



# Ranvilles Junior School Strategic Plan

**Year: 2018-2019**

(Year 2 of a 3 year plan)

## **Vision Statement:**

*Life-Long Learners who Dream...Believe...Achieve*

## **School Learning Values:**

Dream	Creative Thinking
	Reflection
Believe	Challenge
	Perseverance
Achieve	Co-operation & Collaboration
	Independence

## **Mission Statement:**

We will work in close partnership with children, their families and the school community to ensure learners achieve their best in an environment which promotes high academic achievement, moral education and success in the Arts. We will help children to discover and explore who they are and support them to establish and hold values which are both individually and collectively important. We will promote the Arts, academic achievement and Moral Education (ME) values through the concept of 'Ranvilles STARS'. We will communicate our values through our 'Home/School Partnership Agreement'.

## Ranvilles STARS

Ranvilles' Stars	Year 6 Targets					
	Independence	Co-operation & Collaboration	Perseverance	Creative Thinking	Challenge	Reflection
Safe Star 	I feel safe and secure in my own environment and am a positive role model. I recognise the contribution I can make to the community.	I work confidently and effectively with others, employing a range of interpersonal skills to contribute to the learning environment.	I continue to aspire to be safe mentally, physically and emotionally by behaving appropriately and encouraging others.	I can employ divergent skills to create and sustain a safe environment and be a positive role model.	I can think and behave like a leader to take responsibility for choices I make which impact on the safety and wellbeing of myself and others.	I value my safety and the safety of others and demonstrate this through my words and actions.
Talents & Interest Star 	I can independently develop my talents and interests through a range of resources.	I can utilise resources and opportunities effectively to build on my talents and interests.	I practise and learn from my mistakes. I set personal goals to achieve and optimise my best.	I can generate exciting learning opportunities to develop and master my talents and interests.	I persevere to improve my strengths and weaknesses to master learning skills.	I value my own ideas and feel confident to independently achieve challenging goals.
Achieve & Learn Star 	I retain and sustain focus, using a range of effective resources, to complete tasks and challenges.	I recognise and value similarities and differences in myself and others to develop a positive team ethos.	I plan, carry out, complete and reflect on learning activities for the satisfaction of personal growth.	I plan the steps and strategies for an enquiry and explore concepts to evaluate my thoughts about cause and effect.	I am appreciative of the need to persevere in challenges and that outcomes might not be immediately apparent.	I can reflect carefully to identify my own targets for personal achievement.
RRR Star 	I can make a positive contribution to my immediate and wider environments to make a difference.	I work in close partnership with others to make a positive contribution to my learning environment.	I am able to respect others' rights and responsibilities even when faced with difficult situations.	I can independently create new opportunities to explore and evaluate the challenges of RRR.	I am self-motivating and employ sophisticated knowledge and skills to meet the challenges of RRR.	I know that through RRR I can make positive changes in order to improve my situation and that of others.
Social Skills Star 	I can adapt my behaviour to suit different roles and situations.	I employ the most effective behaviour when working with others in order to make a positive contribution.	I aspire to be successful both independently and collectively, valuing the impact of teamwork.	I can apply logical thinking and past experience in emotive situations to ensure a positive outcome.	I can employ effective interpersonal skills to secure the best outcome for the team.	I can reflect critically on my behaviour to set and achieve new personal targets.

## Rationale for Improvements

### Improving Reading (KP1):

Self-evaluation identifies the need to motivate and enthuse Ranvilles' children as readers. Implementing whole school, systematic strategies to the teaching and learning of reading is necessary in order to support a reading culture to flourish. Developing a love for reading will have a positive impact on children's reading attainment in end of key stage assessments and support them as life-long learners.

### Improving writing (KP1):

Self-evaluation identifies the need to explicitly deconstruct reading texts to explore and interrogate features in order to consciously reconstruct independent writing with greater awareness of purpose and reader. Focusing word, sentence and composition teaching through a shared text will support contextual learning and further enhance the quality of writing.

### Improving maths (KP2):

Self-evaluation identifies the need to enable children to value the purpose of maths, make proficient choices, calculate quickly and efficiently and develop resilience and engagement so that they are better able to cope with test situations.

### Moral Education / SMSC (KP3):

Self-evaluation identifies the need to further support children to explain accurately and confidently how to keep themselves healthy and safe - physically, emotionally, spiritually and mentally as a Ranvilles learner in different and challenging situations and settings.

### Natural World (KP4):

Self-evaluation identifies the need to maximise use of outdoor facilities to offer experiences that are unique to outdoors to support the development of healthy and active lifestyles by offering children opportunities for physical activity, freedom and movement, and promoting a sense of well-being.

