



**Madron Daniel CofE school**  
**INSPIRE • BELIEVE • ACHIEVE**

## School Improvement Plan 2021-2022

This current school year 2021-2022 still needs to consider gaps in learning due to the COVID-19 pandemic 2020-2021.

This SIP ensure that the school improves learning for all embracing recent changes in pedagogy (EYFS), targets learning for the most vulnerable groups in the school from 2020-2021 and continues to embed wider strategies that will benefit all. The strands of this SIP are explicitly linked to SIAMS strands linking our school improvement plan to our Church School Ethos. At Madron Daniel C of E School this means offering strong quality first teaching with a bespoke curriculum (inspire), nurturing the children and community (believe) leading to successful outcomes in all areas of the child's development so they can live 'life in its fullness' (achieve). We aim to do this in strong partnership with all as shown in our Federation strap line – Together we can make a difference.



**An Baya**

TOGETHER WE CAN MAKE A DIFFERENCE

## Points from last OFSTED report February 2019

Improve the quality of teaching so it is consistently good, by:

- ensuring that learning is planned systematically and lessons build on what pupils already know and can do
- making sure that basic mathematical skills are taught effectively
- raising teachers' expectations of what pupils can achieve, particularly the most able

Raise pupils' achievement further, by ensuring that:

- pupils are more confident to use their mathematical skills to solve problems for themselves
- more pupils attain greater depth at the end of each key stage
- pupils make consistent progress in a greater range of subjects and across year groups.

Improve pupils' personal development, behaviour and welfare, by:

- improving pupils' attendance
- tackling weaknesses in pupils' ability to work independently

Improve provision in early years, by strengthening the use of assessment so that learning across the curriculum is purposeful, particularly in the outdoor environment

## SIAMS Action plan

# 1 Teaching

Ensuring high quality first teaching across the school leading to improved outcomes for all pupils.

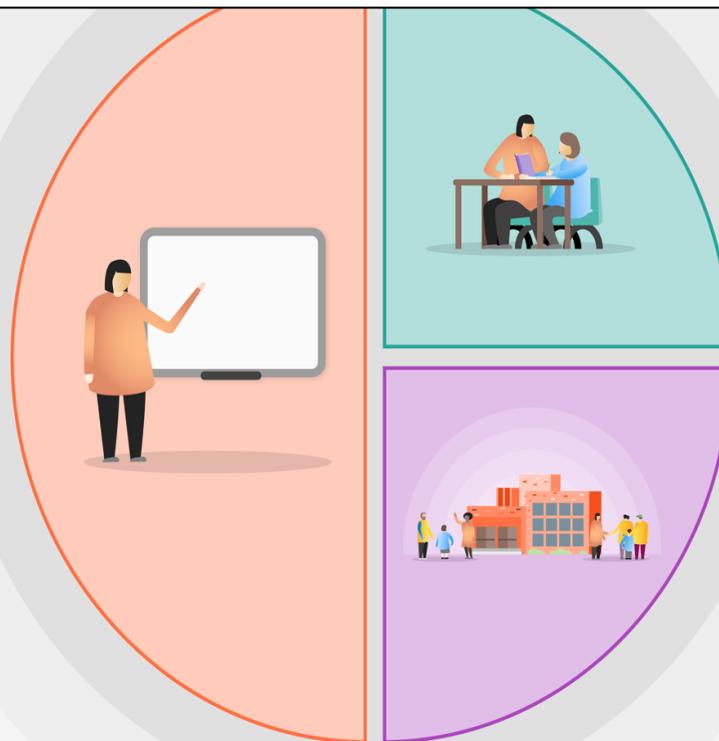
- Embed improvements in Early Reading and developing Reading across the school
- Focus on spelling and grammar (sentence construction) to improve outcomes in writing
- Develop oracy throughout the school with emphasis on vocabulary acquisition and speaking
- Embed and improve Maths Mastery approached across the whole school
- Development of EYFS to meet the demands of the new EYFS framework focusing on development of Early Language.
- Development of implementation and impact of the curriculum alongside development of subject leadership in the school

SIAMS strand link

Strand 2: Wisdom, Knowledge and Skills

Strand 3: Character Development: Hope, Aspiration and Courageous Advocacy

SIAMS specific and underpinning ethos  
Strand 1: Vision and Leadership  
Strand 6: The impact of collective worship  
Strand 7: The effectiveness of religious education



# 2 Targeted academic support

High quality teaching is supported by high quality structured and targeted interventions securing good progress to diminish progress gaps..

