



King's Cross Academy

Development Plan September 2015 – August 2018

and

Annual Action Plan November 2016 – November 2017

Love Learning Together

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The School Development Plan – an Introduction

The plan is an important tool that helps the Academy focus its efforts on how to develop the school. It includes an outline of our priorities over the next three years to ensure high standards of learning and to develop all children's talents. It also includes the Academy's second year action plan (2016/17) written in detail. This structure allows for flexibility in the light of experience or changing circumstances.

In drawing up the plan, we consulted parents, children, governors and staff as well as learning from good practice in other schools in Camden and the wider community and from other professionals.

We want to encourage everyone connected to King's Cross Academy to feel able to make suggestions as to how we can improve the school in order to maximise the learning opportunities for all our pupils.

Emyr Fairburn
Headteacher

Our ambitious vision is for every child at the Academy being a highly successful, lifelong learners.

We agree that a highly successful learner is:

- confident and self-motivated;
- good readers, writers, communicators and mathematicians;
- able to acquire necessary skills and knowledge;
- always questioning;
- curious about the World and about the people in it;
- persistent and resilient;
- open to new ideas;
- respectful and honest;
- able to give and receive feedback;
- able to take a risk, where it might help them learn
- constantly exploring how they learn;
- able to learn confidently, happily and constructively on their own, with other children and with adults;
- life-long learners and to love learning

Visualisation – The Academy in 2018

As you enter the King's Cross estate you will see children walking **proudly** in their red Academy uniforms and **effectively** using the resources provided by the environment around them.

You notice year 2 children in the skip garden focussed on sketching, filming and measuring plants as part of a learning project. They are working with **parent volunteers** and also some older pupils from Regent High School who not only encourage them but **challenge** them too. They report their findings to the community chef who is eager to find out the progress of growth in order to plan for future meals.

You spot a group of Nursery children on their way to Waitrose supermarket to see whether the fruits from the story of the Hungry Caterpillar will be available and to **investigate** what other fruits on offer the caterpillar might eat.

As you arrive at the Academy you receive a welcome letter from the school council asking you to **feedback** your views after the visit to help with the school council's **self-evaluation**. Around the school you are struck by the displays of children's learning across the Academy learning toolbox, including **outstanding** pieces of **creative** public art that have been **co-created** with student ambassadors from Central Saint Martins.

A 'Thinking' display shows some **complex** mathematical **investigations** by year 2 **exploring** number patterns in the built environment and using the gas holder structure as a stimulus.

You meet a year 1 Class about to leave for Camley Street Nature Reserve to collect materials from nature to **investigate** the location of one of the characters from 'Beegu', one of the **quality** texts they are **studying**.

In every class you enter there is a sense of **real purpose** with all the children **highly engaged** in different types of learning. The classrooms are like **workshops** with evidence of learning in progress everywhere. Every child has some writing displayed somewhere in each classroom and is proud to show you. The quality of **discussion** is very

high and children's books show very **thoughtful writing** and plenty of dialogue between the pupil and teacher and quality **self and peer assessment**.

You see children **successfully collaborating** with others from their own class, across phases and from Frank Barnes School for Deaf Children (including the use of sign language). Every child you talk to is **confident** and excited to tell you about their learning, their next steps and how they use the 'Academy Online' virtual school to help them learn.

They clearly take a key role in **planning their learning projects** and understand how the **Academy Learning Toolbox** helps them **think, assess and plan** their own learning.

Children **explain** to you that the Learning Toolbox is a way of **thinking** about the different approaches to learning: **communication, thinking, creative, physical, social and emotional and learning about learning**. You notice how adults **support** learning by always **challenging** children to go **further** and **deeper**. Children seem **confident in questioning** the teacher or openly share when they are puzzled and need help. Children are not satisfied unless they **understand fully** what they are learning and help each other to **achieve** this without dominating.

All the children you see are **highly successful learners: confident communicators, thoughtful, creative, active and reflective**. All adults are completely **focused** on **enabling and extending the learning**. King's Cross Academy, you reflect as you leave, is a school that is a **true learning community, with happy, contented children**.



Academy Aims

‘We aim to prepare children for the modern world by making them highly successful life-long learners.’

Teaching pupils how to learn – encouraging qualities such as persistence, resilience, resourcefulness and flexibility – so that they develop a lifetime love of learning. We will help children learn how to question, think creatively and become actively learners and confident communicators.

A broad and balanced creative curriculum – The Academy will provide children with a complete education. We will take a rigorous approach to the teaching of key skills in Mathematics and English, as part of a broad and balanced, project based curriculum. We will promote children’s skills in listening, speaking, thinking and questioning and develop their social and emotional skills.

Creating an environment that promotes learning – It matters where and how education takes place. We will draw upon the exceptional environment within and around the school to provide activities and opportunities that inspire, excite and transform the learning of our children, their parents and other adults in the community.

Developing children to be leaders – King’s Cross Academy will develop children’s leadership by building their capacity to make reasoned decisions and choices. Our pupils will be encouraged to use their initiative, whilst learning in productive partnership with others. We want children to gain confidence in their own ability and their ability to learn and improve; and be emotionally engaged in their learning. We want our school be a catalyst for positive change for all in the King’s Cross community

The Academy’s motto is **‘Love Learning Together’**. This reflects our commitment to shared learning at all levels

Priorities 2015 – 2018

Learning and Teaching

Communication: children are confident communicators, developing highly effective skills in speaking and listening, reading and writing across the curriculum.

Thinking: children are engaged in purposeful investigation and problem solving across the curriculum.

Creative: children use creative approaches to learning across the curriculum: making choices, experimenting, showing individuality and develop the necessary skills.

Physical: children are committed to physical activity and develop the necessary skills as well as engaging in physical learning approaches across the curriculum.

Social / Emotional: children are happy in school and develop social and emotional awareness and skills that support highly effectively learning.

Learning about Learning: children are able to talk about their learning in some depth using the Academy Learning Toolbox structure and can identify next steps.

Conditions for Learning

The Academy is a safe place to learn: all staff are trained in safeguarding (including Prevent, CSE and FMG), there are robust and efficient safeguarding procedures in place.

Environment promotes learning: children interact with classroom, public spaces within the school and the wider King's Cross environment as part of the learning process.

Variety of experiences: children develop their understanding of how they use the six aspects of the Academy Learning Toolbox every day in different contexts.

