

**ALL SAINTS' C of E (VC) PRIMARY SCHOOL, MALDON**

**'EVERY CHILD SHINES'**



**School Improvement and Development Plan  
September 2016 - September 2017**

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## **Three year objectives overview 2016 - 2019**

- To be relentless in the pursuit of excellence in a broad range of subjects
- To complete 'phase 5' of the site development plan (including enabling more secure entry and exit to school, facilitate more learning spaces in school and ensure the school environment has a distinctly christian character)
- To provide the physical resources that enables pupils to explore the subject matter of the curriculum in innovative ways
- To explore the partnerships we currently have and partnerships we may wish to forge in the future including academy status.

## **SIDP 2016-17 priorities**

- Pupil progress - to continue to raise standards across the school so that attainment of pupils exceeds national data.
- Curriculum breadth and excellence – To be relentless in the pursuit of high quality learning experiences and standards in a broad range of subjects
- Writing - to focus specifically on the teaching and learning of writing and achieve improved outcomes of attainment and progress, including for pupil premium pupils.
- Outdoor learning – to embed innovative ways of inspiring and teaching our broad balanced curriculum that builds the 21<sup>st</sup> century skills of collaboration, communication and problem solving.
- Assessment - to implement new assessment, recording and reporting procedures so that all stakeholders have a shared language and understanding of how to move pupils learning forward in line with the national context.
- Computing – make pupils IT literate and provide pupils with the physical resources to explore the curriculum in innovative ways
- Community links – pupils to have a strong sense of their place within the school community and to develop a relationship with the local, national and global community

**PUPIL PROGRESS - EYFS 2016-17 SIDP**

'Every Child Shines' statement - All pupils to reach their full academic potential

OBJECTIVES	STRATEGIES	RESPONSIBLE	RESOURCES/ COSTINGS	SUCCESS CRITERIA	MONITORING & EVALUATION	REVIEW
<p>To improve standards of attainment in EYFS</p> <p><b><u>TARGETS EYFS:</u></b> <b><u>Overall GLD: TBC</u></b></p>	<p>Introduce a drop in session before the children start school to give the children an opportunity to look around their classroom.</p> <p>To develop partnerships with parents and families by providing workshops half termly on various subjects. Organise a grandparent's day and opportunities for parents to spend time in EYFS.</p> <p>Show evidence of children's next steps in their learning journals so all staff and parents are aware.</p> <p>Termly book scrutiny and lesson observations to monitor marking and feedback.</p>	<p>KS KH</p> <p>KS KH</p> <p>KS KH</p> <p>KS SG SC KH SM JBa</p>	<p>Refreshments Catering Expenditure 2205RB053332</p> <p>Staff release time. HLTA 0155RB053332</p>	<p>Standards of attainment in Literacy and Maths improved and targets achieved.</p> <p>Overall good level of development to exceed national and Essex.</p> <p>TA confidence in how to successfully deliver intervention strategies improved.</p> <p>Greater level of parental engagement to be evidenced through display and in children's learning journals.</p>	<p>Teacher and TA observations by SLT (Nov /May)</p> <p>Data analysis via T&amp;L reports (Dec/Mar/July)</p> <p>Work Scrutiny by SLT. (Nov/Feb/May)</p> <p>Learning walks (Staff meeting— Oct / Feb/ May)</p> <p>Parent questionnaires</p>	