### This Strategic Plan is endorsed by:

Headteacher	Chair of Governors	Vice-Chair of Governors	Curriculum – Lead Governor	Resources - Lead Governor
Signed:				
Name:				
Date:				

**3 Year Strategic Plan: Summary of Actions planned for over 3 Years**

**Key Priority for Improvement (KP1):** Foster a love and respect for holistic learning; ensure children accomplish their personal best evidenced in teacher assessment for all subjects and in test conditions for English and maths.

- Aims:**
1. Create an outstanding learning culture
  2. Improve educational progress and attainment through the application of enhanced thinking and reasoning skills across the curriculum
  3. Ensure children know how to consciously apply Ranvilles’ learning values
  4. Make substantial gains in oral skills, literacy and numeracy
  5. Give incentive to learners, as effective facilitators, to explore open-ended questioning

Year 1 2017-2018	Year 2 2018-2019	Year 3 2019 - 2020
<p><b>KP1 Actions</b></p> <ol style="list-style-type: none"> <li>1. Analyse Age Related Expectations outcomes from KS1 and <b>all year groups</b> to use formative assessment effectively; create a baseline and establish robust internal systems to enhance progress.</li> <li>2. Establish and adopt agreed pedagogical approaches and systematically implement systems across the whole school to develop continuity and progress.</li> <li>3. Improve Home / School communication to support partnership and pupil achievements / outcomes.</li> <li>4. Utilise teaching and learning time effectively to maximise opportunities to be creative and resilient in learning.</li> <li>5. Enhance the creative curriculum to include Philosophy for Children pedagogy (P4C).</li> <li>6. Embrace P4C in every day practice to create facilitation and enquiry based learning across the whole curriculum.</li> <li>7. Maximise opportunities to work in partnership with other schools, agencies and the community to ensure the creative curriculum and enquiry based learning is inspirational, relative and real.</li> </ol>	<p><b>KP1 Actions</b></p> <ol style="list-style-type: none"> <li>1. Refine established whole school systems for the teaching and learning of reading and writing in order to create an outstanding reading culture, promote reading for pleasure and sustain capacity.</li> <li>2. Refine whole schools systems for developing test techniques in order to sustain and improve capacity to perform well in external tests.</li> <li>3. Refine speaking and listening and Philosophy for Children practice to enhance enquiry based learning through critical, creative, caring and collaborative thinking across the Creative Curriculum.</li> <li>4. Refine the creative curriculum to ensure creativity, P4C and test technique is carefully balanced to promote life-long readers and secure positive results.</li> </ol>	<p><b>KP1 Actions</b></p> <ol style="list-style-type: none"> <li>1. Network effectively within the community to ensure practical opportunities are meaningful, enhance learning and create opportunities to deepen values.</li> <li>2. Review a three year data trend to analyse impact measured externally – map improvements.</li> <li>3. Evidence learning within the creative curriculum to assess the full capacity to develop as a holistic learner.</li> </ol>

**Key Priority for Improvement (KP2):** Deepen a love and respect for Ranvilles Moral Education (STARS); facilitate excellent opportunities for children to value themselves and explore the world they live in through exploration, discussion, empathy, compassion and respect for British Values within the creative curriculum.

**Aims:**

-  1. Children can explain accurately and confidently how to keep themselves healthy and safe - physically, emotionally, spiritually and mentally as a Ranvilles learner in different situations and settings.
-  2. Children explore and understand the consequences of their and others' actions in a creative curriculum underpinned in Social, Moral, spiritual and Cultural values. Children can challenge and question effectively within the rules of respectful dialogue. Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view, endorsing British Values.
-  3. Learners develop the skills and personal qualities necessary for living, contributing to and functioning effectively in a multi-racial, multi-cultural and multi faith society. Children are taught to explore, respect and accept diversity and recognise the positive contribution and difference they can make as individuals.

**Year 1 2017-2018 (Rag – Rated)**

**KP2 Actions**

- 1. Plan creative units of work (relative to the focus) which the HLTAs will lead.
- 2. Link learning directly to the local community and wider world through carefully planned STAR days.
- 3. Explore the school and British / Universal values through HMS Ranvilles in order to develop and strengthen appreciation and understanding of the roles of the Armed Forces in Great Britain.
- 4. Facilitate discursive learning to help children build a bigger picture through Philosophy for children pedagogy.