- Effective well researched intervention strategies are used and monitored rigorously

Strand 5: Dignity and Respect

# 3 Wider strategies

**Children's wellbeing Addressing children's social and emotional needs**

- Develop a bespoke approach to Social and Emotional Learning provision across the school by engaging with Culture of the Heart and strengthening TIS approaches
- Develop and improve communication with parents and carers working in partnership to support children's learning

Strand 3: Character Development: Hope, Aspiration and Courageous Advocacy

Strand 4: Community and Living Well Together

Strand 5: Dignity and Respect

# 1. Teaching

<p><b>Reading is the highest priority in the school.</b>  <b>The overarching aims for reading is to develop children’s ability to read, improve reading comprehension and develop a love of literature through widespread reading for enjoyment</b></p>				
<p>1) <b>Early Reading - To increase the percentage of children passing the Y1 phonics test to be in line or above national standards.</b>                  2) <b>Reading - To increase the percentage of children reaching the expected level for reading across all year groups. End KS1 and KS2 to be in line or above national standards.</b></p>				
<p><b>1. Early Reading</b>  <b>To increase the percentage of children passing the Y1 phonics test to be in line or above national standards.</b></p>				
<p><b>Ensure that the teaching of reading and phonics is of consistent high quality across EYFS and KS1</b></p>				
<b>Action points</b>	<b>Action by</b>	<b>Cost</b>	<b>Success Criteria/Outcome</b>	<b>Review</b>
<p><b>Supportive ‘team’ planning and teaching of Phonics between Class teacher and support staff</b>                      Teachers given the School Phonics Guidance again so that they know which vocabulary and terminology to use.                      More books are purchased so that the teachers can confidently give children books decodable at their level</p>	<p>HT SM</p>	<p>Up to £500 for books.</p>	<p>Increase in the number of children who pass the PST in KS1.                      Greater number of children reaching the EXS in reading at the end of Year 2.</p>	<p>Oct Half Term in the first instance.                      Once a term thereafter.</p>
<p><b>Ensuring all children are reading books matched to their phonics level</b>                      Teachers to deploy staff effectively so that they can ensure all of the children read, a book closely matched to their understanding of Phonics’ daily.                      More books will be purchased to ensure that we have enough materials to do this.</p>	<p>Class teachers</p>	<p>As above</p>	<p>Increase in the number of children who pass the PST in KS1.                      Greater number of children reaching the EXS in reading at the end of Year 2</p>	<p>Reading records to be monitored half termly</p>
<p><b>Improving fluency of reading for pupils in EYFS, and KS1 (who are still using phonics to decode)</b></p>				

<p><b>Children to re-read a text after completing it the first time</b> as they may feel confident and be able to read it more pages at a time second time round. Children may also read a book for a third or fourth time later on. Teachers to make other adults aware of this: parents, Tas, volunteers.</p>	<p>English lead Class Teachers</p>	<p>Up to £1000 on books.</p>	<p>Children will develop confidence and fluency at a greater rate.</p> <p>Increase in the number of children who pass the PST in KS1. Greater number of children reaching the EXS in reading at the end of Year 2.</p>	
<p><b>Effective systematic intervention for children falling behind in phonics across EYFS and KS1</b></p>				
<p><b>Children falling behind are identified quickly and effective intervention is in place following the core scheme of Letters and Sounds</b></p> <ul style="list-style-type: none"> <li>All staff delivery reading intervention have had up to date training</li> <li>Intervention follow the core approach of Letters and Sounds</li> <li>Interventions are monitored by subject leaders to ensure these re effective</li> </ul>	<p><b>Class teachers</b> <b>Support staff</b> <b>SENCO</b></p>	<p><b>£200 training costs</b></p>	<p>Intervention is effective Children will make accelerated progress in phonics. Increased number of children attaining phonics screening test and expected level of reading at end of KS1</p>	
<p><b>Engage parents with the development of early reading skills.</b></p>				
<p><b>Action points</b></p>	<p><b>Action by</b></p>	<p><b>Cost</b></p>	<p><b>Success Criteria/Outcome</b></p>	<p><b>Review</b></p>
<p>Beginning with once a month, a member of staff (TBC) will run a reading session in the canteen with parents and their toddlers from birth upwards where they share some books and allow the children to play. This will also be used as a time to offer advice to parents about developing their child's early language and communication skills, in an informal way.</p>	<p>1 adult</p>	<p>Cover for one adult for the morning.</p>	<p>Parents feel more empowered to help with reading and language acquisition at home.</p>	<p>Begin by end of September and review by Christmas.</p>
<p><b>To increase the percentage of children reaching the expected level for reading across all year groups.</b></p>				

