



King's Cross Academy

Development Plan September 2015 – August 2018

*and*

Annual Improvement and Action Plan – Key Priorities

September 2017 – August 2018

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## The School Development Plan – an Introduction

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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 third year action plan (2017/18) key priorities. 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*

## King's Cross Academy: Our Vision

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King's Cross Academy is a happy and friendly school where the children are safe, love learning, behave well and succeed, within a supportive, creative and exciting environment. We recruit qualified, inspirational and enthusiastic teachers and support staff who share this vision, to help children to develop their confidence, capacity, resilience and other learning skills.

Our motto, 'Love Learning Together', embraces our pupils, parents and teachers and our partnership working with incredible neighbours. Frank Barnes School for Deaf Children (with whom we will share our building), Central Saint Martins, PRS for Music, Waitrose, Google UK, Camley Street Natural Park, Eurostar, the Guardian and the Francis Crick Institute are all on our doorstep, offering opportunities to broaden children's experiences and raise their achievements and aspirations.

The historic guide frame of Gasholder No.8 is the inspiration for our school emblem. It encapsulates both the industrial past of King's Cross and its new, creative future. The Academy sits at the heart of the King's Cross community. This is a 21st Century school for 21st Century children and the Academy helps each and every one become a highly successful learner, to make the most of his or her potential and talents.

**Our vision is made up of four key themes:**

### Teaching pupils how to learn

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The Academy has a **deep focus on learning**, with a rigorous approach to core skills in Mathematics and English. Children have opportunities to develop and exercise a range of learning methods and styles, of increasing sophistication, as they move through the Academy. The Academy encourages qualities such as persistence, resilience, resourcefulness and flexibility – so that children develop a lifetime love of learning. We help children learn how to question, think creatively and become active learners and communicators.

Our challenging, forward-looking learning philosophy promotes a balance of challenge and security; critical and creative thinking; opportunities to apply knowledge, skills and understanding in different contexts; self and peer assessment; active learning through experience; emotional engagement with learning and connecting ideas across subject boundaries.

## Building cross-curricular skills into a creative curriculum

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The Academy has a systematic focus on **key cross-curricular skills**, as part of a broad and balanced, project-based curriculum. We promote children's skills in listening, speaking, thinking, questioning, creativity and learning about learning and develop their social and emotional skills.

Skills associated with assessment for learning, such as describing, evaluating and improving learning, are promoted in every learning activity. Emotional intelligence skills: self-awareness, self-control, motivation, empathy and social skills similarly permeate all learning experiences. The Academy provides children with a complete education.

## Creating an exceptional environment that promotes learning

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It matters where and how education takes place. We draw upon the **exceptional environment** within and around this new school and the wider King's Cross Estate, to provide activities and opportunities that inspire, excite and transform the learning of children, their parents and other adults in our multi-cultural community. The Academy reaches out to parents, fellow schools, businesses and organisations to develop a wider community of learners.

Within the Academy, children have access to a technology-rich environment. Externally, our virtual learning environment engages children, parents and the wider community. Classroom layouts, resources and displays reinforce our learning philosophy and vision and our valuable partnerships with others.

## Developing children to be leaders

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We develop **children's leadership** by building their capacity to make reasoned, independent decisions and choices. We encourage our pupils to use their initiative, whilst working in productive partnership with others. We want children to gain confidence in their own abilities and their ability to learn and improve; and be emotionally engaged in their learning.

Developing children's leadership informs every aspect of school life. In particular, our curriculum supports children to become learners that are:

- Confident and self-motivated
- A good reader, writer, communicator and mathematician
- 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 to learn
- Able to learn confidently by themselves, with other children and with adults;
- Able to enjoy and love learning, knowing that it needs personal effort.

In this way, the Academy gives its pupils the best possible education and access to opportunities, so they leave school with the achievements, aspiration and confidence to be successful at secondary school and beyond.

## Visualisation – The Academy in 2018

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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**.