Choices promote well-being: Children are making choices that promote their health, safety, well-being and learning.

Barriers to learning removed: There are effective, holistic and supportive strategies in place for those children facing particular barriers to learning.

Human Resources – The Learning Community

Learning focus of school community and local environment: The whole community collaborates to maximise the learning opportunities for our pupils.

Community cohesion: British values as well as the cultures represented in the school are actively promoted and celebrated throughout the curriculum and the school community.

Collaboration and dialogue promotes learning: Children understand the power of collaboration with their peers, older children, parents and teachers in improving their learning.

Children make a positive contribution: Pupils are listened to and their voice plays an important role in the running and development of the Academy. Children have opportunity to participate in a democratic process in choosing their representatives for the school council as well as other elements of school life.

Leadership promoted at every level: Children and staff at the academy are all leaders and understand their responsibilities in terms of improving their learning.

Finance

Finances promotes learning: The budget is utilised effectively to maximise the learning opportunities for all our pupils and invest in the future growth of the school.

Pupil Premium used effectively: To diminish the difference between non FSM and FSM pupils, transform pupils at risk of failure into achievers and believers and rewrite the equation of opportunity.

Fund raising extends opportunities: The relationship with our sponsors, local partners on the King's Cross estate and letting of the facilities allows us to extend the opportunities for our pupils beyond the confines of the normal school budget.

Action Plan 2016/17

Learning and Teaching Actions

Priority Targets	Actions	Success Criteria and Time Frame	Resources and Staffing	Evaluation
<p>Curriculum</p> <p>Introduce and embed the Academy KS1 curriculum and continue to develop the learning culture of the school.</p>	<p>Introduce the year 1 curriculum to the teachers / support staff through CPD meetings and discuss philosophy behind it, how it ties into the national curriculum and the school vision, how the environment can be utilised to support learning and embed key structural elements:</p> <p>(i) Generalized, focussed, skills based learning questions (as opposed to objectives) as a means of focussing the learning with success criteria based</p>	<p>Autumn 1:</p> <p>Observations and learning walks show that all staff are effectively using the curriculum map to plan and organise learning experiences for all pupils which are engaging and challenging</p> <p>Pupils who did not receive GLD in EYFS are effectively supported in year 1 in the ELGs where they did not reach an expected level of development</p>	<p>Resources:</p> <p>Curriculum documents: Curriculum maps, Mathematics, mental maths, reading, writing, GPS schemes, and calculation policy.</p> <p>Teaching and Learning policy</p> <p>Guidance document on the teaching and learning expectations in KS1 / guided learning methodology</p> <p>Example planning / phonic plans / focus group plans / organisation plans</p> <p>CPD meeting time</p>	<p>It took most of the first half term to induct the new staff members in the Academy curriculum, this was largely down to not setting aside enough time in the September INSET days</p> <p>Demonstration lessons and team teaching was the most effective way of supporting staff and the impact of this could be seen with the learning enquiries carried out in term – all were at least good with many very good elements</p> <p>Observations showed the teachers were</p>

	<p>on competent, accomplished and exceptional stages.</p> <p>(ii) Initial experience used to give every child an opportunity to plan the learning based around the project question</p> <p>(iii) Key assessment opportunities highlighted in the curriculum – discussed with teachers.</p> <p>Self and peer assessment be</p>	<p>All children are highly engaged in their learning and have opportunity to progress</p> <p>Observations show that learning questions are effectively used to frame the learning along with emerging success criteria (verbal at in EYFS)</p> <p>Effective initial experiences engage the pupils and give them all something to draw from in the planning stage for their project</p> <p>Assessment used effectively to highlight progress and create next steps for individuals – there is clear evidence of this in</p>	<p>Staffing:</p> <p>Teaching and support staff.</p> <p>(Teaching staff to disseminate information to support staff)</p>	<p>successful with the use of curriculum maps and planning structures, they planned learning accurately for the children’s ability. Observations showed the learning was engaging with the correct amount of challenge</p> <p>Innervation groups were set up in autumn 16 and were effective at supporting those who did not reach GLD in year 1. All children who do not have a specific SEN reached GLD by the end of the autumn term</p> <p>Learning questions were to begin with were content focussed and a PDM sessions were set aside to look at the purpose of learning questions (AFL) and how to set them to ensure the learning was</p>
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	<p>introduced in year 1 (system agreed with the staff)</p> <p>Termly review the curriculum and implement suggestions for improvement –at end of each half term</p>	<p>teachers planning, children’s work books and pupil progress review meetings</p> <p>Review of curriculum highlights successes and areas for development that inform future SIP and curriculum development</p>		<p>highlighted and not the ‘doing’. Success Criteria were matched to the learning questions and used effectively in year 1 to support children’s self and peer assessment. Sessions will need to be planned in the new school year to reiterate the importance of LQ and SC and to induct new staff. The impact on children was a greater focus on understanding what they were learning as well as a structure to aid self and peer assessment</p> <p>In speaking to children during learning walks they could talk about expectations and next steps. Targets were evident in written books but the majority of feedback was verbal and this was observed during appreciative</p>
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				<p>enquiries. There was clear evidence of improvement throughout the children's books and where written feedback had been given there were improvements made.</p> <p>Need to induct year 2 staff around expectations for feedback in September (AFL policy)</p>
<p>Establish meaningful assessment practices in KS1 to support teaching and learning</p>	<p>Introduce all staff to the assessment policy and relevant documentation during the induction period at the start of the Autumn term.</p> <p>Discuss implications and impact of practices on learning, workload etc.</p> <p>Make adjustments from discussion and throughout the year as practices are put into place</p>	<p>All assessment practices are useful and support teaching and learning.</p> <p>They unable both teachers and SLT to track pupil progress and develop plans to support and challenge children's learning as well as address any gaps</p>	<p>Assessment documents:</p> <p>Assessment policy, AFL policy</p> <p>Curriculum maps, assessment expectations, children's work books, pupil progress review notes,</p> <p>Arbor assessment module</p> <p>Staffing:</p>	<p>Assessment policy and procedures was introduced in the first autumn half term to all staff</p> <p>Pupil progress review meetings proved once again to be incredibly effective at tracking pupils, highlighting needs and holding teachers to account</p> <p>The Arbor tracking system was used for</p>