**Year 2 2018-2019**

**KP2 Actions**

- 1. Refine the Creative Curriculum to ensure SMSC and reading is at the heart of teaching and learning
- 2. Evaluate and improve PPA cover provision to create more opportunities for learning to be linked to and across the creative curriculum
- 3. Build more explicit ICT safeguarding units so children can support and advise each other as lead learners – link to Safeguarding audit action plan

**Year 3 2019 - 2020**

**KP2 Actions**

- 1. Link home and school intrinsically through transparent, sophisticated communication.

<p><b>Key Priority for Improvement (KP3):</b> Develop a love and respect for the Natural World through collaborative thinking in the community.</p> <p><b>Aims:</b></p> <ol style="list-style-type: none"> <li>1. Create a sustainable outdoor classroom environment to foster an enjoyment of learning outside and to complement the creative curriculum (especially in relation to science and the arts). Provide children with space and places to explore, experiment, discover, be active and healthy, and to develop their physical capabilities.</li> <li>2. Maximise use of outdoor facilities to: <ul style="list-style-type: none"> <li>• Facilitate contact with the natural world and offer experiences that are unique to outdoors, such as direct contact with the weather and the seasons</li> <li>• Help children to understand and respect nature, the environment and the interdependence of humans, animals, plants, and lifecycles</li> <li>• Support the development of healthy and active lifestyles by offering children opportunities for physical activity, freedom and movement, and promoting a sense of well-being.</li> </ul> </li> <li>3. Enable children to learn and play safely and freely while they appreciate how to assess risk and develop the skills to manage new situations.</li> </ol>		
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Year 1 2017-2018	Year 2 2018-2019	Year 3 2019 - 2020
<p><b>KP3 Actions</b></p> <ol style="list-style-type: none"> <li>1. Work in partnership with Heathfield Special School colleagues to write an effective joint action plan – utilise their recent experience.</li> <li>2. Create opportunities for Ranvilles and Heathfield pupils to learn together in the outside classroom.</li> <li>3. Plan practical opportunities within the creative curriculum to explore learning outside within the school grounds and local area.</li> <li>4. Plan more local school trips to benefit from learning in the local environment.</li> </ol>	<p><b>KP3 Actions</b></p> <ol style="list-style-type: none"> <li>1. Validate deeper, developmental learning in the outside classroom through Ranvilles Rangers Level 2 and 3 accreditation.</li> <li>2. Establish and plan for joint learning opportunities for Ranvilles pupils and Heathfield pupils.</li> <li>3. Secure external accreditation for environmental learning to validate focus and achievements.</li> <li>4. Utilise ICT effectively to explore The Living World.</li> </ol>	<p><b>KP3 Actions</b></p> <ol style="list-style-type: none"> <li>1. Establish Ranvilles Rangers Level 4 accreditation – focus on Year 6.</li> <li>2. Establish sustainable links with a school in a very different context – use ICT to communicate and explore/expand learning/knowledge.</li> </ol>

## Strategic Plan: Year 2 KP1 Teaching & Learning: English 2018 – 2019 Focus

**Key Priority 1:** Foster a love and respect for holistic learning through a creative, purposeful curriculum; ensure children accomplish their personal best in speaking and listening, reading and writing.

### **Focus 1.1 Teaching & Learning / Reading:**

**Action:** Standardise the approach to the teaching and learning of reading in order to implement whole school strategies which develop a reading culture, a love for reading and development of reading comprehension skills

Enthuse and motivate children to:

- a. read daily for enjoyment and to support learning
  - b. practise reading domain core skills daily and develop stamina
  - c. read for pleasure and with greater fluency with the opportunity to discuss and build on ideas with open minds (P4C)
  - d. articulate verbal responses / reason and discuss
  - e. accurately respond in writing to comprehension questions using appropriate style and evidence
  - f. interact with the learning environment to develop as independent, resilient and resourceful learners
  - g. confidently secure age-related expectations as readers in test conditions
- Refer to English Action Plan

### **Purpose – Desired Outcome:**

Ensure children:

- have a love for reading as life-long learners and can exemplify age related expectations in test conditions to complement teacher assessment

### **Focus 1.2 Teaching & Learning / writing:**

**Action:** Standardise the approach to the teaching and learning of writing skills across the whole school

Enthuse and motivate children to:

- h. explore reading structures to reconstruct independent writing
  - i. use rich and varied vocabulary to engage the reader
  - j. use a variety of sentence types to consciously engage the reader for a specific purpose
  - k. utilise knowledge and understanding of grammar effectively
- Refer to English Action Plan

### **Purpose– Desired Outcome:**

Ensure children:

- have a love for reading to write and writing to read and can exemplify age related expectations in test conditions to complement teacher assessment