<p>To improve standards of attainment in english.</p> <p><i>(Targets to be agreed following Baseline Assessment – September 2016)</i></p> <p><b><u>Reading: TBC</u></b></p> <p><b><u>Writing: TBC</u></b></p>	<p>Continue to teach phonics daily in differentiated sets, including more modelling of writing.</p> <p>Use HLTA teacher support to provide intervention support in phonics/speech and language/physical development and writing.</p> <p>Develop writing areas and phonics challenge areas inside and outside the classroom.</p> <p>Deliver phonics and early reading workshop in the autumn term to parents.</p> <p>Give children weekly phonics sounds and words to read/spell to practise at home.</p>	<p>KS KH</p> <p>SF / HC</p> <p>KS KH</p> <p>KS KH</p> <p>KS KH</p>	<p>Writing/phonics resources and storage.</p> <p>Resources 2002RB053332</p> <p>Staff release time.</p> <p>HLTA 0155RB053332</p>			
<p>To improve standards of attainment in maths in EYFS.</p> <p><b><u>Maths: TBC</u></b></p>	<p>Deliver early maths workshop to parents in autumn 2<sup>nd</sup> half term.</p> <p>Develop indoor and outdoor maths area.</p> <p>Provide children with additional support in maths through regular intervention.</p>	<p>KS KH</p> <p>KS KH</p> <p>SF / HC</p>	<p>Staff release time.</p> <p>HLTA 0155RB053332</p> <p>Maths resources and storage.</p> <p>Resources 2002RB053332</p>			

**PUPIL PROGRESS – Key Stage 1 - 2016-17 SIDP**

'Every Child Shines' statement – All pupils to reach their full academic potential

OBJECTIVES	STRATEGIES	RESPONSIBLE	RESOURCES/ COSTINGS	SUCCESS CRITERIA	MONITORING & EVALUATION	REVIEW
<p><b>ENGLISH</b> To improve standards of attainment in English</p> <p><b><u>TARGETS YR1:</u></b> <b><u>Reading:</u></b> <b>B: 100%</b> <b>Ex: 89%</b> <b>GD: 13%</b> <b><u>Writing:</u></b> <b>B: 100%</b> <b>Ex: 73%</b> <b>GD: 7%</b></p> <p><b><u>TARGETS YR2:</u></b> <b><u>Reading:</u></b> <b>B: 89%</b> <b>Ex: 80%</b> <b>GD: 49%</b> <b><u>Writing:</u></b> <b>B: 82%</b> <b>Ex: 73%</b> <b>GD: 44%</b></p>	<p>Phonic sets daily.</p> <p>3 sessions of handwriting per week</p> <p>Mixed ability English lessons</p> <p>NNS for Y2 HA set.</p> <p>Skills session on Monday for grammar.</p> <p>Planning differentiated class lessons as a phase</p> <p>Dancing Bears intervention (Reading &amp; Spelling)</p> <p>New writing assessment sheets linked to targets. Link to visual prompts for children.</p> <p>Visual aids and learning walls in all classrooms &amp; support aids on tables.</p>	<p>CTs</p> <p>CTs</p> <p>CTs</p> <p>SG</p> <p>CTs</p> <p>CTs</p> <p>HLTA (MW)</p> <p>Class teachers</p> <p>Class teachers</p>	<p>Cost of Dancing Bears Spelling Resources 2002RB053332</p> <p>Display resources 2002RB053332</p>	<p>Standards of attainment in English improved and targets achieved compared to this year's.</p> <p>Closing the gap with writing – in line with national attainment.</p> <p>TA confident in how to successfully deliver intervention strategies.</p>	<p>Teacher &amp; TA observation by SLT ( in line with observation schedule)</p> <p>Data analysis via T&amp;L reports - termly</p> <p>Termly work scrutiny by SLT</p> <p>Pupil progress meetings - termly</p> <p>Learning walks</p>	