	<p>Review procedures during half termly progress review meetings in order to establish effectiveness of assessment practice – does it support the children’s learning?</p> <p>Establish KS 1 curriculum on Arbor as a means of tracking pupil progress and support discussion during pupil progress review meeting</p> <p>Teacher to assess whether pupils at their current pace of learning, are inline to achieve / exceed outcomes at the end of year 1 or not</p> <p>Use the Academy’s AfL policy consistently to effectively support learning</p>	<p>The assessment allows for those groups where gaps exist to be planned for through targeted intervention</p> <p>Work scrutiny during pupil progress meetings and learning walks show children are making appropriate progress against year 1 expectations. There is clear evidence of the impact of teaching and work books show good examples of AfL techniques used to support learning and improvement</p> <p>Evidence of AfL techniques being used in all lessons by both teachers</p>	<p>Teaching and support staff.</p> <p>(Teaching staff to disseminate information to support staff)</p>	<p>baseline and to track progress at the end of each term. Teachers found this to be a little time consuming but agreed it was effective at allowing them to decide on next steps for classes, groups and individuals</p> <p>The assessment was overall effective at supporting planning and helping teachers to set targets and next steps (this was observed in all learning enquires carried out)</p> <p>The end of year data sheet required some adjustments to be useful to teachers and SLT – these sheets will be adapted further for September 2017 to ensure they give the information required to support teaching and learning and include the</p>
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		and pupils to support learning.		<p>teachers assessment of wellbeing.</p> <p>AFL was evident during learning walks and observations: Learning questions, success criteria, self and peer assessment, questioning were all used to support children's learning – ALL lessons had elements of the above in use</p>
<p>Improve pupils' speaking and listening skills across the whole school</p>	<p>Performance Poetry – children perform favourite poems by experimenting with the sound and sense of the poem in the safety of the chorus of the entire class. Children will discuss the poem and share idea about content and structure. Fine tune volume, rhythm and intonation, consider dramatic</p>	<p>Performance poetry will result in the children by the end of year 1:</p> <p>Joining in with the class recital of a poem, enjoy sharing poem's sounds and shades of meaning as a group</p>	<p>Poetry books, visiting poets.</p> <p>Staffing:</p> <p>Teaching, support staff, local poets</p> <p>Whole school involved in performance</p>	<p>The poetry competition was a real success with all children participating. The results of the completion were shared with the school community and KX wide. Elements of BSL were used throughout the performance in terms of signing the poem as well as the increased use of facial</p>

	<p>approaches that may further enliven performance</p> <p>Paired Talk – the use of ‘talk partners’ as a strategy means that all children get the opportunity to think, discuss and express themselves orally across the curriculum</p>	<p>Memorise a poem and adjust the volume of their voice so the audience can clearly hear</p> <p>Use vocal expression to show meaning</p> <p>Paired talk will result in the children by the end of year 1:</p> <p>Using the time provided to think about questions and share ideas with a partner</p> <p>Remember some of what a partner has said and share with the group</p> <p>Formulate a view or opinion and share with the group</p>		<p>expression to communicate meaning</p> <p>All the strategies under the communication tool set for KS 1 were observed in use across the school: paired talk and interviews (hot seating). These were embed in to the lessons observed throughout the year</p> <p>Children have been observed confidently speaking in front of the class, to each other and to the whole school in assemblies – those who are reticent were encouraged by the teachers with some having targets on their TAP to help push improvements</p> <p>All staff met this appraisal target</p>
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	<p>Interviews – for example ‘hot seating’ – where a key character from a story or a poem is interviewed to examine their motivation closely. Children need to discuss what they want to know in order to identify questions and ideas they want answering</p> <p>Above targets are included in staff appraisals as a whole school target that all staff have responsibility in supporting and promoting</p>	<p>Interviews will result in the children by the end of year 1:</p> <p>Talking with a partner and collaborating on what they already know</p> <p>Discussing what they would like to find out</p> <p>Generating simple questions to find out needed information</p>		<p>Poetry performance competition to continue next year and beyond</p>
<p>Learning Toolbox</p> <p>Begin to use the Academy learning toolbox in KS1 as a means to support the planning stages for the learning and to support children’s articulation of</p>	<p>Staff CPD on the concept of the toolbox and how it can be used in practical terms. Demonstration lessons at an adult level to help develop understanding</p>	<p>Teachers build confidence in their use of the toolbox and integrate its use into every learning opportunity – highlighting the skill</p>	<p>KCA toolbox, toolbox supporting documents, toolbox assessment documents</p> <p>Staffing:</p>	<p>Good use of the learning toolbox in year 1 with support from SLT</p> <p>Children are developing their familiarity with</p>

<p>their learning. Continue to develop the ‘toolbox’ areas in the early year’s classrooms.</p>	<p>Joint lessons with teachers to introduce concept to class/teachers (first half of autumn term begin with only communication, thinking in second half...)</p> <p>Develop assessment practices based around core skills in the toolsets - communication, thinking, creative and physical. Teachers report on whether a child has achieved age related expectations in the different toolbox skills</p>	<p>the children are developing and which toolbox area it’s linked to</p> <p>Children begin to develop a greater understanding of the learning skills in the toolbox and are able to clearly articulate what skills they are using / developing and do not only talk of the activity</p>	<p>HT, teachers, support staff.</p>	<p>the learning tools and learning skills</p> <p>Assessment expectations were developed for the 4 main areas of the toolbox and were used to track children’s development in the different skill areas</p> <p>Next year there will be need to develop the year 2 assessment expectations</p>
<p>Monitoring T&L</p> <p>Develop termly monitoring cycle during ‘learning walks’ to support key aspects of teaching and learning (environment, phonics teaching, writing, reading, number and</p>	<p>Monitoring cycle developed and disseminated with first cycle completed in Autumn 1</p>	<p>Autumn 2:</p> <p>To ensure all teaching (through triangulation - observations, Progress data and children’s books) is</p>	<p>Resources:</p> <p>Learning walk guidance and notes</p> <p>Staff:</p> <p>Headteacher and Assistant Headteacher in the first term. All</p>	<p>The monitoring cycle was comprehensive and supported teacher’s development. It was however very time consuming and took up a lot of SLT time</p>

