12th March 2023 S.Stuchfield

Evaluated 18.02.24 achieved -To follow over to next year 24-25

ACTION PLAN No 4: Leadership and Management				
outcomes for children and learners	quality of teaching, learning and assessment	personal development, behaviour and welfare	leadership and management History & Geography	effectiveness of the EYFS
Leadership team actions by all leadership post holders: **: More Able & High Attainer** **: Reading : Pupil Premium** **: Writing : EAL** **: SEND : EYFS** **: Pupil Premium**				
Key Priority 1	Ensure teaching and learning is consistently good and that mental health and well-being of the children is supported effectively so that achievement remains strong for all groups of children across the whole curriculum with a particular focus on disadvantaged children, children working at the higher and greater depth standard with a particularly focus on geography and history.			
Key Priority 2	To fully implement effective plans to achieve and maintain the best practice with Teaching Assistants with a particular focus on geography and history and progression of knowledge.			
Key Priority 3a	To ensure consistency in the teaching and learning of knowledge progression in history and geography (sticky knowledge)			
Key Priority 3b	To assess the progression of knowledge within history and geography and ensure they are built upon throughout and across key stages. (Formative assessment)			
Measures of Success	**Staff will:** • **Contribute towards providing opportunities for the children beyond the classroom to enjoy, celebrate and participate in reading and writing events.** • **Have a firm and common understanding of the school's curriculum intent and what it means for their practice.** • **Plan lessons that are sequenced towards sufficient knowledge and skills for future learning.** **Children will:** • **Be encouraged to speak with confidence and grammatical correctness.** • **Be able to voice their opinions and promote critical consciousness.** • **Enjoy a rich range of reading materials and environments whereby reading for pleasure is evident.** • **Feel confident and successful with their learning.** • **Produce work across the curriculum is consistently of a high quality.** • **Children consistently achieve highly, particularly the most disadvantaged.**			

	• **Children with SEND achieve exceptionally well.**					
Success evaluated by:	• **Subject leader to share outcomes with SLT and designated Governor.** • **Head Teacher to report to Governors as part of HT Termly Report** • **All aspects of monitoring** • **Termly internal/external assessment moderations** • **Feedback from children, staff, parents and governors** • **Statutory assessment outcomes**					
Objectives:	**building on strengths actions/strategy**	**Lead person**	**Other personnel**	**Milestones**	**Monitoring arrangements**	**Evaluation**
Key Priority 1						
Ensure teaching and learning is consistently good and that mental health and well-being of the children is supported effectively so that achievement remains strong for all groups of children across the whole curriculum with a particular focus on disadvantaged	• Contribute to the termly E&E planners by organising activities and events that excite children's learning and supports creative writing with a particular focus on identified groups of children **E.g.** ***The Bird Man*** ***The Creepy Crawly Road Show*** ***The Hobgoblin Theatre*** ***Parental workshops with a focus on Reading and Phonics*** ***KS1 Booster Reading*** ***Christmas stories and Nativity workshops*** ***Explorer Day*** ***Parent craft afternoons*** • *Identify termly, children who may benefit from additional support such as historical or geographical E& E activities..*	**SS** **SS** SS	**Class teachers/FLM/SENCO** **All teachers** **All teachers**	**Termly**		Bird Man Creepy Crawly Roadshow Children of the World Disco Black History Month Christmas Library Stories Nativity Workshop Reading Nook Parent Craft afternoon See monitoring document 14.12.23

children, children working at the higher and greater depth standard with a particularly focus on geography and history.	• *Monitor T&L across the school with a focus on how Teaching Assistants are supporting progression of knowledge in geography and history in the identified groups*					Ongoing monitoring Y3,4 & 5 E & E was organised, but provider cancelled. To be arranged for the Autmn term 24 • *This is ongoing throughout the next year* • *SS to collect evidence to upload to the BPTAA website* *Class teachers have completed one observation for each TA (Spring term)*
Key Priority 2						
To fully implement effective plans to achieve and maintain the best practice with Teaching Assistants with a particular focus on geography and	• *Subject Lead to access CPD on the best practice with Teaching Assistants Award* • *Subject lead to work with TA's to implement and share the best practice with Teaching Assistants Award information –* **(ALLOCATE TIME DURING SEPTEMBER INSET DAYS)** • *Subject Lead to research and create Knowledge organisers with a particular focus on*	**SS** **SS**	**SS** **SS**	Half termly	*Lesson observations/Drop ins*	Summer 23 September inset *Class teachers have completed one observation for each TA (Spring term) Another will be needed Autumn term 24*

history and progression of knowledge.	*vocabulary and knowledge and skills.* • *Subject Lead to observe, monitor and complete evidence to support accreditation award* • *Subject Lead to follow objectives and overview outcomes attached to achieve the Best Practice Teaching Assistant Award* • *To achieve the best practice Teaching Assistants Award*	**SS**				This has been completed for Key Stage History & Oddizzi. New Kapow knowledge organisers have been created and uploaded to the leadership page of the school website for staff & parents. Ongoing TA meeting held to share TA job descriptions and appraisal targets. Ongoing
Key Priority 3a						
To ensure consistency in the teaching and learning of knowledge progression in history and geography (sticky knowledge)	• See actions above regarding knowledge organisers • Continue to assess and monitor geography & history knowledge and progress • Half termly review of classroom and learning environments to ensure visual support with knowledge builders to support T&L • Produce annual report to governors • Learning links from EYFS throughout school created for history & geography	**SS** **SS**	**TA's** **Class teachers**	X 6 weeks Review groups at the end of each term Half termly review of	**SS** **SS/MB**	As above Book Scrutiny see monitoring sheet Completed and on the website, will need updating for Kapow. Report shared with governors LL-Completed 4.6.24 Completed

	• New vocabulary from Kapow to go on the website					
Key Priority 3b						
To assess the progression of knowledge within history and geography and ensure they are built upon throughout and across key stages. (Formative assessment)	• See actions above regarding knowledge organisers • Subject lead to provide CPD on assessment tools for history and geography. • Subject lead to monitor lessons and books for assessment used. • Geography & History policies to be reviewed Summer 2 -2024 • Update values & aims of history & geography • Update Ofsted 3 Is	SS				See book scrutiny 14.12.23 See book scrutiny 16.5.24 SS to lead a staff meeting March 24
Governors -:						

To keep Governors informed about the geography and history curriculum, standards and developments within school.	Invite Governors to attend organised events.					KH has supported SS in the meeting for friends of St Mary's.
To share Key Stage/Phonic analysis with Governors	Prepare a yearly report for the HT to present at the governors meeting.					
To increase parental involvement during History and Geography lessons/organised events.	• Invite parents to participate in planned multicultural activities. • Share parental evaluation for parents to complete. • Invite parents to deliver multicultural activities.					Parents have helped organise the 'children of the world disco' Valentines disco Class trips Reading Nook
Friends of St Marys to be linked with multi-culture.	Staff meeting to organise dates for the next academic year. Friends of St Marys to meet and organise events linked to diversity and multi-culture.					Ongoing
Inclusion -:						

To bridge gaps between children on the SEND register and their peers. Ensure teachers planning is differentiated for all learners.	To use role play, scribing, visual stimulates and vocab flashcards for different learners. To show vocab and explanations prior to the lesson. Monitoring books/planning					See monitoring sheet As above