**End KS1 and KS2 to be in line or above national standards.**

**Monitoring of quality first teaching to ensure consistent approaches to the teaching of reading across the school**

Action points	Action by	Cost	Success Criteria/Outcome	Review
<ul style="list-style-type: none"> <li>• AV to create a guide for teaching each of the VIPERS and the other reading skills that link into those. This will be shared with teachers on Mond 13<sup>th</sup> Sept for them to look through, discuss, and try before Half term. In Autumn 2 we will make any amendments we see fit after feedback.</li> <li>• Teachers MUST complete their Long term reading overviews, on the server, so that they know where they can best fit these opportunities in.</li> <li>• Some of these will be evidenced in GR books during book moderation.</li> <li>• Give children greater ownership of the texts that they hear. When selecting a new text use three or four to begin with (some of these could be recommended by children) share the cover and the illustrations and then vote one away, repeat with the blurb, then the first chapter and allow the children ‘tasters’ of their books before they pick them. Children to read ‘tasters’ of books that they are enjoying, this may encourage others.</li> <li>• Support teacher with up to date subject knowledge</li> </ul>	<p>English Leader Class Teachers</p>	<p>-AV to attend updates on reading £60 a term for Coffee and Cakes update with Tre and Pet Dandelion Learning</p>	<p>During pupil questionnaires children will be able to articulate clearly and consistently about the reading skills that they have been taught.</p> <p>An increase in consistency should also lead to an increase in attainment throughout the year groups.</p>	<p>Oct half term then termly thereafter.</p>

<ul style="list-style-type: none"> <li>• AV to map out and resource poetry for poem of the day.</li> <li>• AV to send a monthly 'newsletter' to teachers with new releases, snippets from books and recommended reads.</li> </ul>			Teachers will be experts in not only the teaching of reading, but the literature available.	
To ensure that children in the bottom 20% at KS2 make accelerated progress				
Action points	Action by	Cost	Success Criteria/Outcome	Review
<ul style="list-style-type: none"> <li>• Ensure that the bottom 20%, in KS2 each year group, read daily to an adult.</li> </ul>	Class teachers	-Cost of DBS for volunteers	<p>Bottom 20% will close the gap to their peers.</p> <p>During Pupil conferencing these children may be able to talk confidently about what they are reading and the ways they feel that they have improved.</p>	
<p><b>Use effective intervention to ensure accelerated progress for children in KS2</b></p> <ul style="list-style-type: none"> <li>• All staff delivery reading intervention have had up to date training</li> <li>• Intervention follow the core approach of Letters and Sounds</li> <li>• Interventions follow Reading Vipers approach for comprehension</li> <li>• Interventions are monitored by subject leaders to ensure these re effective</li> <li>• A more bespoke approach may be needed for children with confirmed SpLD learning difficulty (dyslexia). Whatever approaches are used in</li> </ul>	Class teachers Support staff SENCO	<p>Pupil Premium Recovery funds School Lead Tutoring Funds to be used to support staff costs for these interventions</p> <p>Pupil Premium to be used for training costs Catch up Phonics for KS2 for EIQ, RB.</p>	Interventions are effective and children are making accelerated progress	