### **Focus 1.3 Pedagogy/Planning:**

**Action:** Plan English teaching and learning and conferencing in refined short term planning template

- Refer to English Action Plan

**Purpose– Desired Outcome:**

Ensure children:

- are supported to systematically progress as effective and efficient readers and writers
- develop stamina through systematic approaches which support the progression of core skills, stamina and independence
- develop responsibilities and positive attitudes to learning through conferencing

**Focus 1.4 Formative Assessment:**

**Action:** Implement whole class feedback to prioritise formative assessment and accelerate pupil progress; regulate daily time to feedback to pupils and for pupils to feedback to teachers

- Refer to English Action Plan

**Purpose– Desired Outcome:**

Ensure children:

- l. know what they do well and what they need to do to improve further (daily whole class feedback)
- m. can articulate the purpose for learning and exemplify evidence to substantiate it
- n. have sequential learning opportunities focused on age-related objectives
- o. have learning tasks biased and shaped to meet their learning needs (as indicated through formative assessment)
- p. are supported by the learning environment and actively engage with it to develop as resilient learners who persevere
- q. self-evaluate and reflect on their learning outcomes so that assessment for learning is reciprocal and purposeful

**Focus 1.5 Parent Partnership:**

**Action:** Engage actively with parents to enable them to support learners

- Refer to English Action Plan

**Purpose– Desired Outcome:**

Ensure children:

- r. can be supported by their parents through transparent communication of and engagement with the learning curriculum
- s. have regulated and clear homework expectations to enable parents to play an active role
- t. can share learning outcomes with their parents in dedicated open mornings
- u. have opportunities to perform to their parents and celebrate achievements
- v. play an active role as ambassadors for the school to engage with parents and the community
- w. are supported through the Home/ School Link Agreement

**End of Term KP1 Milestones**

During the term school governors, senior and middle leaders will monitor and evaluate provision on a weekly basis in order to secure high standards, facilitate staff professional development and ensure that the school is on track to secure goals. Specific Lines of Enquiry will be evidenced in relation to all pupil groups to ensure equality high provision for all. Continuous professional development will be delivered through staff training, performance management, MAST and external training.

