided reading text will be available in the classroom or for the children to borrow from the library, and the class teachers will make the children aware of this. <p>Spring</p> <p>Reading lead has worked with children across all year groups to moderate teachers 'assessments. Her assessments have matched those of the teachers and has demonstrated that there is a consistency of approach to assessment in reading across the school.</p> <p>Staff training 6.1.20 Planning for greater depth – the training supported teachers to recognise that greater depth can be achieved in some areas of reading by the majority of children. Teachers are contributing to a central resource file that can be used to support the teaching of reading.</p> <p>World book day – an author visited school and worked with children in years 2-6 to encourage children to engage with the idea of making connections through reading.</p> <p>Reception have an author working with them each Friday, supporting story-telling and making books.</p> <p>Summer</p> <p>During lockdown story-telling via Zoom has been a feature of home-learning. Development of vocabulary has been a focus in many sessions. The 'Pippa Goodhart' school reading awards were presented to children in each year group who had demonstrated excellent progress in reading over the year via a Zoom assembly.</p>

Aim 5	GPS – embed in teaching so that grammar and punctuation results will improve in year six and with them writing results; ensure that GPS outcomes are reported from each year group from Y2 – Y6.
Project co-ordinator	Helena Osborne/Rachel Emery
Team	Ian Evans, Daisy Taylor
Starting point	<ul style="list-style-type: none"> • Teachers to be familiar with and understand EYE for their year group • Identify an assessment tool that can be used termly to monitor progress in terms of GPS tests • Monitor writing progress and objectives related to GPS on CM to ensure that learning is embedded in writing
Record of progress Date:	<p>Autumn All children in KS2 have completed a baseline assessment for grammar, punctuation and spelling, and targets have been set for the end of 2020 academic year.</p> <p>Grammar is being taught through a range of routes.</p> <ul style="list-style-type: none"> • Discreet spelling sessions addressing specific rules • Punctuation- working walls • Grammar – taught through talk for writing as well as discreet lessons and linked to topic themes where possible. • Regular GPS five minute GPS quizzes at register times. <p>Spring Spelling shed is used from year 2 upwards and supports children’s acquisition of spelling both at school and at home.</p> <p>Teachers have revisited the spelling progression marking document</p> <p>Assessments are being carried out termly and these have been used to identify gaps in understanding and address them through planning and teaching.</p> <p>Powerpoints for each strand of GPS have been made to support teachers delivery and to ensure progression is accurate.</p> <p>Summer Plans for addressing gaps in children’s knowledge of GPS are being put in place, with the use of specific resources across the school to support both monitoring and teaching of GPS.</p>

Aim 6	Language development – EYFS and Year 1 to develop all children’s vocabulary and story-telling skills through a curriculum that focuses on speaking and reading outcomes.
Project co-ordinator	Sarah Stepney
Team	Pippa Joyce, Clare Hewlett, Ruth Campbell, Steph King, Jake Holt
Starting point	<ul style="list-style-type: none"> • Language development – year one will have an increased focus on reading and speaking this year. There will be many and varied opportunities to write, but the invitation will be more like the approach in FS and in this way we will equip the children to be even more successful writers in year 2. • SS to work with teams to support with implementation of a revised approach
Record of progress Date:	<p>Autumn</p> <p>There is a mixture of FS and year 1 approach to planning and teaching in year 1.</p> <p>The increased focus on 1:1 reading in year 1 has benefitted children that need support not only with decoding, but developing conversation and language skills.</p> <p>Talk for writing and related activities support communication and story-telling skills</p> <p>In Reception TALC tests have been carried out with targeted children in order to identify next steps and specific support.</p> <p>➔ Training on communication by a speech therapist will be delivered to TA in TAs in Reception Y1, Y2 in the spring term.</p> <p>Spring</p> <p>Every Friday in Reception the author Rebecca Patterson works with groups of children making stories, retelling them and representing them in pictures and words.</p> <p>Reception are participating in a storytelling project with Leeds Beckett University, The University of Lapland and the University of Newfoundland.</p> <ul style="list-style-type: none"> • The project started officially on 1.1.20 and will run 26 months. • The project leads from Canada, UK and Finland and have had the first online planning meeting • Mrs Ayliffe has met with representatives of both schools in early February to plan the project collaboratively • Our first full project team meeting was planned to take place in Finland March 16-18, however it has been cancelled and will now take place virtually. The meeting will be focused on planning the overall project. <p>The project teams are visiting Mayfield in June to progress the project.</p> <p>This Aim has been carried over from 2019-2020 SDP as work on this objective was suspended in Spring 2020 due to COVID-19 and Lockdown</p>