<p><b>MATHS</b> To improve standards of attainment in maths</p> <p><b>TARGETS YR1:</b> <b>Maths:</b> <b>B: 100%</b> <b>Ex: 93%</b> <b>GD: 18%</b></p> <p><b>TARGETS YR2:</b> <b>Maths:</b> <b>B: 96%</b> <b>Ex: 82%</b> <b>GD: 31%</b></p> <p><b>Progress Target</b> To make 6pts APS progress across each academic year.</p>	<p>Termly work scrutiny by SLT</p> <p>Maths sets grouped according to ability.</p> <p>TA intervention groups for key skills using Numicon &amp; Five Minute Box</p> <p>Continue to develop the outside area to increase opportunities for maths learning outside</p> <p>Parent Workshops – four rules including parents of target children</p> <p>Track three groups on Target Tracker for your maths set</p> <p>Termly book scrutiny</p>	<p>SG/KS</p> <p>CTs</p> <p>HLTA/TA</p> <p>CTs</p> <p>SC</p> <p>CTs</p> <p>SC/JB</p>	<p>Non-contact time Release time HLTA 0155RB053332</p> <p>Numicon set (Approx £35) Resources 2002RB053332</p> <p>Non-contact time Release time HLTA 0155RB053332</p>	<p>Standards of attainment in English improved and targets achieved compared to this year's.</p> <p>TA confident in how to successfully deliver intervention strategies</p>	<p>Teacher &amp; TA observation by SLT ( in line with observation schedule)</p> <p>Data analysis via T&amp;L reports - termly</p> <p>Termly work scrutiny by SLT</p> <p>Pupil progress meetings - termly</p> <p>Learning walks</p>	
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**PUPIL PROGRESS – Lower Key Stage 2 - 2016-17 SIDP**

'Every Child Shines' statement – All pupils to reach their full academic potential

OBJECTIVES	STRATEGIES	RESPONSIBLE	RESOURCES/ COSTINGS	SUCCESS CRITERIA	MONITORING & EVALUATION	REVIEW
<p>To improve levels for English and Maths across the Phase Group.</p> <p><b><u>TARGETS YR3:</u></b> <b><u>Reading:</u></b></p> <p>GD ↑ - 47% EXS ↑ - 79% BEG ↑ - 88%</p> <p><b><u>Writing:</u></b></p> <p>GD ↑ - 35% EXS ↑ - 70% BEG ↑ - 93%</p> <p><b><u>Maths:</u></b></p> <p>GD ↑ - 26% EXS ↑ - 84% BEG ↑ - 100%</p>	<p><b><u>English</u></b></p> <p>English to be taught in mixed ability class sets.</p> <p>Additional weekly grammar and reading comprehension sessions in sets to enable targeted teaching of different ability groups. Objectives covered reinforced in English lessons throughout week.</p> <p>'No Nonsense' spelling program to continue. Taught in class groups 2/3 15min sessions per week.</p> <p>Twice weekly handwriting sessions following handwriting policy.</p> <p>HLTA interventions in the afternoons. Regularly reviewed via M&amp;E cycle.</p> <p>Staff to use new writing step grids to assess writing inform planning and to fill gaps in learning in line with new assessment policy.</p> <p>Termly book scrutiny to monitor marking &amp; feedback policy is adhered to.</p> <p>Visual aids and learning walls in all classrooms &amp;</p>	<p>LKS2 teaching team</p> <p>LKS2 teaching team</p> <p>LKS2 teaching team</p> <p>LKS2 teaching team</p> <p>RM</p> <p>LKS2 teaching team</p> <p>ENG subject leaders</p> <p>LKS2 teaching team</p>	<p>Non-contact time Release time HLTA 0155RB053332</p> <p>Numicon set (Approx</p>	<p>Overriding Success Criteria;</p> <p>Standards of attainment in English and Maths improved and targets achieved.</p> <p>TA confidence in how to successfully deliver intervention strategies improved.</p> <p>Greater level of parental engagement.</p> <p>Attainment and progress is raised including for pupil premium children.</p> <p>Greater proportion of children attaining EXS and GDS.</p> <p>Increased TA knowledge of new curriculum and expectations for writing.</p>	<p>Teacher and TA observations by SLT (Nov/May)</p> <p>Data analysis via T&amp;L reports (Dec/Mar/July)</p> <p>Work Scrutiny by SLT. (Nov/Feb/May)</p> <p>Learning walks (Staff meeting— Oct / Feb/ May)</p> <p>Parent questionnaires</p>	