<p><b>Milestones: Term 1</b></p> <p><b>Teaching &amp; Learning / Reading:</b></p> <ul style="list-style-type: none"> <li>teaching and learning systems for reading are standardised, stimulate, motivate and engage – <i>evidenced in pupils’ response, book scrutiny, teacher assessment and test data</i></li> </ul> <p><b>Teaching &amp; Learning / writing:</b></p> <ul style="list-style-type: none"> <li>reading texts are deconstructed to reconstruct in writing; teachers use metacognition and exemplify the roles children must adopt as readers and writers – <i>evidenced in planning template, learning environment, ‘practise, prove and perfect’ time</i></li> </ul> <p><b>Pedagogy/Planning:</b></p> <ul style="list-style-type: none"> <li>teachers summarise the learning journey effectively and concentrate on resources, hooks, variation and the learning culture to secure expected outcomes</li> </ul> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>all learners reflect on the daily lesson focus and purpose for learning and self-evaluate – <i>evidenced in books and subsequent teacher planning</i></li> <li>whole class feedback supports the revision and consolidation of pupils’ needs and enables time to be prioritised effectively to focus on teaching and learning resources – <i>evidenced in teachers’ mark sheets, lesson planning, work scrutiny</i></li> </ul> <p><b>Parent Partnership:</b></p> <ul style="list-style-type: none"> <li>RJS reaches out to parents to share learning journey and expectations – the parents are supported to help children as learners – <i>evidenced through consultations, open morning and questionnaires</i></li> </ul>	<p><b>Milestones: Term 2</b></p> <p><b>Teaching &amp; Learning / Reading:</b></p> <ul style="list-style-type: none"> <li>children know the values and significance of ‘practise, prove &amp; perfect’ – <i>evidenced in books and pupil conferencing</i></li> </ul> <p><b>Teaching &amp; Learning / writing:</b></p> <ul style="list-style-type: none"> <li>children contribute to moral education discussions (SMSC) using reading as a stimulus to reconstruct writing – <i>evidenced through lesson observations, pupil conferencing and book scrutiny</i></li> </ul> <p><b>Pedagogy/Planning:</b></p> <ul style="list-style-type: none"> <li>children are excited about their learning and can describe their role as an active learner – <i>evidenced through pupils’ ability to describe the significance of learning attitudes through conferencing &amp; book scrutiny for evaluation</i></li> </ul> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>formative assessment is the focus of feedback planned in ‘teacher zone time’ – <i>evidenced through lesson observations, book scrutiny, pupil conferencing, teacher assessment and test data</i></li> </ul> <p><b>Parent Partnership:</b></p> <ul style="list-style-type: none"> <li>the school calendar enables parents to actively engage with learning outcomes and parents know their child’s learning journey – <i>evidenced through feedback &amp; questionnaires</i></li> </ul>	<p><b>Milestones: Term 3</b></p> <p><b>Teaching &amp; Learning / Reading:</b></p> <ul style="list-style-type: none"> <li>pupil attitudes to learning exemplify perseverance and resilience. Learners are adept in adopting the specific role required to answer questions as a reader and writing mirrors age related expectations– <i>evidenced through learning Journey – ‘practise, prove &amp; perfect’, teacher assessment, test data</i></li> </ul> <p><b>Teaching &amp; Learning / writing:</b></p> <ul style="list-style-type: none"> <li>teachers are systematic in planning to deconstruct reading to reconstruct writing and outcomes evidence the quality of this provision – <i>evidenced through the quality of reading and writing</i></li> </ul> <p><b>Pedagogy/Planning:</b></p> <ul style="list-style-type: none"> <li>children appreciate that the feedback they give teachers is built upon and there is a reciprocal responsibility to maximise reading and writing potential - <i>evidenced in pupils’ self- evaluation responses, book scrutiny, teacher assessment and test data</i></li> </ul> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>‘teacher zone time’ crucially enables children to catch up and keep up – <i>evidenced through formal assessments and internal monitoring</i></li> </ul> <p><b>Parent Partnership:</b></p> <ul style="list-style-type: none"> <li>the home school link agreement is active in enabling effective partnership – <i>evidenced through the described roles, pupil outcomes, well-being and standards</i></li> </ul>
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<p><b>Governors &amp; SLT Line of Enquiry (to evaluate and evidence improvements)</b></p> <p>To what extent has the implementation of the systematic approach supported and motivated children to confidently and actively engage in their learning?</p>	<p><b>Governors &amp; SLT Line of Enquiry (to evaluate and evidence improvements)</b></p> <p>To what extent has the reciprocal commitment to formative assessment impacted on the quality of reading engagement and writing?</p>	<p><b>Governors &amp; SLT Line of Enquiry (to evaluate and evidence improvements)</b></p> <p>To what extent has the systematic approach in pedagogy enabled and evidenced children to secure age-related expectations and be enthusiastic readers and writers?</p>
<p><b>Continuous Professional Development Focus: Term 1</b>  Refer to English Action Plan</p> <ol style="list-style-type: none"> <li>1. <b>Teaching and Learning:</b> <ul style="list-style-type: none"> <li>• creating an outstanding reading culture</li> <li>• deconstruct to reconstruct – analysing the outcomes and impact in relation to practice – the role of the teacher and learner. <i>Evidencing proficiency in competence – moderation</i></li> </ul> </li> <li>2. <b>Pedagogy /Planning:</b> <ul style="list-style-type: none"> <li>• STP overview Template – the role of the teacher to facilitate opportunities to ‘practise, prove and perfect’ in reading and writing</li> </ul> </li> <li>3. <b>Formative Assessment:</b> <ul style="list-style-type: none"> <li>• the role, expectations and responsibilities of the learners in self- evaluation and progress in reading and writing (reading roles and self-evaluation)</li> </ul> </li> <li>4. <b>Parent Partnership:</b> <ul style="list-style-type: none"> <li>• how to interact proactively and transparently with parents to gain their support in the English learning journey</li> </ul> </li> </ol>	<p><b>Continuous Professional Development Focus: Term 2</b>  Refer to English Action Plan</p> <ol style="list-style-type: none"> <li>1. <b>Teaching and Learning:</b> <ul style="list-style-type: none"> <li>• how personalised provision can close learning gaps through utilisation of the ‘teacher zone’ / how children can contribute to what they want / need to learn / learning attitudes - <i>Evidencing proficiency in competence – moderation</i></li> </ul> </li> <li>2. <b>Pedagogy / Planning: the resources which</b> <ul style="list-style-type: none"> <li>• support variation and help to close learning gaps</li> </ul> </li> <li>3. <b>Planning &amp; Formative Assessment:</b> <ul style="list-style-type: none"> <li>• how systematic approaches support the development of speaking &amp; listening + spelling &amp; vocabulary in the teaching sequence</li> </ul> </li> <li>4. <b>Parent Partnership:</b> <ul style="list-style-type: none"> <li>• how triangulation of provision and engagement can boost pupil progress</li> </ul> </li> </ol>	<p><b>Continuous Professional Development Focus: Term 3</b>  Refer to English Action Plan</p> <ol style="list-style-type: none"> <li>1. <b>Teaching and Learning Evaluation:</b> <ul style="list-style-type: none"> <li>• evidencing proficiency in competence and outcomes – moderation / critical self-evaluation</li> </ul> </li> <li>2. <b>Pedagogy/Planning Evaluation:</b> <ul style="list-style-type: none"> <li>• evidencing proficiency in competence and outcomes – moderation / critical self-evaluation</li> </ul> </li> <li>3. <b>Formative Assessment Evaluation:</b> <ul style="list-style-type: none"> <li>• evidencing proficiency in competence and outcomes – moderation / critical self-evaluation</li> </ul> </li> <li>4. <b>Parent Partnership Evaluation:</b> <ul style="list-style-type: none"> <li>• evidencing proficiency in competence and outcomes – moderation / critical self-evaluation</li> </ul> </li> </ol>