intervention the outcome needs to be at least good progress for the child		£140		
<b>Improving fluency of reading for pupils in KS2 who are still attempting to master phonics.</b>				
<b>Children to re-read a text after completing it the first time</b> as they may feel confident and be able to read it more pages at a time second time round. Children may also read a book for a third or fourth time later on. Teachers to make other adults aware of this: parents, Tas, volunteers.	English lead Class Teachers	Up to £1000 on books.	Children will develop confidence and fluency at a greater rate.  Increase in the number of children who pass the PST in KS1. Greater number of children reaching the EXS in reading at the end of Year 2.	Monitored when reading records are.
<b>Writing</b>				
To increase the percentage of children achieving the expected level in SPAG at the end of each year group. End of KS1 and KS2 data to be in line with or above national standards.				
<b>To improve the accuracy of spelling so that at the National Average is met for children attaining the expected level in writing.</b>				
<b>Action points</b>	<b>Action by</b>	<b>Cost</b>	<b>Success Criteria/Outcome</b>	<b>Review</b>
<ul style="list-style-type: none"> <li>Regular spelling lessons</li> <li>Combine spelling and handwriting lessons.</li> <li>Make use of spelling play resources.</li> </ul> Ensure that spelling homework in accordance to the policy.		Renewal of spelling frame £216	All classes will at least meet the 65% floor standard for attainment in writing.	
<b>To increase the percentage of children achieving the expected level in writing at the end of each year group.</b>				
<b>Improve the accuracy of punctuation for clauses and sentences so that at least the National Average is met for children attaining the expected level in writing.</b>				
<b>Action points</b>	<b>Action by</b>	<b>Cost</b>	<b>Success Criteria/Outcome</b>	<b>Review</b>

Use mini-write sessions 3 x weekly, with a specific focus for the children to use.	<b>Class teachers</b>	£229 Grammarsaurus subscription?	All classes will at least meet the 65% floor standard for attainment in writing.	
<b>Improve the variety of sentences structures used in writing so gaps close between school and National averages for writing</b>				
<b>Action points</b>	<b>Action by</b>	<b>Cost</b>	<b>Success Criteria/Outcome</b>	<b>Review</b>
Use mini-write sessions to teach sentence structures and variety in the language that is used. In these sessions focus on the development of character and setting. Use DADWAVERS resources from Literacy Shed as a starting point. Year 2 to adapt their English writing practice so that it is in line with EYFS and Y1 to rapidly develop the pupils' sentence level writing skills.	<b>Class teachers</b>	£229 Grammarsaurus subscription?  Literacy shed plus renewal £170 approx	All classes will at least meet the 65% floor standard for attainment in writing.	October half term monitoring in the first instance.
<b>Oracy</b>				
<b>To develop children's oracy skills across the school leading to improved outcome in vocabulary acquisition, speaking, reading and writing</b>				
<b>Establish talk rules for each class.</b>				
<b>Action points</b>	<b>Action by</b>	<b>Cost</b>	<b>Success Criteria/Outcome</b>	<b>Review</b>
Class teachers to develop and establish rules with the pupils in their class- this will be based on what they feel is important when people are speaking and what research suggests (AV to provide this).	Look at these with teaching partners	-N/A	Children will begin to speak confidently and fluently as well as listen attentively.	Teachers to feedback on the effectiveness of this at end of Autumn Term 2021.
<b>Use stem sentences to help children structure their language.</b>				
<b>Action points</b>	<b>Action by</b>	<b>Cost</b>	<b>Success Criteria/Outcome</b>	<b>Review</b>
Stem sentences to be used to frame and support answers across the curriculum <b>where suitable</b> . They do	Subject leaders	-N/A	Children will be able to speak in full sentences to explain their	Termly during work moderation.

not have to be in every subject, however they lend themselves well to subjects such as geography and science where there are particular concepts to understand.			understanding of the concept that has been taught.	
<b>Immerse pupils to vocabulary rich environments.</b>				
<b>Action points</b>	<b>Action by</b>	<b>Cost</b>	<b>Success Criteria/Outcome</b>	<b>Review</b>
Key vocabulary will continue to be shared during lessons. Key vocabulary will be share with pupils on their Knowledge Organisers. Vocabulary will be shared with parents on topic leaflets. Key vocabulary will be on display in classrooms. Vocabulary will continue to be 'maggied' through reading and writing. A word of the fortnight put on the school newsletter.	Class teachers	N/A	Children demonstrate their increased vocabulary in the general talk about areas of learning and in their writing.	Monitor at end of Autumn half term.

## Maths

### Embed further improvement in Mastery Maths approaches leading to improved outcomes for children.

*The school has engaged with the Maths Hub and has taken part in developing Maths Mastery over the past 3 years.*

*Changes of staff in the KS2 class means that embedding and sustaining this approach is essential.*

*Both schools are keeping up to date with developments in Maths, Madron Daniel through the Sustaining Mastery Programme and St Mary's through Mastery Number for EYFS and KS1 teachers. Information from both will be shared across both schools.*

### Maths Objectives

1. To increase the percentage of children achieving the expected level in maths at KS1 and KS2 to be in line with or above national standards.
2. To increase the percentage of children achieving greater depth at KS1 and KS2 to be in line with or above national standards.
3. To develop a greater consistency in teaching approaches across the federation.