## 3 Year 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.

**Fundraising 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.

**Finances are managed in a prudent manner** to facilitate the annual expansion of the school and its development plan.

## **Improvement and Action Plan 2017/18 – Key Priorities**

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Please find below a list of the key improvement priorities for 2017/18 academic year. Followed by a more detailed action plan for September 2017 – August 2018.

### **Learning and Teaching Priorities**

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- Whole school target: Increase the profile of maths across the Academy through cross-curricular maths opportunities, learning displays and enabling maths environment
- Introduce the year 2 curriculum and track pupils' attainment, progress and level of engagement against content
- Develop more cross-school moderation with like schools, particularly for year 2, in preparation for end of KS1 SATs
- Review the teaching of Handwriting in KS1 with communication team leader and KS1 staff team through an enquiry approach and look at ways of integrating good practice across KS1
- Develop a new collaborative monitoring programme involving all staff in self and peer assessment
- Develop Music at the Academy
- Prepare for the KS 2 curriculum

### **Conditions for Learning Priorities**

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- Develop all classrooms into a learning enabled environment and increase children's independence in learning
- Develop support staff and parents in supporting children's learning
- Ensure all staff are up to date with current safeguarding policies and procedures

### **Human Resources Priorities**

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- Induct new staff to school procedures and policies
- Develop the role of the new phase leaders in EYFS and KS1
- Develop the role of the curriculum team leaders

### **Finance Priorities**

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- Ensure that the pupil premium is used effectively to support all PP pupils but in particular those higher attaining PP pupils – ensure there is enough challenge and opportunity

## Action Plan 2017/18

### Learning and Teaching Actions

Priority Targets	Actions	Success Criteria and Time Frame	Resources and Staffing	Evaluation
<p><b>Increase the profile of maths across the Academy through cross-curricular maths opportunities, learning displays and enabling math's environment</b></p>	<p>Teachers create a well-resourced 'Thinking' area to include age appropriate maths resources</p> <p>Every classroom exhibits a maths display in the 'Thinking area' which includes a combination of supportive generic resources and a learning wall to include current are of study</p> <p>Every class exhibits an age appropriate Number line which has been produced in collaboration with the children</p>	<p>Pupils have easily accessible maths resources that they independently use to support them in their maths lessons</p> <p>Maths displays are used by children to support, inspire and promote maths learning.</p> <p>Both the above are clearly evident in classroom practice</p> <p>The number line is clearly visible and used by the teacher and pupils to support maths learning</p>	<p>All staff</p> <p>Initial baseline assessment on the maths environment completed with phase leaders using new moderation structure</p> <p>Phase leader release time for validating teacher's self-assessment, carrying out learning walks and supporting teachers in achieving targets</p>	

	<p>A whole school display in the 'Street' is a collaborative project between KCA and FBS entitled 'maths that makes London' – primary aim is to highlight the existence of maths in the environment around them.</p> <p>Year1 teacher to join 'Teaching for Mastery' Hub and attend 6 week programme. Opportunity to report back to rest of the staff after each session and develop a plan for mastery across KS 1</p> <p>Mathletics introduced in KS1 as a way of supporting children's home learning and developing fluency in maths</p>	<p>The Street's collaborative display is used to inspire pupils to understand the presence of maths in our environment</p> <p>Initial baseline assessment set up at the end of the second week of the autumn term with targets set. Actions to be completed by autumn half term</p> <p>Collaborative maths display complete by the end of the first autumn half term</p> <p>KS1 understand the concept of maths mastery and developing pupils' depth of understanding about maths concepts. This influences planning</p>		
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		and stretches all pupils.		
<p><b>Introduce the year 2 curriculum and track pupils' attainment, progress and level of engagement against content</b></p>	<p>Create autumn term curriculum map and the year 2 maths and literacy programme with current staff team before the start of Autumn term</p> <p>Work with the new year 2 teaching team in the autumn term to create the spring and summer curriculum maps</p> <p>Use pupil progress review meetings to track pupils' progress against the year 2 curriculum.</p> <p>Year 2 teachers attend training on the use of the Academy learning toolbox to support planning learning in the projects.</p>	<p>Pupil progress review meetings show that Year 2 pupils make at least good attainment and progress against the objectives in the year 2 curriculum and are progressing towards their end of year learning targets.</p> <p>Those children who did not reach age appropriate expectations in year 1 are supported to catch up while maintain progress against year 2 objectives.</p> <p>All children are highly engaged in their learning and participate in</p>	<p>Year 2 teachers, support staff and KS 1 phase leader</p> <p>Release time for pupil progress meetings</p> <p>PDM time for discussion and reviewing the new curriculum</p> <p>September INSET to focus on induction for year 2 teachers and support staff</p> <p>Intervention groups set up at soon as children start year 2 to support those who did not reach age related expectations in year 1</p> <p>New curriculums and learning programmes to be ready at least one half term before required</p>	