<p>project) through observations and learning walks.</p>	<p>Observations used to complete probationary reviews for class based support staff</p>	<p>good or better with at least 40% outstanding</p> <p>Cycle supports teacher and support staff development and highlights strengths in the teaching and learning at the Academy and areas that require further development / support. Feedback to teachers / support staff is constructive and acted upon</p>	<p>other staff to be involved from January 2017</p>	<p>Next year – look at a more collaborative approach with staff self-assessing and the involvement of the phase leaders</p> <p>All support staff passed their probationary period (3 months)</p>
<p>Diminish the difference in attainment between FSM and non FSM pupils starting in year 1</p>	<p>Use EYFS assessment to establish support required in diminishing the difference between FSM and non FSM pupils</p>	<p>The gap is narrowed if not completely removed and children are able to keep up with peers</p> <p>Teachers planning shows that learning</p>	<p>Staffing:</p> <p>Assistant Headteacher with inclusion, teaching support staff,</p> <p>(Teaching staff to disseminate</p>	<p>There is no significant difference between FSM and non-FSM</p> <p>Of those children who are FSM and are not reaching expected ARE there are specific SEN which the Academy is</p>

	<p>Establish best strategies to use in supporting this target:</p> <ul style="list-style-type: none"> Intervention groups Guided groups Parental engagement Resources ELG targets 	<p>is carefully targeted at diminishing the difference for this group of pupils</p> <p>Learning walks and observations as well as pupil progress review meetings highlight the progress children are making</p>	<p>information to support staff)</p>	<p>supporting. These children are making significant progress against their own base line</p>
<p>Promote exploration in expressive art and design across all year groups</p>	<p>Ensure 'creative' areas are well equipped with a range of resources and materials</p> <p>Plan opportunities for the use of these areas in every lesson</p> <p>Share good practice among practitioners in the Academy</p>	<p>Appreciative enquiries show that children explore a range of techniques, resources and materials to support their learning across the curriculum</p>	<p>Resources:</p> <p>Range of equipment for the 'creative' areas</p> <p>CPD time to share good practice</p> <p>Staff:</p> <p>All staff</p>	<p>Creative areas developed and PDMs held to look at how art id taught throughout the Academy</p> <p>Curriculum adapted to give clear guidelines around expectations</p> <p>New creative team leader appointment in September and their developments will form a part of next year's action plan</p>
<p>Future Curriculum</p>		<p>Spring 1/2:</p>	<p>Resources:</p>	

<p>Year 2 Curriculum map written and developed in readiness for September 2017.</p>	<p>Write the curriculum using the same project approach as the EYFS and year 1 curriculum taking into consideration recent changes in expectations</p> <p>Involve teaching staff and support staff in the construction of the curriculum</p>	<p>Year 2 Curriculum completed by Easter 2017</p> <p>Curriculum adopted and ready to be implemented September 2017</p>	<p>EYFS and year 1 curriculum maps CPD meeting time</p> <p>Staff: Headteacher, EYFS and year 1 teaching team. T&L governors' committee</p>	<p>Annual overview completed and first term curriculum map ready for Autumn</p>
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Conditions for Learning Actions

Priority Targets	Actions	Success Criteria and Time Frame	Resources and Staffing	Evaluation
<p>All staff understand the importance of safeguarding and the strategies and systems involved in keeping children safe.</p>	<p>All staff to be trained in safeguarding and to read the Academy's safeguarding policy and part 1 of the DFE 'Keeping children safe in school' document and have opportunity to discuss</p>	<p>Autumn 1 and at the start of ever term:</p> <p>All staff have a clear understanding of safeguarding which is embedded throughout the school and in everything that the school does. The whole school community</p>	<p>Safeguarding documentation and posters</p> <p>Staffing All staff, including administration and facilities, External training facilitators</p>	<p>All staff received a full day safeguarding update at the start of term.</p> <p>All staff received weekly updates during briefing meetings with the HT (designated safeguarding lead)</p>

	<p>All staff trained in Prevent, FGM and CSE strategies and are confident in being able to identify possible cases</p> <p>Safeguarding guidance posters on display across all staff areas in the school</p> <p>Summer 1: Whole school review of safeguarding procedures</p>	<p>understand who the lead officer is and the process of reporting a disclosure / concern</p> <p>Autumn 1: All staff receive refresher safeguarding training</p> <p>Spring 2: All staff have received training on CSE and FGM</p>		<p>All staff attended prevent training in Autumn</p> <p>All staff attended CSE training in Summer 1</p>
<p>Barriers to Learning removed - SEND provision</p> <p>Develop inclusion manager's role</p>	<p>Assistant Headteacher with Inclusion to attend Camden SEND meetings and network with other SEND / Inclusion managers in order to create opportunities to collaborate and learn from each other</p> <p>Inclusion manager to meet all key professional across the</p>	<p>Throughout the year, the inclusion manager builds a network of support within the borough and the wider area to help support children with specific needs.</p> <p>The inclusion manager demonstrates best practice in supporting</p>	Assistant head with Inclusion	<p>AHT regularly attending borough wide meetings</p> <p>AHT has registered for training at the IOE starting September 17 to qualify as an SEN coordinator</p> <p>The AHT has proved to be an excellent appointment and has</p>