**1. Increase the percentage of children achieving the expected level in maths at KS1 and KS2 to be in line with or above national standards.**

### Improve mental recall of multiplication facts across the federation.

Action points	Action by	Cost	Success Criteria/Outcome	Review
Staff to understand the significance of counting as a foundation to learning times tables. Staff meeting to look at strategies and resources that support counting and times tables.	JS to lead staff meeting for both schools.  <i>Autumn term</i>	-	Teachers understand the importance of counting to developing number fact fluency. Learning walks in Spring term to see evidence of focused counting sessions across the school.	

**2. To increase the percentage of children achieving greater depth at KS1 and KS2**

### Revise the 5 big ideas across the federation.

Action points	Action by	Cost	Success Criteria/Outcome	Review
Staff meetings to be planned throughout the year to focus on each of the five areas of mastery (representation and structure, variation, fluency,	JS	-	Questionnaire to gather teachers views on teaching for mastery.	

mathematical thinking and coherence.) Each staff meeting to have a focus on extending greater depth children.	<i>Five staff meetings throughout the year.</i>		Summer term book scrutiny to see impact. Greater depth books to show how staff extend the learning.	
<b>Provide challenge opportunities to extend greater depth children.</b>				
<b>Action points</b>	<b>Action by</b>	<b>Cost</b>	<b>Success Criteria/Outcome</b>	<b>Review</b>
Maths lead to run challenge club to work with those greater depth children in the Spring term.	JS <i>Spring term</i>		Children who achieved greater depth at KS1 to achieve greater depth at KS2.	
<b>3.To develop a greater consistency in teaching approaches across the federation.</b>				
<b>Review our calculation policy so that it is effective and reflects our teaching.</b>				
<b>Action points</b>	<b>Action by</b>	<b>Cost</b>	<b>Success Criteria/Outcome</b>	<b>Review</b>
In the representation and structure staff meeting we will review and adjust it to make it an effective working document. New staff to gain a greater understanding of it.	JS to lead discussion with all staff. JS to make changes.  <i>Autumn term</i>	Supply costs if significant changes are needed.	Autumn term Learning walks show the calculation policy is effective in supporting the teaching of calculation across the federation.	
<b>Review our maths policy.</b>				
Maths policy to reflect recent changes to our curriculum statement.	JS  <i>Autumn term.</i>	-	Maths policy to be approved by governors and placed on website.	

## EYFS

### Embedding improvement in EYFS from 2020-2021 in line with the new EYFS framework focusing on communication and language

Many positive changes took place in EYFS for the start of 2020-2021. However, the impact of school closure from January -March 2021 and the absence of key support staff due to isolation needs until May 2021 means that key changes still need to be embedded. The emphasis on Communication and Language development in the new EYFS framework together with the school's own identified need in this area make this a key priority for the whole EYFS unit at Madron through nursery to reception.

#### To ensure that EYFS provision is language rich with carefully planned leading to improved outcomes in Communication and Language for all children

Action to achieve objective	Action by	Cost	Success Criteria/Outcome	Review
September 2021 <ul style="list-style-type: none"><li>Audit of EYFS using 'Communication Friendly Environments' audit (Somerset)</li></ul>	All EYFS	N/A	Audit complete and used to inform action plans.	
September/October 2021 <ul style="list-style-type: none"><li>Assess vocabulary development using Renfrew language scales for Reception children and pre school (rising 4 year olds)</li></ul>	HT to assess and share outcomes with all EYFS staff	N/A	Clear starting points recorded for pre school children	
<b>Autumn term</b> All EYFS staff are confident in and knowledgeable about Communication and Language Development in the new EYFS framework <ul style="list-style-type: none"><li>Staff meeting on this in the Autumn term</li><li>CPD taken up on CL</li></ul>	HT and all staff	£200 supply costs for course	Staff are confident about progress in CL and able to demonstrate this in talk about the individual children	