## Strategic Plan: Year 2 KP2 Teaching & Learning: Maths

### Key Priority 2: Maths

Foster a love and respect for holistic learning through a creative, purposeful curriculum; ensure children accomplish their personal best in maths.

#### Teaching & Learning:

**Action 2.1** Further develop quality first teaching so that every maths lesson is at least good and many are outstanding.

This will be achieved through:

- creating RJS agreed vision for maths. Do we follow the mastery approach? Which elements? How does this shape lesson structures at Ranvilles?
- leading staff training on mastery lesson structure, differentiation and lesson design
- supporting staff with use of White Rose Maths Hub small steps lesson ideas in order to develop fluency, reasoning and problem solving in every lesson
- embedding recent training on models and images to support deep contextual understanding in maths
- completing staff audit and lead staff training to enhance subject knowledge using Solent Maths Hub resources
- introducing tighter structure to Maths Application Time (MAT) with focus on securing basic skills, transferring knowledge to long term memory and developing children's confidence in the independent application of skills across domains
- Purchase resources for every year team to have access to concrete resources

#### See Maths Action Plan

#### Purpose– Desired Outcome:

Ensure children:

- secure age-related expectations
- are confident in their application of core skills across domains for a variety of purposes
- use and apply the most efficient strategies to accurately calculate
- think divergently
- utilise the benefit of concrete images to secure the best outcomes

#### Pedagogy/Planning:

**Action 2.2** Develop pupil resilience and engagement in maths so that they are better able to cope with test situations:

- introduce Maths 'Working Walls' as a fundamental part of maths teaching and learning – standardise their format across the school and train staff on how to use them effectively to promote positive behaviours for learning in maths
- embed recent work on bar modelling and techniques for problem solving
- review marking and self/peer assessment in maths to ensure that pupils know what they are doing well and how they can improve
- establish a maths revision club for Y6 pupils – to close gaps for pupils working to achieve ARE and possibly to extend more-able pupils to GD

#### See Maths Action Plan

#### Purpose– Desired Outcome:

Ensure children:

- adopt resilient, positive attitudes to problem solve with confidence

- achieve to the very best of their ability – securing good progress

**Formative Assessment:**

**Action 2.3** Review RJS school guidance for the teaching and assessment of maths to ensure good coverage and progression of skills throughout the key stage:

- review and update maths 'Phase Grids' bringing them in line with Puma termly maths tests
- review RJS calculation policy and combine with Hampshire models and images to create improved Ranvilles policy combining concrete, pictorial and abstract methods
- establish end of year non-negotiables in relation to basic skills to be acquired by the end of year academic year
- review termly tests – pupil progress and attainment in maths and triangulate with books and pupil interviews to ensure that provision is carefully pitched and personalised to close gaps.
- review deployment of TAs and how they can be more effectively used to ensure catch up of lower ability pupils in maths

**See Maths Action Plan**

**Purpose– Desired Outcome:**

Ensure children:

- are supported by effective coverage, teacher deployment and resources
- secure basic skills with confidence
- have opportunities to practise, prove and perfect in order to become masters

**Parent Partnership:**

**Action 2.4** Engage parents in supporting their children with developing deep mathematical understanding:

- improve maths section of school website, adding videos and links to support pupils and parents at home – Share new information with parents
- review Times Tables Rock Stars and its impact on developing times tables facts – re-launch or seek an alternative due to costs

**See Maths Action Plan**

**Purpose– Desired Outcome:**

Ensure children:

- extend opportunities to learn at home
- are supported by parents to secure basic skills
- appreciate purposeful learning opportunities