	<p>borough (out of borough for Islington pupils) that are attached to pupils currently receiving interventions/service both in school and off site.</p> <p>Plan weekly / termly reviews and updates with key professionals with an overview for the year ahead. (including annual reviews for pupils with EHCPs)</p> <p>SLT planning – plot pupil progress meetings and review assessment cycle. Set scrutiny dates to look at planning, pupil outcomes, book looks, pupil voice and individual programmes and timetables.</p>	<p>children with varying needs. All key professional have been met. (Autumn 1)</p> <p>Half termly reviews, weekly catch up and evaluations with outside agencies - SALT, EPs, Health visitors, MOSIAC – all organised.</p> <p>Half termly. Inclusion manager to liaise with Headteacher.</p>		<p>supported teachers in supporting a range of children with SEN</p> <p>Provision maps and the organisations of outside agencies have been used effectively in order to ensure pupils with SEN make at least good progress against their baseline</p> <p>Children are targeted for co-curriculum and holiday clubs</p>
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	<p>Learning walks across all key stages. Look at accessibility, indoor and outdoor provision within all classrooms.</p> <p>Learning walk to highlight accessibility and inclusion across extended day provision.</p> <p>Audit current equipment, resources and needs in line with EHCPs, Therapists etc.</p> <p>Meet with each phase to discuss teaching needs of SEND pupils. Target setting, short, medium and long term in line with EHCP's, TAPs and outside agencies.</p> <p>Use information from previous setting to help</p>	<p>Initial learning walks completed in autumn 1.</p> <p>The manager looks strategically at the inclusion of all pupils across the school day, including the access to clubs, extended activities, the KCA hub etc.</p> <p>The inclusion manager ensures that the school is accessible to all, including the access to resources and further learning opportunities.</p> <p>Inclusion manager to assess what skills are there within the school and how they can be used effectively to support children's learning?</p> <p>Inclusion manager monitors class teaching,</p>	<p>Resources ordered from SEN Budget. 31.10.16</p> <p>To source and purchase: Handwriting without tears program (OT)</p>	<p>Support is provided for families in navigating the KCA hub</p> <p>An accessibility plan has been completed and circulated to all staff and the wider community</p> <p>Resources have been bought to aid inclusion and a specific store cupboard set up for teachers to access when required</p> <p>Skills audit completed – audit will inform on specialisms for each member of support staff</p> <p>AHT with inclusion meets with HT weekly to discuss specific children and agree next steps</p>
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	<p>set targets and consult professionals on best ways of supporting children with specific SEND needs</p> <p>Target training needs for teachers and support staff on the best ways of supporting children with specific needs.</p> <p>Training: Deaf children at primary school for teaching assistants</p> <p>Training: Children with Cochlear Implants: Progressing through the primary stage</p> <p>To secure services of an OT for pupils with EHCPs.</p> <p>SEN Hub site set up on 'KCA Hub' for professionals to access</p>	<p>planning, whole class and differentiated learning for SEND pupils.</p> <p>Inclusion Manager ensures that all pupils are being stretched and that targets are matched to the current needs - good level of challenge and aspirational</p> <p>Training completed by the end of 2016/17:</p> <p>Supporting children with autism spectrum disorder</p> <p>SEN two day awareness raising course</p> <p>ACT (Adult Child Interaction Tally) training</p> <p>Social for autistic children</p>	<p>Faye Maleady – Teaching Assistant (Year 1)</p> <p>Alternatively – session for whole staff team from Doreen Barcy – teacher of the deaf.</p>	<p>Training completed as per actions</p> <p>ACT (adult child interaction tally) had a profound effect on the support staff who found it helpful in developing their communication skills with the children</p> <p>There will be follow ACT training in Autumn 2017 to check on progress and maintain improvements</p> <p>Autism training has supported those key workers working with autistic children. Greater engagement</p>
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	resources, advice and proformas.	<p>Introduction to autism</p> <p>Physiotherapist training (OT)</p> <p>ECAF Training for senior leaders</p>	<p>Ruby Williams – Reception class teacher</p> <p>Ruby Williams – reception class teacher Shannon Crosbie – Nursery Nurse</p> <p>Kay Baxter – Inclusion</p> <p>Sarah Plumb – Nursery class teacher The Bridge outreach service – Islington.</p> <p>Amanda Witham (Private OT). Negotiating with Camden OT service</p> <p>Kay Baxter – Inclusion</p> <p>Kay Baxter – Inclusion</p>	<p>and participation of these children in their learning has been observed since the training</p> <p>Next year the Academy will look at engaging 'The Bridge' in Islington, a specialist SEN school that has an autistic unit. The aim of the engagement will be to further train staff members in supporting children on the autistic spectrum and have greater impact on the children's ability to adapt to a mainstream environment and access the learning</p>

<p>'KCA Hub' Virtual learning environment (VLE) is used effectively to support the learning and partnership between school and parents</p>	<p>VLE training for all staff with expectations for use established</p> <p>VLE plan in place to integrate the system into the daily life of the school</p> <p>Parent workshops held on how to access the different elements of the hub and how to support children with using the hub</p> <p>All governors introduced to the hub through committee meetings in the Autumn term. All papers to be circulated from the Spring term through the hub</p> <p>Access is provided for both parents and children through an 'internet café' for those</p>	<p>Summer 2017:</p> <p>The VLE is used to extend the learning beyond the classroom and parents use it effectively to engage with their children's learning</p> <p>Examples of 'flipping the classroom' are evident on all classroom sites and there is a high level of engagement for all families</p>	<p>Resources: VLE platform (Frog) CPD time Governor committee time</p> <p>Staff: All staff</p>	<p>VLE launched successfully and accessed by over 70% of the school community on a regular basis (at least twice a week) - a very high percentage. Aim is to encourage all parents and children to access the hub on a regular basis</p> <p>Some teachers more confident than others at its use, more training required for existing staff and new staff in September 17</p> <p>Children who do not access the VLE on a regular basis will be targeted and given opportunity to access in school from September 17</p>
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	<p>who do not have access to a computer at home</p> <p>Termly training provided for the teachers and uses for the Hub highlighted in weekly briefing meetings</p>			
<p>Develop the playground Environment as an effective spaces that promotes good play opportunities in a safe environment</p>	<p>Establish the role of the HLTA in ensuring a variety of play opportunities are on offer for pupils in a safe and nurturing environment</p> <p>Establish use of SNUG equipment and train staff on its safe use and the children how to manipulate the different elements and create their own play opportunities</p> <p>Open all play platforms for pupils to access during lunchtime play,</p>	<p>Autumn 1:</p> <p>Children are happy at playtimes and enjoy being in the playground and feel safe</p> <p>HLTA organises the play opportunities in the playground and utilises the human resources available to ensure the safety of the pupils and to encourage the characteristics of good play</p> <p>Children and staff are all aware of the playground rule - 'to</p>	<p>Snug equipment, library resources, toilet passes</p> <p>Staffing HLTA with responsibilities for playtime and all staff on play and lunchtime duty</p>	<p>Children are observed happy at playtime (learning walks carried out by SLT and governor visits)</p> <p>Recent pupils questionnaire show that children enjoy using the playground and the play opportunities available</p> <p>HLTA effectively managing staff and other resources at playtime to maximise physical play opportunities</p>