Monitor planning and observe session to ensure that all opportunities for CI are being exploited	FS SM HT	N/a	Communication and Language opportunities being built in systematically in the setting from pre school to reception class	
<b>Pre School</b> Develop a picture book led approach systematically developing vocabulary and language using ideas on Language development from Concept Cat Concept cat resources bought <a href="#">Concept Cat — Lift Lessons</a>	FS SM HT All EYFS TEAM	Staff meeting for EYFS staff £100 for overtime payments for TAs £200 resources	Environment in vocabulary rich and adult talk is capitalising on every opportunity for develop talk in EYFS Improved outcome for all children	
<b>Reception class</b> Develop the curriculum to ensure there is planned teaching of vocabulary and the classroom is talk rich <ul style="list-style-type: none"> <li>• Vocabulary actively taught</li> <li>• Universal provision to include Introduction vocabulary games as part of classroom practise – Say it, throw it, catch it, repeat, Grandma Fantastic, Book Vote</li> <li>• All reception children to take part in Time to Talk to develop talk and social communication skills</li> <li>• Explore using Jane Considine’s EYFS</li> </ul>	SM and HT All EYFS staff	£300	Environment in vocabulary rich  EYFS practitioners are capitalising on every opportunity for develop talk  Improved CL outcome in attainment and progress for children	

<p>Rainbow for vocabulary development</p> <ul style="list-style-type: none"> <li>• Explore using Literacy shed EYFS for structured language</li> </ul>				
<b>To ensure that intervention is effective for Communication and Language in the setting</b>				
<p>implement NELI (Nuffield Early Language Intervention) with all children that need this</p>	<p>Class teacher SM and TA RP</p>	<p>N/A DFE funded</p>	<p>NELI is effectively delivered and securing improved outcomes for children's spoken language which impacts on all areas of literacy acquisition.</p>	

Interventions for any child with phonological difficulties using Black Sheep SALT intervention materials	Class teacher, support staff overseen by HT/EH	Use COVID/Recovery catch up funds to pay for support staff	Children's make progress with phonology and this enables child to fully access the curriculum	
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**To develop independent learning in EYFS by ensuring that the environment inside and outside is carefully planned to facilitate this;**

Observation of learning show that children that the children are engaging in learning independently	All staff	Observation of practise in other settings for staff to develop practise	Observations show children absorbed in challenging play with adult	
Observation show that all adults are skilled in observations and assessment and know how to facilitate the next steps in learning	All staff	LJs show independent learning	supporting next steps as appropriate	

## Curriculum

Continuing curriculum development – embedding the recently written curriculum intent with secure implementation and impact strategies

Action	Action by	Cost	Success Criteria/Outcome	Review
<b>To develop the curriculum in all subjects linked to overall curriculum intent ensuring clear purpose of each subject and progression in knowledge skills and concepts throughout the school</b>				
Complete subject overviews across the school	All staff,	N/A	Subject overviews complete and show progression in each area throughout the school	
Develop manageable and meaningful assessment systems for all subject	HT and class teacher Supported by St Mary's subject leaders	N/A	Assessment of Foundation subject is manageable and meaningful	
Develop policies for all subject areas related to curriculum intent and policy	All staff English, Maths and RE policies supported by subject leaders from St Mary's	Supply cover for individual teachers to have dedicated time to write policies	Individual subject policies have been developed in line with overall curriculum intent	
<b>To develop subject leadership at Madron school leading to improved outcomes for children</b> <i>Due to staff changes in 2021 this needs to continue as a focus for 2021-2022</i>				
Use appraisal targets to develop subject leadership skills at Madron <i>Staff at Madron are in the early stages of developing subject leadership need to develop subject.</i>	All staff, led by HT	Possible subject leadership training as appropriate	Staff are growing in subject leadership skills, Middle leadership developing at Madron	

Development of subject leaders at Madron Daniel School supporting this by development of subject leader files and policy	HT aligning with St Mary's	N/A		
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## 2. Targeted Academic Support

High quality first teaching is supported by high quality structured and targeted interventions securing good progress to diminish gaps.				
<ul style="list-style-type: none"> <li>Effective intervention strategies are used to close gaps in learning with particular emphasis on the progress of SEN children .</li> </ul>				
Action	Action by	Cost	Success Criteria/Outcome	Review
<b>EYFS Language NELI</b> Children's Early Language is assessed on Renfrew and NELI and NELi delivered daily for Year 1 children completing the programme and for current reception class from December following screening in November	Class teacher Support staff HT	N/A	Improvement in children's vocabulary and sentence Accelerated progress on CL strands of EYFS profile	
<b>EYFS and KS1 Phonics</b> Children assessed termly and any children not working at expected level is working in a catch-up group	Class teacher Support staff	Possible staffing needed for intervention Use Recovery fund and School Led Tuition Grant	Improved progress for targeted individuals and groups	
<b>KS2 Phonics and Reading</b> Accurate assessments of reading enable targeted work for phonics and reading comprehension support.	Class teachers Support staff SENCo	Use Recovery fund and School Led Tuition Grant	Interventions and catch up is effective as seen in pupil's progress.	