<p><b>TARGETS YR4:</b>  <b>Reading:</b>  GD↑ - 29%  EXS↑ - 83%  BEG↑ - 93%</p> <p><b>Writing:</b>  GD↑ - 29%  EXS↑ - 71%  BEG - 88%</p> <p><b>Maths:</b>  GD↑ - 37%  EXS↑ - 88%  BEG↑ - 97%</p> <p><b>Progress Target</b>  To make 6pts APS progress across each academic year.</p>	<p>support aids on tables.</p> <p><u>Maths</u></p> <p>Lower sets – Pupil numbers to be kept smaller</p> <p>Setting by ability – 4 Sets</p> <p>HLTA Interventions in afternoon (Numeracy focus to include additional focus on times tables in preparation for new end of KS tests).</p> <p>Parent Workshops – four rules.</p> <p>Staff to use ‘Gap Analysis’ sheets to inform planning and to fill gaps in learning.</p> <p>A termly book scrutiny to monitor marking and feedback policy is adhered to.</p> <p>Track three groups on Target Tracker for your maths set</p>	<p>LKS2 teaching team</p> <p>RM</p> <p>SC</p> <p>LKS2 teaching team</p> <p>MATHS subject leader</p>	<p>£35) Resources  2002RB053332</p> <p>Non-contact time  Release time HLTA  0155RB053332</p>			
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## PUPIL PROGRESS – Upper Key Stage 2 - 2016-17 SIDP

'Every Child Shines' statement - All pupils to reach their full academic potential

OBJECTIVES	STRATEGIES	RESPONSIBLE	RESOURCES/ COSTINGS	SUCCESS CRITERIA	MONITORING & EVALUATION	REVIEW
<p>To improve levels for English and Maths across the Phase Group.</p> <p><b>TARGETS YR5:</b>  <b>Reading:</b>            GD ↑ - 35%            EXS↑ - 83%            BEG ↑ - 98%</p> <p><b>Writing:</b>            GD ↑ - 26%            EXS↑ - 74%            BEG ↑ - 91%</p> <p><b>Maths:</b>            GD ↑ - 24%            EXS↑ - 83%            BEG ↑ - 89%</p> <p><b>TARGETS YR6:</b>  <b>Reading:</b>            GD ↑ - 34%            EXS↑ - 80%            BEG ↑ - 96%</p> <p><b>Writing:</b>            GD ↑ - 18%            EXS↑ - 77%            BEG ↑ - 89%</p> <p><b>Maths:</b>            GD ↑ - 27%            EXS↑ - 77%</p>	<p><b>English</b>            English to be taught in mixed ability class groups to allow English objectives to be taught across curriculum in topic and science lessons.</p> <p>Clearly identified focus literacy session:            (Comprehension, SPAG, Spellings &amp; Handwriting)</p> <p>Discreet 'Skills Session', ability set in smaller groups with a focus on higher order reading skills and GPS skills</p> <p>HLTA Interventions in afternoon (Literacy focus – SPAG, Handwriting, Spelling)</p> <p>A termly book scrutiny to monitor marking and feedback policy is adhered to.</p> <p>Staff to use new Writing Step Grids to assess writing, inform planning and to fill gaps in learning - in line with new</p>	<p>Eng &amp; Maths Co/SLT UKS2 teaching team</p> <p>UKS2 teaching team, &amp; Yr Group HLTAs/TAs</p> <p>UKS2 teaching team, &amp; Yr Group HLTAs/TAs</p> <p>Yr Group HLTAs – JB, LM, NM<sup>c</sup></p> <p>Eng &amp; Maths Co/SLT</p> <p>UKS2 teaching team</p> <p>UKS2 teaching team Yr Group HLTAs –</p>	<p>Non-contact time Release time HLTA  0155RB053332</p>	<p>Overriding Success Criteria;</p> <p>Standards of attainment in English and Maths improved and targets achieved.</p> <p>TA confidence in how to successfully deliver intervention strategies improved.</p> <p>Greater level of parental engagement.</p> <p>Attainment and progress is raised, including for pupil premium pupils.</p> <p>Greater proportion of children attaining EXS and GDS in Writing.</p> <p>Increased TA knowledge of the new curriculum and expectations for writing.</p>	<p>Teacher and TA observations by SLT (Nov/Feb)</p> <p>Data analysis via T&amp;L reports (Dec/Mar/July)</p> <p>Work Scrutiny by SLT. (Nov/Feb/May)</p> <p>Learning walks (Staff meeting— Oct / Feb/ May)</p> <p>Parent questionnaires</p>	