	<p>including – the outdoor library area, SNUG equipment and year 1 outdoor space</p> <p>Purchase suitable resources and furniture for use in the outdoor library (chairs, storage, books etc.)</p> <p>School access during playtime through use of toilet passes</p>	<p>help ourselves and each other play safely’</p> <p>Children access the play platforms to use the SNUG equipment with guidance from staff</p> <p>Children instigate their own play opportunities using the equipment and understand how to keep themselves and others safe</p> <p>Outside library area is used as a quiet space with appropriate seating to allow children to relax and reflect</p>		<p>Outside library has proved to be particularly popular with children using this space as an area of calm (On average 14 children a day are using this area)</p> <p>Focus for 2017/18: introduce more play opportunities such as water equipment etc. and look into extending the use of the year 1 area to include writing and art opportunities</p>
<p>Classroom environments are highly engaging and accessible and are used effectively as a resource to support children’s learning</p>	<p>Autumn</p> <p>Ensure all trays and resources are labelled in text and images and all children are aware of all the resources available for them to use</p>	<p>Children access resources available in the class independently to support their learning</p> <p>Children are proud of the displays in the class</p>	<p>Labelling equipment, open resource baskets</p> <p>Staffing All teaching and support staff</p>	<p>Classrooms environments were an area highlighted as requiring work by a visit from out professional partner in Spring 2017</p> <p>Some classrooms were better organised than</p>

	<p>Open baskets purchased for year 1 to make resources more accessible</p> <p>Displays show the learning journey the children have taken in a particular project or while developing a particular skill</p> <p>All displays are used by the children to support their learning</p>	<p>and are able to articulate the learning recorded</p> <p>Children use the displays to support their learning</p>		<p>others but it felt several lacked impact and were did not encourage independent learning i.e. resources not easily accessible</p> <p>This will be a focus of a learning enquiry in September 17</p> <p>New monitoring cycle (flipped quality assurance) will include classroom environments at the start of the Autumn term and will include expectations which were agreed by all staff before the end of the summer term</p>
<p>To develop more meaningful parental consultations with increased focus on reporting on children's learning and progress and how parents can</p>	<p>Introduce three, 20 minute time slots in the morning (8.30am – 9.30am) that parents can book each term for their child's learning consultations</p>	<p>Parents are better informed of the progress their child is making in learning and the areas where they need to develop further. They feel better able to support their</p>	<p>Teacher's time, pre consultation forms for both parents and teachers, parent information sheets.</p> <p>Staffing Teachers</p>	<p>Feedback from parents has been largely positive – many liked the extended length of time they had with the teacher and the opportunity to select a time slot suitable to</p>

<p>support their child at home</p>	<p>Parents to complete a pre-consultation sheet where they can highlight strengths in their children and any specific areas of concerns as well as provide photos to share the children's experiences and achievements at home</p> <p>Teachers to carry out a pre consultation observations week prior to the meeting for discussion during the pupil's progress and areas required for development</p> <p>Action plan to be established each meeting (starting with 'Meet the Teacher' in September) with targets for both home and school. These plans will also be reviewed at the start of each meeting</p>	<p>child because they know the next steps for their child in their learning</p> <p>Parents have learning targets to reach at home which are reviewed, together with the teacher's targets at each learning consultation</p> <p>The focus of parents and teachers discussion is on learning and progress</p>		<p>them (all parents interviewed thought it was much better than traditional parents evening because it was individualised to their child)</p> <p>Teachers felt the meetings were more meaningful than traditional parents evenings as their focus was only on a small group of children – it meant they could more targeted feedback and advice to parents</p> <p>Part of the consultations expectations was to get feedback on a written sheet from parents – this was not completed by many parents and will be reviewed in 2017/18 (43% of parents completed the pre consultation form)</p>
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<p>At the end of every learning project the outcomes are celebrated and presented to parents in a variety of forms.</p>	<p>Teacher use a variety of methods to present children’s learning to parents and other audiences:</p> <p>Assembly, art show, dance performance, lessons, KCA hub page, video recording, communal display etc.</p>	<p>Parents are ‘invited’ to attend the presentation at the end of every project and build a better understanding of their child’s learning at the Academy</p>	<p>Variety of resources according to the type of presentation</p> <p>Staffing All teaching and teaching support staff</p>	<p>A variety methods were used throughout the year to celebrate outcomes – from performances to an art show in Central Saint Martins. All were well attended by parents and the wider community (91% of parents attended the Central Saint Martin’s art exhibition)</p>
<p>Increase parental engagement in understanding the schools learning philosophy and how they can support their child’s learning</p>	<p>Parents are invited to attend the ‘Parents Academy’ – a 10 week workshop, 2 hours per session, in developing a better understanding of how children learn, how the Academy supports this and how learning can be supported at home</p> <p>Every term each year group will run 3 morning workshops,</p>	<p>Parents become better equipped to support their child’s learning at home and have a better understanding of the learning methods used at the Academy</p> <p>Parents access the home-school swapping library in order to provide their children with a variety of different quality texts</p>	<p>Parent Academy resources Training centre</p> <p>Staffing Parent Academy teacher, crèche workers, admin staff to organise</p>	<p>Parent Academy was regularly attended by 12 parents (the maximum number that could attend)</p> <p>Workshops from year groups were not as well attended with no parents turning up on some occasions – this will be reviewed in the new school year</p>

	<p>before the start of the school day, in helping parents to support and understand how a child learns</p> <p>Parents will be invited to open session in all classrooms with a focus on a particular aspect of learning, they will have opportunity to observe the teacher and participate in learning activities with their child (from Autumn 2)</p> <p>Establish a Home-School Library in the Parent Centre where parents can swap a reading book for another</p>			<p>Need to look at how workshops can be recorded / broadcasted so that more parents can 'attend'</p> <p>Library set up in parent centre and used on a regular basis by the community.</p>
<p>Extend the provision of a good quality after school club that supports children's wellbeing and development</p>	<p>Ensure the activities and the experiences the children are exposed to at the after school club follow the Academy's philosophy</p>	<p>The Academy offers high quality after school provision which supports the child's wellbeing and offers a variety of activities to</p>	<p>New age related resources for the after school club</p> <p>Storage furniture for the small hall</p>	<p>Range of good quality clubs on offer as part of the co-curriculum which are well attended (over 14 clubs)</p>

	<p>Increase capacity through employment of suitably qualified play workers</p> <p>Move service to small hall and purchase resources specifically for the after school club and tailored to the age groups attending</p> <p>Develop role of extended school's leader – planning activities every evening to include cooking, dance, gymnastics, art and craft...</p>	<p>develop the children's interests</p> <p>There is capacity to take all children who require places at the after school club without compromising on safety or the quality of service</p> <p>There is capacity to offer ad-hoc places for those who do not require the regular service</p>	<p>Staffing Current Plimsoll Plus staff, BM, HT</p>	<p>Increased capacity in after school club and new resources bought to provide a range of activities (average of 40 children attend after school club)</p>
<p>Continue to develop partnerships with local organisations and companies to enhance the learning at the Academy</p>	<p>Evaluate the impact of the partnerships last term on learning and look for ways of extending further with the year 1 classes</p>	<p>Successful partnerships continue and new opportunities are developed that support and enhance the children's learning</p>		<p>Range of new partnerships established</p> <p>Existing partnerships evaluated and changes made to make</p>