	<p>Teachers use the toolbox to develop pupils' skills and to help formulate the learning questions that support children's understanding of the learning in each lesson</p>	<p>planning the learning through the structure of the Academy Learning Toolbox.</p> <p>Learning questions are skills focussed and the Academy toolbox is used to help support the formulation of the questions.</p>		
<p><b>Develop more cross-school moderation with like schools, particularly for year 2, in preparation for end of KS1 SATs</b></p>	<p>Make links with other Camden and London / UK wide schools with a similar learning philosophy as the Academy – create a cluster group and organise termly moderation meetings</p> <p>Visit schools to look at best practice in order to inform and improve own practice. Make particular links with innovative schools that</p>	<p>Cluster moderation meetings give opportunity for teachers to compare outcomes and decide on next steps for pupils.</p> <p>Closer ties with like schools give opportunity to share best practice and learn from each other.</p>	<p>All staff</p> <p>SLT to visit possible partner schools to set up cluster group</p> <p>PDM time for all staff to have opportunity to visit cluster schools with a specific learning focus</p> <p>PDM time for cluster moderation meetings every term</p>	

	have a similar philosophy to learning as the Academy.		Initial cluster to be set up in Autumn 1 and developed over the course of the term.	
<b>Review the teaching of Handwriting in KS1 with communication team leader and KS1 staff team through an enquiry approach and look at ways of integrating good practice across KS1</b>	<p>Lesson Study with communication team leaders and KS 1 teachers to firstly assess the current level of handwriting in KS1.</p> <p>Enquiry to look at best practice in teaching handwriting from across the world and to trial findings with children and evaluate impact</p>	<p>Action plan developed and implemented at the end of the enquiry to develop and improve handwriting across KS 1</p> <p>Pupils' records show improvement in handwriting across KS1</p>	<p>KS 1 Phase leader and teaching team</p> <p>PDM meetings to carry out enquiry.</p> <p>Enquiry to be completed in Spring 1 with recommendations implemented in Spring 2</p>	
<b>Develop a new collaborative monitoring programme involving all</b>	Visit other schools that use a collaborative approach to monitoring and develop new policy	New agreed policy and procedures in place from Autumn	All teaching staff	