Aims 7	Teachers will use reflective peer coaching to improve the quality of their teaching and therefore pupil outcomes.
Project co-ordinator	Paula Ayliffe
Team	Surge Dhanda, Jake Holt, Jo Caisova, Sarah Stepney
Starting point	<ul style="list-style-type: none"> Ensure that teachers have an understanding of 'reflective peer coaching' and its importance in helping us to become better teachers via staff meetings
Record of progress Date:	<p>Autumn</p> <p>Reflective Peer Coaching (RPC) handbook was designed for start of Autumn Term. <i>"At the beginning of this handbook the following paragraph appears: Over the course of this academic year we are going to put our reflective and adaptive expertise to good use. Our aim is that each pair of (or group of three) teachers, work very closely together in a much more intensive way than before; in a way that goes more deeply than just planning. Our hope is that we help each other to become better and more effective teachers by using the process of peer coaching, and together carry out our own spirals of inquiry about our own teaching. This will be a very personal and private journey."</i></p> <p>Topics for discussion in the handbook were based on outcomes of previous year's appraisals, 'lesson chat' requests, outcomes from learning walks and current and past SDP targets. RPC sessions included as part of the whole CPD offer for teachers this year which is shown below:</p> <div data-bbox="347 927 1497 1402" style="border: 1px solid black; padding: 10px;"> <p>Meetings</p> <p>Mondays - Tea and Chat (3.30 - 4.00) optional; 4pm year 2/3 team meeting</p> <p>Tuesdays - Staff meeting 3.45 - 4.45</p> <p>Wednesdays - Team meeting for FS/Yr 1 and Yrs 4/5/6</p> <p>Thursdays - Leadership Team at 3.50</p> <p>Reflective Peer Coaching: 4 sessions per term</p> <p><u>SDP groups</u>: 3 in autumn; 4 in spring and summer</p> <p>SEND, Maths and English '<u>updates</u>' – 2 per term</p> </div> <p>Topics for discussion this term:</p> <p>24th September – What is RPC? How will it be useful? Evidence and reflection.</p> <p>8th October – Developing a hunch.</p> <p>5th November – What does my teaching look like?</p> <p>10th December – Where have I got to? (1)</p> <p>November 19 – Mrs Ayliffe has attended the first weekend of the PG Cert on Mentoring and Coaching for Ed. Practitioners where our CPD offer is the focus of her portfolio.</p> <p>December 19 – Following shared sessions teachers are carrying out personal 'Spirals of Inquiry' which they have shared with us during their Autumn observations. Heads have provided evidence for teachers to support their inquiry. Teachers complete their handbook after each session.</p> <p>Spring</p>

January 20 – Teachers reflected on outdoor learning, planned observations of partner teachers. These observations will support the teachers in working towards achieving their personal development goals.

February 20 – Mrs Ayliffe has attended second weekend of the PG coaching and mentoring course where she shared the CPD model followed this year.

March 20 – Teachers are reflecting upon the new process of peer coaching introduced this year with a view to planning for 2020-2021.

Summer

May 20 – sent teachers a questionnaire in the style of the Spirals questions we use with the children in order to evaluate our CPD offer for this year as well as reviewing our initial thoughts about teaching online. Teachers have overwhelmingly been in favour of many of the aspects introduced this year giving many examples of how and when things have been useful. This will guide our CPD offer for 20-21. (Further reflections about teaching online and through lockdown were sought in July 20 during appraisal meetings with individual teachers. Teachers were asked to record their thoughts into their appraisal document).