## Writing 2016-17 SIDP

'Every Child Shines' statement – For every child to develop the skills to become confident, independent writers

OBJECTIVES	STRATEGIES	RESPONSIBLE	RESOURCES/ COSTINGS	SUCCESS CRITERIA	MONITORING & EVALUATION	REVIEW
<p>To focus specifically on the teaching and learning of writing and achieve improved outcomes of attainment and progress, including for pupil premium pupils.</p>	<p>Attend subject leader updates termly</p> <p>Work scrutiny to ensure policy implementation</p> <p>Lesson observations in line with assessment policy</p> <p>Complete ongoing writing assessments in line with new NC</p> <p>Implement No Nonsense Spelling from Y2 upwards</p> <p>Teach in line with the writing policy</p> <p>Mixed ability writing lessons throughout the school alongside ability grouping for key skills</p> <p>Additional teacher support - writing focus (Y5/6)</p> <p>Continue to provide an exciting stimulus for pupils writing:</p> <p>*Inspire children through an author visit to school</p> <p>*CC links through topics</p>	<p>Writing SL</p> <p>Reading SL</p> <p>All staff</p> <p>SLT</p>	<p>SL release time SG/KS HLTA 0155RB053332</p> <p>SL release to monitor policy implementation HLTA 0155RB053332</p> <p>Staff costs – MS Teachers 0101TB053332 Cost of author/other visitors to school</p>	<p>Attainment and progress is raised including for Pupil Premium pupils</p> <p>Writing outcomes across the school in line with national</p> <p>Consistent evidence of implementation of writing policy across the school</p> <p>Pupils are inspired to write across the curriculum</p>	<p>Teacher &amp; TA observation by SLT ( in line with observation schedule)</p> <p>Data analysis via T&amp;L reports - termly</p> <p>Termly work scrutiny by SLT</p> <p>Pupil progress meetings - termly</p> <p>Learning walks</p> <p>Pupil questionnaire</p>	

	<p>*Use of outdoor area</p> <p>*Whole school writing competition/ performance poetry competition (House links)</p> <p>Development of writing books as a portfolio incorporation all stages of the writing process</p> <p>Visual aids and learning walls in all classrooms &amp; support aids on tables</p>		<p>Resources 2002RB053332</p> <p>Resources 2002RB053332</p>			
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## Assessment - 2016-17 SIDP

'Every Child Shines' statement: - For staff to feel confident and equipped in making judgements of childrens' attainment in order to ensure that they set relevant targets for them that will continue to move them forwards in the learning.

OBJECTIVES	STRATEGIES	RESPONSIBLE	RESOURCES/ COSTINGS	SUCCESS CRITERIA	MONITORING & EVALUATION	REVIEW
<p>To implement and embed the new Assessment policy</p>	<p>September staff meeting to ensure staff are familiar with the new assessment policy and the assessment tools their phase will be using.</p> <p>Termly staff meeting to monitor the use of the policy and its effectiveness.</p> <p>Assessment leader to monitor the use and effectiveness of assessment tools.</p> <p>Moderate with other schools</p> <p>Assessment leader to</p>	<p>CW, Phase leaders</p> <p>CW, Phase leaders and teachers</p> <p>CW, English and Maths Subject leaders</p> <p>Phase leaders</p>	<p>Assessment Leader, English and Maths subject leaders non-contact time</p> <p>Release time- HLTA 0155RB053332</p> <p>Phase team non-contact time</p> <p>Release time- HLTA 0155RB053332</p> <p>Local authority assessment updates</p>	<p>Staff are confident in our approach to assessment and use the tools and systems we have to effectively monitor the attainment and progress of children in their phase.</p> <p>New assessment tools give an accurate picture of a childs' attainment and support teachers in making their teacher assessments. They also help to generate individual targets that can be shared with children.</p> <p>Staff are confident in their teacher assessments and they are reliable and robust.</p> <p>Staff and Governors are confident in making their</p>	<p>Termly staff meetings</p> <p>Termly book scrutiny</p> <p>Summer term#</p> <p>Termly</p>	