<p><b>staff in self and peer assessment</b></p>	<p>and procedures for the Academy with the specific focus on the purpose of monitoring – to help improve teachers’ practice and the learning opportunities for all children.</p> <p>Work with curriculum team and phase leaders at implementing the new monitoring procedures.</p> <p>SLT to monitor impact of monitoring procedures in terms of impact on teacher development and impact on pupils learning</p>	<p>2017, which involve teachers self assessing own practice in a variety areas of learning. Team leaders meet with teacher to discuss and evident self-assessment and decide on targets and next steps for improvement.</p> <p>Lesson observations and support based on the outcomes of the monitoring</p> <p>Monitoring cycle becomes a more integrated part of the appraisal cycle</p>	<p>Inset time in Autumn term to discuss proposal</p> <p>Introduce classroom environment monitoring for Autumn 1 and review process at end of half term – question if it supports teacher development and has an impact on children’s learning</p> <p>Professional partner to visit in Autumn 1 to review classroom environments and outcomes from initial monitoring trial</p> <p>SLT meeting time to develop basic structure and work with curriculum team leaders to develop monitoring plan for specific areas</p>	
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			<p>All procedures to be trialled by the end of the autumn term</p> <p>Use INSET time at the start of spring term to discuss progress on new procedures</p>	
<p><b>Prepare for the KS 2 curriculum</b></p>	<p>Develop overview of all learning in KS2 with staff working parties</p> <p>Work with the staff team at developing the curriculum maps and learning programmes for year 3 for Autumn 2018</p>	<p>Learning overview created by all staff for KS 2</p> <p>Autumn Curriculum maps in place for year 3</p>	<p>SLT to work on KS 2 curriculum with support from phase leader and teachers</p> <p>Learning overview to be completed by the end of Spring 2. Curriculum maps and learning programme for year 3 autumn to be completed by the end of summer 1</p>	
<p><b>To develop music at the Academy through Colourstrings musicianship and all Yr2 pupils learning the violin or Cello</b></p>	<p>Co-ordinate visits between Colourstrings and the Academy and form a relationship between the organisations with the aim of implementing</p>	<p>All children receive musicianship lessons and build a firm foundation in musical skills, knowledge and appreciation.</p>		

	<p>the programme from September 2017</p> <p>Develop detailed plans, including 3 year budget plan, for presentation to governors for scrutiny</p> <p>Assess interest among other stakeholders – children, parents and staff</p> <p>If agreed by governors in Summer 2017, implement plans and monitor on a fortnightly basis to assess impact</p> <p>Look for other funding streams to help support the Colourstrings programme</p>	<p>All yr. 2 pupils learn either the cello or violin, have easy access to an instrument and frequently play the instrument to other members of the school community</p> <p>Grants and other funding streams ensure the longevity of the programme for the long term</p>		
<p><b>Develop Science Assessment at the Academy as a tool to aid planning and target setting</b></p>	<p>Thinking team leader to research how science is assessed in other schools and present</p>	<p>The assessment system is easy to use and fit for purpose.</p>		

	<p>findings in a PDM to all staff for discussion</p> <p>Agree on a structure and system that matches the Academy's learning philosophy and can be adapted in accordance with the Academy curriculum maps.</p> <p>Test system in KS 1 and review with SLT</p> <p>Implement science assessment system across school</p>	<p>It gives concise information on pupils achievements as well as attainment and is used successfully by teachers to plans next steps</p>		
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### Conditions for Learning Actions

Priority Targets	Actions	Success Criteria and Time Frame	Resources and Staffing	Evaluation
<p><b>Develop all classrooms into a learning enabled environment and increase children's independence in learning</b></p>	<p>Use learning from PDM meetings about learning environments from the summer term to develop monitoring expectations for the</p>	<p>Observations show that the children have increased independence in class in accessing resources to support their</p>	<p>All staff involved in initial INSET session around discussion of expectations</p>	

	<p>classroom environments</p> <p>Teachers to self assess against expectations in the second week of the autumn term. Phase leaders to meet with the teachers to discuss self-assessment and next steps/targets</p> <p>Children to discuss classroom environment in class meetings in terms of what they would like to see in the classroom to support their learning</p>	<p>learning – resources include IT, learning displays, general resources etc. are easily accessible at all times.</p> <p>Children use ‘Three before me’ in order to support their learning and reduce reliance on adult intervention in class and increase independence</p>	<p>Phase leaders follow new monitoring procedures and provide support for teachers in reaching targets</p> <p>SLT carry out observations to look at impact on children at the end of autumn 2 and at the start of every other half term</p>	
<p><b>Develop support staff and parents in supporting children’s learning</b></p>	<p>Support staff appraisal to focus on speciality areas / areas of expertise and training opportunities</p> <p>New support staff to be trained on general support and phonics</p>	<p>Support staff develop ability and expertise in their own specialism. This is shared with the school community when required in improving learning opportunities for the children and developing staff practice.</p>	<p>SLT to target support for developing support staff</p> <p>First meeting of the new appraisal cycle to be held in autumn 1 to identify targets and support</p>	