<b>End of Term Milestones</b>		
<p>During the term school governors, senior and middle leaders will monitor and evaluate provision on a weekly basis in order to secure high standards, facilitate staff professional development and ensure that the school is on track to secure goals. Specific Lines of Enquiry will be evidenced in relation to all pupil groups to ensure equality high provision for all. Continuous professional development will be delivered through staff training, performance management, MAST and external training.</p>		
<p><b>Milestones: Term 1</b></p> <p><b>Teaching &amp; Learning:</b></p> <ul style="list-style-type: none"> <li>all lessons are at least good with maths champions identified</li> <li>maths procedures are being adhered to and evidence a positive impact</li> </ul> <p><b>Pedagogy/Planning:</b></p> <ul style="list-style-type: none"> <li>internal assessments validate good / outstanding performance</li> <li>tests validate performance in specific conditions</li> </ul> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>gaps are closed in relation to formative assessment</li> <li>teaching and learning reflects and secures the needs of learners</li> </ul> <p><b>Parent Partnership:</b></p> <ul style="list-style-type: none"> <li>children are supported by parents through homework which in turn helps secure application of core skills</li> <li>parents are supported by resources provided by the school</li> </ul>	<p><b>Milestones: Term 2</b></p> <p><b>Teaching &amp; Learning:</b></p> <ul style="list-style-type: none"> <li>maths champions coach and mentor to support staff development</li> </ul> <p><b>Pedagogy/Planning:</b></p> <ul style="list-style-type: none"> <li>scrutiny of planning validates effective provision to secure core skills and validates purposeful learning</li> </ul> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>formative assessment impacts positively on summative outcomes</li> </ul> <p><b>Parent Partnership:</b></p> <ul style="list-style-type: none"> <li>workshops benefit parents in supporting their children at home</li> </ul>	<p><b>Milestones: Term 3</b></p> <p><b>Teaching &amp; Learning Evaluation:</b></p> <ul style="list-style-type: none"> <li>evidencing proficiency in competence and outcomes – moderation / critical self-evaluation</li> </ul> <p><b>Pedagogy/Planning Evaluation:</b></p> <ul style="list-style-type: none"> <li>evidencing proficiency in competence and outcomes – moderation / critical self-evaluation</li> </ul> <p><b>Formative Assessment: Evaluation:</b></p> <ul style="list-style-type: none"> <li>evidencing proficiency in competence and outcomes – moderation / critical self-evaluation</li> </ul> <p><b>Parent Partnership Evaluation:</b></p> <ul style="list-style-type: none"> <li>evidencing proficiency in competence and outcomes – moderation / critical self-evaluation</li> </ul>
<p><b>Governors &amp; SLT Line of Enquiry (to evaluate and evidence improvements)</b></p> <p>To what extent has systematic approach supported and motivated children to confidently and actively engage in their learning?</p>	<p><b>Governors &amp; SLT Line of Enquiry (to evaluate and evidence improvements)</b></p> <p>To what extent has the reciprocal commitment to formative assessment impacted on the quality of maths outcomes?</p>	<p><b>Governors &amp; SLT Line of Enquiry (to evaluate and evidence improvements)</b></p> <p>To what extent has the systematic approach in pedagogy enabled and evidenced children to secure age-related expectations and be enthusiastic mathematicians?</p>

Continuous Professional Development Focus: Term 1	Continuous Professional Development Focus: Term 2	Continuous Professional Development Focus: Term 3
<p><b>1. Teaching &amp; Learning:</b></p> <ul style="list-style-type: none"> <li>• creating an outstanding maths culture</li> <li>• developing independence through working walls and purposeful application of core skills</li> </ul> <p><b>2. Pedagogy/Planning:</b></p> <ul style="list-style-type: none"> <li>• maths procedures – valuing their purpose and evaluating the impact</li> </ul> <p><b>3. Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• the sequence of teaching and learning in relation to formative assessment – practise, prove, perfect</li> </ul> <p><b>4. Parent Partnership:</b></p> <ul style="list-style-type: none"> <li>• engaging with parents to support pupils as mathematicians</li> </ul>	<p><b>1. Teaching &amp; Learning:</b></p> <ul style="list-style-type: none"> <li>• creating a coaching culture to build on professional expertise and maths leaders</li> </ul> <p><b>2. Pedagogy/Planning:</b></p> <ul style="list-style-type: none"> <li>• maximising time and opportunities effectively to secure core skills and age-related outcomes</li> </ul> <p><b>3. Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• analysing test data in relation to teacher assessment / formative provision</li> </ul> <p><b>4. Parent Partnership:</b></p> <ul style="list-style-type: none"> <li>• planning purposeful maths learning through parental workshops</li> </ul>	<p><b>1. Teaching &amp; Learning:</b></p> <ul style="list-style-type: none"> <li>• evidencing proficiency in competence and outcomes – moderation / critical self-evaluation</li> </ul> <p><b>2. Pedagogy/Planning:</b></p> <ul style="list-style-type: none"> <li>• evidencing proficiency in competence and outcomes – moderation / critical self-evaluation</li> </ul> <p><b>3. Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• evidencing proficiency in competence and outcomes – moderation / critical self-evaluation</li> </ul> <p><b>4. Parent Partnership:</b></p> <ul style="list-style-type: none"> <li>• evidencing proficiency in competence and outcomes – moderation / critical self-evaluation</li> </ul>