updates on current developments in Assessment	attend update training sessions and inform staff and Governors	CW	Professional Fees 2977RB053332	assessments		
Develop assessment across the curriculum	Subject leaders and curriculum teams to develop approaches to assessing in their subjects	Curriculum teams and subject leaders	Non contact time Cover Release time- HLTA 0155RB053332	Staff are able to make reliable and robust assessments in subjects across the curriculum.		

## Outdoor Learning - 2016-17 SIDP

'Every Child Shines' statement: - to continue to give all children exciting and inspirational learning opportunities

OBJECTIVES	STRATEGIES	RESPONSIBLE	RESOURCES/ COSTINGS	SUCCESS CRITERIA	MONITORING & EVALUATION	REVIEW
<p>To embed the use of the outdoor learning environment</p>	<p>Provide each phase group with an outside learning kit to enable spontaneous use of the outdoor area.</p> <p>Ensure each area is resourced for a range of learning opportunities, including the playground zones for lunch time and storage. Lesson cards to be available at each area also</p>	<p>LW and CW</p> <p>Phases to plan for the use of each area and the resources they will need.</p> <p>Senior MDA's to plan for the resources needed for the playground zones</p> <p>CW to ensure resources are ordered</p> <p>Lesson cards – LW/CW to begin lesson cards using Juliet Robertson. All staff to share and contribute in scheduled staff</p>	<p>Resources and wheeled storage box for each phase. 2002RB053332</p> <p>Cost of resources for each area and for the playground zones. 2002RB053332</p> <p>Non-contact time Release time- HLTA 0155RB053332</p>	<p>Medium term plans and weekly plans regularly evidence outdoor learning lessons.</p> <p>All phases ensure that an element of outdoor learning is planned for within a topic.</p>	<p>Pupil and staff survey on effectiveness and benefits of lessons outside</p> <p>Monitor in termly staff meetings and staff to then contribute as a phase team to the lesson cards</p>	



	Promote the use of the allotment through a cross phase project.	meeting. Staff meeting to determine the project – all staff contribute. LW to explore links with RHS/ other schools to generate new ideas.	Staff meeting	To be completed by end of summer 2017- dependent on project decided.		
	Continue to create the prayer garden	CW and TH	Tesco funding	Prayer garden to be completed and in use by summer 2017.		
	Use the local environment	Phase teams.		Evidence of local visits linked to topics by all phase groups.		

## Curriculum Breadth and Excellence- 2016-17 SIDP

'Every Child Shines' statement:- to provide children with a broad range of experiences and achieve excellence, equipping them with the desire to become lifelong learners