	<p>Plan the term's parent engagement workshops with phase leaders based on the success of the previous year and areas requested by parents</p>	<p>Support staff take an active role in carrying out their own research into their areas of specialism and looking for suitable training / learning opportunities</p>	<p>Mid year appraisal review in the spring term to look at progress and discuss further support</p>	
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<p><b>Ensure all staff are up to date with current safeguarding policies and procedures</b></p>	<p>All staff, included facilities and business team, have attended basic safeguarding training at the start of the new school year during induction</p> <p>Programme of training in place to update staff in Prevent, CSE and e-safety training throughout the year</p> <p>Weekly briefing meetings focus on different aspects of safeguarding to remind staff of expectations and vigilance</p>	<p>All staff understand their role in safeguarding children in school – including what to look for and procedures for reporting</p> <p>Staff have knowledge of the safeguarding process and understand their role and reasonability</p> <p>All staff receive weekly briefings around safeguarding expectations</p> <p>All staff have been trained in CSE, Prevent and E-safety</p>	<p>Comprehensive safeguarding training to be carried out for all staff during the September INSET day at the start of term.</p> <p>All staff to receive weekly safeguarding briefings</p>	
<p><b>Complete the targets in the equality action plan (as outlined in the equality policy)</b></p>	<p>See equality policy and plan</p>	<p>See equality policy and plan</p>		

<p><b>Ensure there are sufficient tracking systems in place to monitor behaviour at the Academy</b></p>	<p>Reiterate positive behaviour policy with all staff and the thinking behind it.</p> <p>Discuss how behaviour is tracked at the Academy and the systems in place.</p> <p>Discuss the use of language of choice in order to reiterate the children's understanding that behaviour is their choice.</p>	<p>Teacher have a clear understanding of the behaviour approach at the Academy and how behaviour is tracked</p> <p>Children understand that they have a choice in their behaviour and that it's the teacher's responsibility to point out when they have made a choice that goes against the school rule – 'to help ourselves and each other learn'.</p> <p>They understand the consequences of their choices and are able to exert more control over their own behaviour</p>	<p>All staff during induction training and follow up PDMs</p> <p>SMT to look at tracking sheets on a weekly basis to look for patterns in individuals and groups and strategies for addressing any issues</p> <p>Individual behaviour plans to be reviewed by SLT on a weekly basis and tracking used to see if plans are successful</p>	
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## Human Resources Actions and H&S

Priority Targets	Actions	Success Criteria and Time Frame	Resources and Staffing	Evaluation
<p><b>Induct new staff to school policies and procedures, including emergency procedures</b></p>	<p>All staff to attend safeguarding training at the start of the new school year</p> <p>Induction folders shared with current and new staff during September INSET day. Staff code of conduct, employment handbook, grievance policy, emergency procedures included in the induction</p> <p>Staff attend INSET sessions to introducing / review the school vision and learning philosophy together with this development plan</p>	<p>All staff have knowledge of relevant policies and procedures and know who to go to for further advice</p> <p>All staff, including the facilities and business team know the school vision and learning philosophy and the priorities in the development plan for this school year</p>	<p>September INSET day to induct all staff</p> <p>PDMs in the autumn term to focus on further induction support, including the setting up of phase groups</p>	
	<p>Leadership coaching – Lumina Spark Portraits</p>	<p>Phase Leaders become role models for all staff,</p>	<p>SLT and phase leaders</p>	