July 20 – final weekend of coaching and mentoring course scheduled for June postponed until November 2020. Course also extended until January 2021. Mayfield will also aim to achieve a coaching and mentoring award from Leeds Beckett for the year 2020-21 (reduced cost of £150 instead of £400 as a pilot school)

Aims 8	To engage with and expand our network of colleagues within Whole Education and share our developing expertise around 'spirals of inquiry' and outdoor learning within other education settings.
Project co-ordinator	Sarah Stepney and Paula Ayliffe
Team	Jake Holt, Poppy Garrod,
Starting point	<ul style="list-style-type: none"> • Two teachers to attend re-ignite day with Whole Education • Consider organising a visit to partnership school in Birmingham • Plan Whole Education visit in February to Mayfield
Record of progress Date:	<p>Autumn</p> <ul style="list-style-type: none"> • Two teachers have attended re-ignite session in London <ul style="list-style-type: none"> ○ Key note talk from Linda Kaiser and Judy Halbert on impact of Spirals of Inquiry. ○ They were able to share our journey with Spirals with others and speak with other schools to see how they are implementing Spirals. ○ Meet with schools about to embark on the process. <p>Both teachers reported that they found the day useful in terms of refocusing on the approach and gaining a deeper understanding of how it can benefit children's learning and well-being.</p> <p>The Heads visited Prince Albert Primary school in Birmingham to see how they implement early years approach up to the end of year 3. The nursery and foundation stage classrooms were thought provoking.</p> <ul style="list-style-type: none"> • Rather than having 'toys' there was a move towards having real objects eg the kitchen role play area had cookery books, real saucepans etc. • A range of art/creative activities • Limited number of resources out – the rooms were not cluttered and came across as very calm and creative environments that promoted engagement and therefore positive behaviours <p>Two teachers are participating in Lab Schools. This project supports them to carry out a small scale research project in their classrooms and their share their findings with the group. They are both focusing on our outdoor learning. They are looking at what a framework might look like to support this, and whether or not 'out and about' would benefit from specific objectives or whether children gain more from it being open ended and organic.</p> <p>The Heads are participating in 'leading a whole education in primary' LAWEP project. The focus is on:</p> <ul style="list-style-type: none"> • Including pupil voice within the SDP. We will be focusing on aims 2 and 4. Year five and six children have been asked to share their views on aim 4. <ul style="list-style-type: none"> ○ The feedback was mostly very positive with children identifying that they had been exposed to a much greater range of vocabulary with the whole class guided reading approach and that it was helpful to hear a wider range of views than previously when reading in a small group. The negative aspect is that they often only read extracts of texts and are sometimes left feeling frustrated that they don't get the whole story. To alleviate this they requested that there are copies of the guided reading books available so that they are able to read the whole book if they wanted to. ○ Year 1 and 2 will be interviewed before the end of term and their feedback on Aim2 will added to the running record • Children creating knowledge organisers in their 'learning journeys' at the end of a topic. Year five are trialling this at the end of Autumn 2. <p>One of the Heads attended Spinney Hub day on 21st November where Rae Snape shared their approach to outdoor learning.</p>

Mrs Stepney is supporting 10 schools in Bedfordshire who are implementing 'spirals' in their schools this year. Coaching calls have taken place in the autumn term with follow ups scheduled for the spring term.

Spring

Mayfield are hosted a hub day on Wednesday 12th February during our Spirals week. Other schools from the Whole Ed network attended to discover what we do to offer a 'whole education' at Mayfield. A local school from the CB4 cluster also attended.

Mrs Ayliffe and Mrs Stepney will be attending a whole education day as part of 'Leading a whole education at primary' programme.

Summer

- During lockdown SS attended weekly meetings with other head teachers across the Whole Education Network to discuss approaches to school opening/home learning.
- SS and PA attended a virtual event with other schools to share progress regarding projects related to the 'Leading a whole education at primary' programme.
- SS attended a virtual celebration event for a group of primary schools that she has been mentoring in the 'Spirals of Enquiry' training programme facilitated by Whole Education.