	<p>Make connections with new organisations at KX: Greek Larder, Brain Lab, Universal music, Crick... to explore possible collaborations with the Academy</p> <p>Encourage teachers to look for links in their planning in using the partnerships established and forging new partnerships</p> <p>Look to extend collaboration with Regent High School and the use of their primary classroom for the Academy's year 1 pupils</p>	<p>Year 1 children attend lessons at Regent high and use some of the facilities available - science lab, gym hall, theatre... In doing so they become familiar with a secondary school setting at an early age that will help with transition in the future</p>		<p>maximum impact on pupils learning e.g. planned forest school sessions at Camley Street</p>
<p>Develop the weekly 'Class Meetings' as a forum for children to discuss whole school / class and personal issues</p>	<p>Provide class meetings with a focus for discussion each week from the senior leadership team (e.g. how can we improve our playtimes?)</p>	<p>The class meetings become led by the pupils with the adults in the class as facilitators.</p> <p>Children make democratic decisions over whole school /</p>	<p>Class teachers and Senior leadership team.</p> <p>Class meeting times (every Thursday)</p>	<p>Class meetings now established and taking place every week</p> <p>Class representative meet weekly with SLT to discuss findings</p>

	<p>Two members of the class meeting each week voted to report findings to members of the senior leadership team.</p> <p>Use of social emotional boxes developed further with children encouraged during the session to give their opinions and advice to one another – adults becoming the facilitators</p>	<p>class and personal issues.</p> <p>The pupil's voice is increasingly used to determine the direction of the school and in developing documents such as this.</p> <p>In the summer term class meetings are made up of mixed year groups.</p>		<p>We did not move to mixed year groups in the summer term as we felt the children were not ready for this – will look at this in 2017/18</p>
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Human Resources Actions and H&S

Priority Targets	Actions	Success Criteria and Time Frame	Resources and Staffing	Evaluation
<p>Effective CPD supports and develops individuals to improve their teaching and the learning and builds a culture of 'safe' risk</p>	<p>Introduce lesson study approach to CPD with year 1 teachers – Autumn 2: year 1 and EYFS carry out separate studies. Summer 1:</p>	<p>Staff participate in two cycles of lesson study by the end of the summer term which has focussed on a pertinent learning need / interest</p>	<p>Headteacher, business manager and assistant headteacher trained in coaching techniques</p>	<p>Lesson study / learning enquiries are successful because they have direct impact on</p>

<p>through research and dialogue</p>	<p>Combined study between EYFS and Yr1. Decide on focus based on cohort and needs of the children</p> <p>Look for making lesson study connections with other schools in Camden and internationally</p> <p>All new teaching and teaching support staff to attend BSL sessions every week – level 1</p> <p>Year 1 teacher to attend CLPE ‘Power of Reading’ course and discuss in CPD meeting with the staff members on its implementation</p> <p>Coaching introduced as a means of supporting staff development with both admin and teaching staff</p>	<p>Staff pass the level 1 BSL course and integrate BSL communication into every day with their class</p> <p>‘Power of Reading’ is used as an effective tool to support the teaching of reading and writing at the Academy in year 1</p> <p>Coaching is used as a means of supporting staff development at the Academy and is integrated into the daily life of the school. Staff take up coaching sessions when required. This builds a culture of support which give teachers the confidence to take measured risks in their practice</p>	<p>Lesson study example from previous year, literature and training material</p> <p>Staffing:</p> <p>Teaching and support staff</p> <p>(Teaching staff to disseminate information to support staff)</p>	<p>teachers practise and on children’s learning.</p> <p>This year staff have been involved in enquiries into learning environment, learning questions, teaching using the toolbox and supporting children with behaviour difficulties</p> <p>Year 1 teacher completed CLPE course and presented findings to governors</p> <p>All staff have regularly attended L1 BSL lessons – due for completion at the end of September 2017</p> <p>Coaching developed with the SLT - to be developed with teachers in 2017 /18</p>
		<p>Autumn 1 and ongoing:</p>	<p>Resources:</p>	

<p>Develop teaching support staff</p>	<p>All new staff inducted at the start of the school year</p> <p>Support staff initial appraisal meetings completed by end of October 2016</p> <p>Specific training planned to support practice in class:</p> <ul style="list-style-type: none"> - OT training - Year 1Phonics training - Pediatric First Aid training <p>Teaching support staff given opportunities to work across year groups and phases in order to observe good practice</p>	<p>Support staff are confident and effective in their roles of supporting children’s learning. They understand the philosophy of learning at the Academy and observations of the class highlight their effectiveness in helping children progress</p> <p>They are able to confidently communicate with parents about a child’s learning and how they can further support the learning at home</p> <p>They have the skills and knowledge to support all children with their speech and language development</p> <p>They use BSL throughout the day and support children in</p>	<p>BSL sessions Training at Camden Training Centre</p> <p>Staffing: HT Teachers Teaching support staff</p>	<p>All support staff have successfully completed an appraisal cycle which included the initial induction</p> <p>A range of developmental opportunities were taken up by support staff, ranging from developing specialism with SEN children to First Aid training.</p> <p>Support staff to take on specialism in 2017/18</p>
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		<p>communicating with each through BSL</p> <p>The understand how to access the hub and are beginning to support the teachers in its implementation / use</p>		
Develop future leaders	<p>Through appraisal - set targets to challenge teachers and support staff to take leadership over their own development</p> <p>Discuss progression in the profession and future aspirations</p> <p>Recommend course / actions to help develop leadership skills for future roles</p> <p>Begin to form roles for future leaders</p>	<p>Autumn 1 and ongoing:</p> <p>Staff understand the opportunities available to them and are keen to develop further. They source courses, texts of interest (research) and, together with their line manager, set challenging targets in professional development during the appraisal process</p> <p>Staff members become future leaders at the school – TA's promoted to HLTAs, teachers promoted to phase and subject leaders</p>	<p>Resources:</p> <p>Camden led partnership courses</p> <p>Appraisal release time</p> <p>Staffing:</p> <p>All staff</p>	<p>All teaching staff were successful at gaining promotion in 2016/17. Promotion range from curriculum team / subject leaders to phase leadership</p>