<p><b>Develop the role of the new phase leaders in EYFS and KS1</b></p>	<p>to be created for phase leaders followed by coaching sessions and workshops to help develop leadership skills SLT to meet with phase leaders at the start of the new school year to establish expectations</p> <p>Expectations to include:</p> <ul style="list-style-type: none"> <li>• Monitoring (planning, standards etc)</li> <li>• Parental engagement</li> <li>• Professional role models</li> <li>• Supporting staff team</li> <li>• Development plan targets</li> <li>• Depth of understanding of the school vision and philosophy (including the Academy learning toolbox)</li> </ul>	<p>exhibiting high levels of professionalism and leadership at all times and exhibiting best practice in every aspect of school life.</p> <p>Phase leaders become a point of contact for parents who have questions or concerns regarding their child in that phase</p> <p>Phase leaders work closely with SLT to monitor pupils' attainment and progress through progress review meetings, PDM session, offering support to those member of staff who require it based on the outcomes of the monitoring process</p>	<p>Coaching sessions – 'Developing Self &amp; Championing Excellence' with Alex Lazarus (leadership coach) for phase leaders in the autumn term followed by whole school workshop at start of the spring term</p> <p>INSET day session with SLT on role and expectations</p> <p>Fortnightly meeting with SLT</p>	
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	<p>Regular meetings set up between SLT and phase leaders</p> <p>Release time agreed for phase leader support and expectations established around release time</p> <p>Phase leaders take a horizontal approach to monitoring their phase i.e. across the particular phase</p>			
<p><b>Develop the role of the curriculum team leaders</b></p>	<p>SLT to meet with curriculum team leaders (CTM) to establish role and expectations and to develop an action plan for their particular area</p> <p>CTM to develop teams of staff with expertise in the Academy toolbox areas and meet on a half termly basis to discuss areas of</p>	<p>Leadership coaching – Lumina Spark Portraits to be created for curriculum team leaders followed by coaching sessions and workshops to help develop leadership skills</p> <p>Curriculum team leaders hold the mantle of expertise in their particular area of the</p>	<p>Coaching sessions with Alex Lazarus (leadership coach) - ‘Developing Self &amp; Championing Excellence’ for phase leaders in the autumn term followed by whole school workshop at start of the spring term</p> <p>SLT and curriculum team leaders</p>	

	<p>development and actions</p> <p>CTM take a vertical approach to monitoring their areas of responsibilities i.e. monitor across all year groups</p>	<p>Academy Toolbox and curriculum area.</p> <p>CTM lead teams of staff in developing an action plan and sharing best practice with the rest of the school</p>	<p>INSET day session with SLT on role and expectations</p> <p>Fortnightly meeting with SLT</p>	
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### Finance Actions

Priority Targets	Actions	Success Criteria and Time Frame	Resources and Staffing	Evaluation
<p><b>Ensure that the pupil premium is used effectively to support all PP pupils but in particular those higher attaining PP pupils – ensure there is enough challenge and opportunity</b></p>	<p>AHT with inclusion to develop a provision plan for individuals for next year's spend of PP</p> <p>PP plan to reflect high expectations for all and to include strategies to challenge higher attaining pupils</p>	<p>The school ethos of high expectations for all is centre to the plan for PP targets</p> <p>High expectations for all PP pupils to achieve across the curriculum.</p> <p>Specific strategies of support provided for</p>	<p>SLT, Including business manager, to plan for spend for this year and develop provision map before the start of the autumn term</p> <p>Phase leaders' meetings to look at targets for PP pupils and prioritise spend</p>	

		<p>individuals to help catch up with peers if behind age related expectations</p> <p>Successful strategies in place to challenge and support higher attaining PP pupils</p>	<p>Pupil progress meetings to track PP pupils</p>	
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**Love Learning Together**

**Appendix 1**

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<b>Acronym</b>	
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 Education
EEX	Early Excellence (early years resources provider)
EFSA	Education & Skills 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
<b>Terms</b>	
‘Flipping the Classroom’	The <b>flipped classroom</b> 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 pupils 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.
Curriculum Team Leader	A teacher who leads the team in charge of the toolbox skills areas – thinking, creative, communication, physical, social and emotional, learning about learning. Within these areas the subjects also sit e.g. Science and Maths are in the Thinking team...
Phase Leader	A teacher who leads a particular phase which consists of a group of classes, e.g. year 1 and 2 are in the KS 1 phase.