Aims 9	To implement STEPS and strategies that promote the well-being of both adults and children within Mayfield with supporting evidence of success from Class Charts our online behaviour monitoring system.
Project co-ordinator	Surge Dhanda and Chris Butler
Team	Ann Nicholls, Helen Mountford, Sarah Stepney, Ian Evans, Paula Ayliffe
Starting point	<ul style="list-style-type: none"> • Promote anti-bullying week/teaching/activities (11-15 November 2019) : https://www.anti-bullyingalliance.org.uk • Continue STEPS training – inset day • Support staff with delivery of STEPS approach • Parent forums – particular focus on each session eg online safety, then open questions (Sarah and Paula to manage this)
Record of progress Date:	<p>Autumn</p> <ul style="list-style-type: none"> • Completed STEPs training to staff –Aut 1 • Sent out positive phrasing to all staff Aut 1 • Primary Head (Swavesey) & Rebecca Salmon (SEND District Manager) have attended a ‘tea and chat’ session open to all staff to share their journey with STEPs so far and offer support and advice. • Emotional Health & Wellbeing Team (EHWT) have delivered two hours of staff wellbeing training to all staff. <p>Spring</p> <ul style="list-style-type: none"> • Leadership team have drafted a new behaviour policy based on the STEPs principals. All staff have had the opportunity to comment on the document which will now be presented to governors on the 16th March 2020 <p>Summer</p> <p>Due to lockdown progress with STEPS has been limited, but the school will continue to use this approach as the school opens more widely in September.</p>

Aims 10	To explore how we can use intervention in supporting children accessing maths lessons
Project co-ordinator	Jo Caisová
Team	Liz Stow, Chris Butler, Helena Osborne, Steph King, Megan Bate, Hannah Dupré TBC
Starting point	<p>Changes to staffing this year mean that we no longer have a dedicated intervention teacher. It therefore seems like a good time to explore alternative models of intervention.</p> <p>Ofsted School Inspection Handbook states: <i>there is flexibility in curriculum planning so that the school can address identified gaps in pupils' mathematical knowledge that hinder their capacity to learn and apply new content. Those pupils behind age-related expectations are provided with the opportunities to learn the mathematical knowledge and skills necessary to catch up with their peers</i></p> <p>For this aim, we will use the EEF KS2 KS3 Maths Guidance RAG Self-Assessment to consider what is happening in classrooms at the moment.</p> <p>We will research 'Pre-teaching and Assigning Competence' and/or 'Same Day Investigation' through trying these in some classrooms.</p> <p>The focus this year will be on researching and investigating how we can use intervention to support children to access maths lessons as opposed to implementing a school-wide system.</p>
Record of progress Date:	<p>Autumn</p> <p>Three members of teaching staff are participating in 'intervention for teaching for mastery' course over the course of this year. This focuses on pre-teaching and assigning competencies to support children's self-esteem, confidence and therefore ability to engage with mathematics.</p> <p>The members of staff engaged with the project are feeding back to others during staff meetings and team meetings.</p> <p>➔ Barriers to carrying out interventions, such as time pressures and staffing are being reviewed in order to find solutions.</p> <p>Spring</p> <p>Teachers participating in the 'intervention for mastery' course have shared with other staff their new practice and these approaches are being adopted across the school to support children's progress, confidence and understanding of maths. These include: 'assigning competency', pre-teaching clubs, same-day interventions.</p> <p>Summer</p> <p>Three members of staff have been appointed as Maths Leads from September 2020 whilst our current lead is on Maternity cover. Jake Holt will lead maths in EYFS and KS1 with a focus on the new EYFS maths curriculum. Daisy Taylor will lead maths in KS2, supporting teachers with our continued 'mastery' approach, and Liz Stow will be responsible for identifying children who need extra support following lockdown, and monitoring their progress.</p>