Year 3 Phonics support -Daily Year 4-5 Reading support 3 times a week				
<b>KS2 Maths</b> Accurate assessments of maths enables targeted work for Maths using Ready to Progress resources 3 x week	Class teacher Support staff SENCO	Use Recovery fund and School Led Tuition Grant	Interventions and catch up is effective as seen in pupil's progress.	
<b>SEN specific</b> All children at SEN support and with EHCP plans have well written individual learning plans with achievable small steps progress. All children on school support have 'additional to' or 'different from' provision.	Class teacher SENCO Inclusion Lead	Use allocated TAs in class as needed	Progress of SEN support is improving and measurable Children are making progress on individual targets for success	

### 3. Wider Strategies

<b>Social and Emotional Learning</b> <ul style="list-style-type: none"> <li>Develop a bespoke approach to Social and Emotional Learning provision across the school by engaging with Culture of the Heart and strengthening TIS approaches</li> <li>Develop and improve partnership communication with parents and carers to support children’s learning and well being</li> </ul>				
<b>Whole School strategies for quality first provision for wellbeing</b> <ul style="list-style-type: none"> <li>Develop a bespoke approach to Social and Emotional Learning provision across the school by engaging with Culture of the Heart and strengthening TIS approaches</li> </ul>				
Action	Action by	Cost	Success Criteria/Outcome	Review
Embed tracking pupil’s wellbeing on excel grid to give overviews for the class and also for individual children (GREW) Use this information to plan activities and intervention from TIS practitioners accordingly	Class teacher HT to have overview	N/A	Children well being needs are being met so children are ready for learning.	
Quality first teaching – universal provision Use Culture of the Heart for Emotional literacy learning across the school as part of quality first teaching and building language of emotional literacy.	All staff	Subscription to Culture of the Heart £800	Improve behaviour for learning All children are equipped with language to describe emotions and are able to self-regulate effectively to maximize potential for learning	

SEMH interventions TIS practitioners working regularly with targeted children and positive impact of this is clearly seen.	Class teacher TIS practitioners SENCO		Clear staged approach in place Children with additional EHWB needs have good regular support in school from TIS practitioners	
Children's Wellbeing policy written and agreed by all staff stating a staged approach to this from universal provision to specialist support Continued involvement in Headstart Network and courses	HT (PT St Mary's)	N/A	Agreed policy and practise on approach to children's well being	
<b>Develop staff well being policy building on work from 2020-2021</b>				
Staff Well Being policy written and agreed by all staff Continued involvement in Headstart Kernow Network and courses	HT (MA St Mary's)	Supply cover MA	Agreed policy and practise on approach to staff well being	
<b>Develop and improve partnership communication with parents and carers to support children's learning and well being</b>				
Continue to work with Penlee Cluster to provide opportunities in school holidays for children in vulnerable groups.	HT Rev Sian Yates	N/A	Building community for the most vulnerable children and Madron school becoming a hub of learning for all.	
Sustain development of newly created pond area and sensory spiritual garden in outdoor areas of the school that will be open to all	HT	N/A	Outdoor areas of the school are being used to their full potential	

children and families.			for all areas of learning.	
<p>Continue to build community between the school and home by offering opportunities to parents and carers for supporting and developing children's learning throughout the year (in addition to parent and carer consultations)</p> <ul style="list-style-type: none"> <li>• Engagement with Culture of the Heart Project – well being reading journal in place across the school and being used at home</li> <li>• Welcome meetings at start of Year</li> <li>• Stay and play reading session in pre school</li> <li>• Library sessions for pre school and class 1</li> <li>• Phonics meetings at start of year with all class 1 parents</li> <li>• Maths information meeting Spring term</li> <li>• Invitation to Whacky Wild Worship every half term</li> </ul>	<p>HT All staff</p>	N/A	<p>Increased involvement with supporting children's learning e.g. Reading at Home with children</p>	