<p>Review staffing structure and recruit teaching and support staff for 2017/18.</p>	<p>Review staffing, roles and responsibilities with Business Manager</p> <p>Revisit recruitment plan with senior managers and HR chair of governors and adjust according to the needs of the children and school</p> <p>Create a budget for staffing, taking into consideration increment, roles and possible percentage increase in September</p> <p>Devise a recruitment plan for year 2 teachers and support staff and carry out plan</p>	<p>Summer 1:</p> <p>The staffing structure meets the strategic and operational needs of the Academy. Highly skills teachers and support staff are in place to start September 2017 and where possible engage with the Academy and children prior to opening</p>	<p>Staffing:</p> <p>Business Manager, Headteacher and Assistant Headteacher, HR chair and other governors</p> <p>Resources:</p> <p>Staffing plans for 2017 - 2021</p>	<p>New staff in place by Easter 2017 for 2017/18</p> <p>New staff have a range of skills and specialism that meet the developmental needs of the Academy</p>
<p>All staff in EYFS and after school club to complete Pediatric First Aid training (in</p>	<p>Complete 12 hour paediatric training during INSET (October 31st) and across twilight sessions</p>	<p>Course completed successfully by all members of staff attending by December 2016</p>	<p>INSET training day – 31st October CPD time</p> <p>Staffing</p>	<p>All staff in EYFS and after school club completed paediatric training</p>

<p>line with new statutory expectations)</p>	<p>All staff members receive anaphylactic / epi-pen training</p>	<p>All staff in the school are aware of who has completed the training</p> <p>All staff trained in administering an epi-pen</p>	<p>First Aid trainer All EYFS staff, Plimsoll Plus play workers</p>	
<p>Increase efficiencies in the business team with the use of clear processes and procedures</p>	<p>BM to coach business team: change and innovation, blockers and how to implement change and make decisions</p> <p>Review processes to improve efficiencies</p> <p>BA with RA to complete CSBM course</p> <p>Facilities manager to complete NEBOSH</p> <p>Facilities apprentice to complete apprenticeship</p>	<p>Performance management appraisals / mid-year reviews</p> <p>Census returns submitted</p> <p>Financial audit report good</p> <p>SCR audit good</p> <p>Business teams receive accreditation in respective courses and apply learning</p>	<p>Weekly business team meetings</p> <p>Inset training days</p>	<p>Weekly meetings provide opportunities to discuss challenges and new approaches to solve them.</p> <p>Regular process review meetings allow time to reflect and improve</p> <p>The use of 'key' parents to test out new processes allow for bugs to be ironed out before being rolled out school wide</p> <p>Facilities apprentice has completed his course and after interview, was appointed as assistant</p>

				<p>facilities manager at the Academy</p> <p>Facilities manager successfully completed NEBOSH</p>
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Finance Actions

Priority Targets	Actions	Success Criteria and Time Frame	Resources and Staffing	Evaluation
<p>The pupil premium is used effectively to support those FSM pupils that did not reach a good level of development in EYFS to diminish the difference between them and non FSM pupils</p>	<p>Identify individuals who did not reach GLD and develop targeted action plans (TAPs) to support</p> <p>Look at the best use of the premium to help those children to achieve their targets and diminish the gap between FSM and non-FSM pupils</p> <p>Offer clubs / experiences to FSM pupils who might not otherwise be able to access them</p>	<p>Pupils in year 1 that did not reach GLD in EYFS have made significant progress and the gap is diminishing</p>		<p>Those pupils that did not reach GLD in reception made significant progress from their baseline in year 1 – data shows this and can be matched against the provision map to show which had most impact and which were better value for money</p> <p>Detailed provision mapping at the start of the year ensured that PP was used effectively</p>

				to support individuals and groups
<p>Increase the letting income for the Academy to support learning activities that sit outside of the normal school budget</p>	<p>Carry out risk assessment on the letting of those spaces</p> <p>Market availability of conference / meeting rooms to KX occupiers / external companies.</p> <p>Plan use of income to support learning opportunities, in particular the use of outside experts i.e. poets, Artists, scientists, puppeteers etc. to visit the school.</p>	<p>Income from lettings enrich the curriculum and help to support the Academy's learning philosophy</p>	<p>Adult size furniture, IT equipment - IWB, computer</p> <p>Staffing:</p> <p>Business manager and facilities team</p>	<p>Letting income has been significantly increased and proceeds go towards supporting extra-curricular activities.</p> <p>Future proceeds will be used to support the new music provision at the Academy (Colourstrings)</p>

Appendix 1

Acronym	
BSL	British Sign Language
CLPE	Centre for Literacy in Primary Education
CSM	Central Saint Martins
CPD	Continual Professional Development
DBS	Disclosure and Barring Service
DFE	Department for Families and Education
EEX	Early Excellence (early years resources provider)
EFA	Education Funding Agency
EWO	Education Welfare Officer
EYFS	Early Years and Foundation Stage (Nursery and Reception Phase)
FBS	Frank Barnes School
FMGS	Financial Management and Governance Self-Assessment
ICT	Information Communication Technology
IEP	Individual Education Plan
KS1	Key Stage 1 (Year 1 and 2 – Infants)
PTA	Parent and Teacher Association
SDP	School Development Plan
SENCO	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disability
SIP	School Improvement Plan
SMT	Senior Management Team
TA	Teaching Assistant
TAP	Targeted Action Plan
TAC	Team Around the Child meeting
MIS	Management Information System
PE	Physical Education

PSE	Personal and Social Education
VLE	Virtual Learning Environment
Terms	
'Flipping the Classroom'	The flipped classroom is a pedagogical model in which the typical class and home learning elements of school are reversed. Short videos, question forums, initial activities are viewed and completed by students at home before the class session, while in-class time is devoted to learning exercises, projects, or discussions.
'Academy Toolbox'	The toolbox comprises of six set of learning tools that the Academy has identified as essential skills for children to develop in order to become confident, independent learners. The tools are – Communication, Creative, Thinking, Physical, Social and Emotional and Learning about Learning.
'Diminishing the Difference'	This is an Ofsted term and replaces 'closing the gap', it refers to the attainment gap between those children who receive free school meals and those who do not.