OBJECTIVES	STRATEGIES	RESPONSIBLE	RESOURCES/ COSTINGS	SUCCESS CRITERIA	MONITORING & EVALUATION	REVIEW
<p>Develop staff teams responsible for curriculum areas: *Maths *English *Science *ICT *PE/PSHCE *Humanities (&amp;French) *Arts</p> <p>Ensure a broad and balanced curriculum is followed and promoted in Phase Teams</p>	<p>Staff teams will work in staff meeting times to build up a portfolio of evidence for their subject: *looking at displays *subject walks *collecting evidence</p> <p>PSHCE – Friendship Week</p> <p>Use evidence to showcase their subject: *Portfolios of work *Displays in hall – “Wordl style”</p> <p>Promoting curriculum areas on Twitter</p> <p>Seek out “experts” in the community and consider a range of trips. Make links to staff CPD</p> <p>Include a range of curriculum areas in the homework tasks</p> <p>Review the curriculum maps</p>	<p>Staff teams</p> <p>All staff to provide evidence of B&amp;B curriculum – photos, work</p>		<p>Every Child Shines – all pupils experience a broad and balanced curriculum which incorporates the full breadth of subjects</p>	<p>Staff teams will work in staff meeting times to build up a portfolio of evidence for their subject: *looking at displays *subject walks *collecting evidence</p> <p>Pupil perceptions – Friendship Week</p>	

<p>Improve staff confidence in implementing a broad and balanced curriculum</p>	<p>Plan for trips and use of the outdoor environment linked to curriculum areas</p> <p>Project X initiative (Y5/6)</p> <p>Subject teams will develop assessment in their specific subjects</p> <p>Subject teams to provide CPD</p> <p>Stock take of resources and purchasing of new resources to enhance teaching</p>		<p>Team subject release time. HLTA 0155RB053332</p>			
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## Computing - 2016-17 SIDP

'Every Child Shines' statement – To enable children to explore the subject matter of the curriculum in innovative ways through the provision of an exciting computing curriculum and the necessary equipment

OBJECTIVES	STRATEGIES	RESPONSIBLE	RESOURCES/ COSTINGS	SUCCESS CRITERIA	MONITORING & EVALUATION	REVIEW
Enable all staff to effectively and confidently deliver Computing using the full range of technologies on offer.	Identify current areas for development through staff questionnaire	JBe	Release time. HLTA 0155RB053332	Increased staff confidence in all areas of the Computing curriculum	Staff questionnaire / audit	
	Staff Training on identified areas for development	JBe		Effective ICT champions able to support staff.		
	Train ICT champions	JBe				
	Embed ICT champion's role as set out in staff handbook. E.g support colleagues with curriculum delivery	ICT Champions  PB & JB (ID – Gov)				
Investigate the cost implications of a new managed Wi-Fi as well as investigating different internet providers.	Visit schools with managed WiFi systems.	JBe / DL	Release time. HLTA 0155RB053332	WiFi solutions sourced and costed	Governing body meetings	
	Take advice from Plume IT department for potential systems	JBe / DL				
	Cost accordingly and budget as part of 3 year IT plan	JBe / DL				
To have an effective and cost efficient whole school solution for IWB.	Research and investigate different age appropriate IWB solutions.	JBe / TH	Explore use of Formula Capital and PTA funding to maximise purchasing	IWB's in place across the school and staff confident in their use.		

<p>Write a 3 Year ICT plan.</p> <p>Increase links and interaction with whole school community using multimedia – (Twitter, website, school blog etc etc)</p> <p>Develop increased effective use of iPads</p>	<p>Get IWB's installed</p> <p>Write a 3 Year ICT plan.</p> <p>Continue to tweet about exciting events/school curriculum on school twitter account</p> <p>Host parent meeting regarding new school website and launch site.</p> <p>Develop website to include homework and curriculum pages for phases.</p> <p>Advise parents and host meetings about E-Safety.</p> <p>Year 5/6 children to receive E-Safety workshop.</p> <p>Enable iPads to be used as a learning tool through a greater acquisition of apps.</p>		<p>power.</p> <p>Resources 2002RB053332</p>	<p>3 year plan written and communicated to staff and governors</p> <p>Regular tweets from across the school</p> <p>Meeting successfully delivered. Website launched.</p> <p>Website a successful source of communication.</p> <p>Effective E Safety programme delivered</p> <p>iPads used more regularly to support learning</p>	<p>ICT Governor to conduct monitoring visit.</p> <p>Parent questionnaire / Governor Big question responses</p> <p>Governor monitoring</p>	
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## Community Links - 2016-17 SIDP

'Every Child Shines' statement: - to encourage children to make a positive contribution to the world and develop a sense of place

OBJECTIVES	STRATEGIES	RESPONSIBLE	RESOURCES/ COSTINGS	SUCCESS CRITERIA	MONITORING & EVALUATION	REVIEW
<p>To involve all stakeholders in creating a close knit school community for the benefit of the pupils.</p>	<p>Communicate effectively with parents through new school website and twitter page.</p> <p>Children to have opportunities to support one another through various responsibilities e.g. play leaders, house captains and school council.</p> <p>Give parents opportunities to attend workshops about school policy, new website, first aid and healthy eating.</p> <p>To initiate a support group for parents of pupils with SEN.</p> <p>Governing body to increase their visibility and profile with parents through attending hotspot events and a governor corner on the school newsletter.</p> <p>Continue to support PTA with fundraising and communicate effectively their plans for the future.</p>	<p>JS, DL, ICT champions</p> <p>Yr 5/6 team</p> <p>All staff and external agencies e.g. Provide.</p> <p>MS, HW, MMc</p> <p>All governors – CW timetable</p> <p>All staff and KH as PTA staff rep</p>	<p>Staff release time. HLTA 0155RB053332</p> <p>Staff release time and refreshment costs HLTA 0155RB053332 and Catering 2205RB053332</p>	<p>To have effective communication with parents.</p> <p>Child roles fulfilled.</p> <p>Greater level of parental engagement.</p> <p>SEN support established.</p> <p>Governors to attend school events and information to be visible on school newsletter.</p> <p>Staff presence at PTA events.</p>	<p>Events to be written in the school diary.</p> <p>Evidence of how many parents attended. Parental feedback/evaluation.</p> <p>Agenda and minutes of meetings.</p> <p>Governor hotspot timetable and log of attendance.</p>	

<p>The school to continue to forge links with its local community.</p>	<p>Continue to take part in Maldon in Bloom competition.</p> <p>Continue to take part in Maldon Art Trail.</p> <p>Utilise local resources e.g. Tesco Farm to Fork</p> <p>Forge links with vulnerable groups in the community e.g. visiting residential care homes for the elderly and afternoon tea for local residents.</p>	<p>MMA</p> <p>Phase leaders, JBaker</p> <p>Phase leaders, JC</p>	<p>Staff release time and refreshment costs. HLTA 0155RB053332 and Catering 2205RB053332</p>	<p>Participate in Maldon in Bloom and maintain links.</p> <p>Participate in Maldon Art Trail and maintain links.</p> <p>Maintain links with Amanda Holden at Tescos. Establish links with other local businesses/resources.</p> <p>Establish links with vulnerable groups in the community and engage in visits.</p>	<p>Photographic evidence, timetabled events in diary and communication with outside agencies.</p>	
<p>To establish greater links with the national community.</p>	<p>Continue to develop links with Central Park school in Newham.</p> <p>KS1 and KS2 visit to Central Park.</p> <p>Yr5 to attend activity evenings with Central Park School.</p> <p>Arrange skype sessions with Central Park to share excellence across the curriculum.</p>	<p>SG,</p> <p>SG,</p> <p>SG,</p> <p>SG, SC, All teaching staff</p>	<p>Transport costs. Parental Contributions</p> <p>Staff release time. HLTA 0155RB053332</p>	<p>Maintain links with Central Park and participate in shared events.</p>	<p>Photographic evidence, timetabled events in diary and communication with staff at school.</p>	

To develop links with the global community.	Support children in third world countries in order for them to attend school. Action Aid?	HC	Postage 4003RB053332	Identify an appropriate charity and raise funds to support. Children to show awareness of what the project is and why we are supporting it.		
	Continue to support Operation Christmas Child.	HC				
	Explore opportunities for staff to visit a third world school.	HC				
	Establish pen pal links with European and international countries eg France, Malaysia, Australia and Doha.	PS, NC		Establish links with schools in other countries.		