## Strategic Plan: Year 2 KP3: Moral Education & the Creative Curriculum

**Key Priority 3:** Deepen a love and respect for Ranvilles Moral Education (STARS); facilitate excellent opportunities for children to value themselves and explore the world they live in through exploration, discussion, empathy, compassion and respect for British Values within the creative curriculum.

### Teaching & Learning:

**Action 3.1** Further refine the creative curriculum to enthuse learners and enable them to explore core values relative to Moral Education (Ranvilles' STARS)

#### Purpose– Desired Outcome:

Ensure children:

- enthusiastically read and employ appropriate reading strategies across the curriculum
- employ a wide range of creative skills to achieve learning outcomes
- practise, prove and perfect learning skills

### Pedagogy/Planning:

**Action 3.2:** Evaluate and improve PPA cover provision to create more focused cross-curricular PSHE opportunities linked to pupils need

#### Purpose– Desired Outcome:

Ensure children:

- regularly engage in PSHE learning and reflection to explore, discuss, empathise and develop resilience in relation to personal contexts
- regularly and explicitly engage in British Values appreciating their significance in relation to their role

### Formative Assessment:

**Action 3.3:** Facilitate opportunities for children to identify lines of learning enquiry linked to project work. Plan and facilitate the Philosophy for Children principles to Explore personal, group, class, school, context and British values.

#### Purpose– Desired Outcome:

Ensure children:

- have opportunities to identify what they would like to learn and explore relative to the project and to keep themselves holistically safe

### Parent Partnership:

**Action 3.4:** Build more explicit ICT safeguarding units so children can support and advise each other as lead learners.

#### Purpose– Desired Outcome:

Ensure children:

- stay safe online and make informed choices
- know what to do if their friend is making the wrong choices regards safeguarding
- develop a mutual commitment from school and home to be secure in who they are and the difference they can make in the world
- appreciate that relationships in person can also support their wellbeing

<b>End of Term Milestones</b>		
<p>During the term school governors, senior and middle leaders will monitor and evaluate provision on a weekly basis in order to secure high standards, facilitate staff professional development and ensure that the school is on track to secure goals. Specific Lines of Enquiry will be evidenced in relation to all pupil groups to ensure equality high provision for all. Continuous professional development will be delivered through staff training, performance management, MAST and external training.</p>		
<p><b>Milestones: Term 1</b></p> <p><b>Teaching &amp; Learning:</b></p> <ul style="list-style-type: none"> <li>• projects are driven by SMSC values which are explored developing the skills underpinned in Ranvilles STARS</li> <li>• children work confidently and effectively with others, employing a range of interpersonal skills to contribute to the learning environment</li> </ul> <p><b>Pedagogy/Planning:</b></p> <ul style="list-style-type: none"> <li>• children identify what they would like to learn in relation to the project are enabled to develop as learners through the values and focus of Ranvilles STARS</li> </ul> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• learners can explore new concepts with open minds, build on peer contributions and make informed decisions in relation to their own values</li> <li>• Children recognise and value similarities and differences in myself and others to develop a positive team ethos</li> </ul> <p><b>Parent Partnership:</b></p> <ul style="list-style-type: none"> <li>• parents are supported by the school to keep children safe online</li> <li>• children know who to speak to if they are concerned about their own or their peers' actions</li> <li>• children feel safe in their environment and recognise the role they play in their community</li> </ul>	<p><b>Milestones: Term 2</b></p> <p><b>Teaching &amp; Learning:</b></p> <ul style="list-style-type: none"> <li>• Children explore new learning with enthusiasm and actively engage with each other to establish values</li> <li>• children persevere , practise, prove and perfect</li> <li>• children plan, carry out, complete and reflect on learning activities for the satisfaction of personal growth</li> </ul> <p><b>Pedagogy/Planning:</b></p> <ul style="list-style-type: none"> <li>• children plan the steps and strategies for an enquiry and explore concepts to evaluate their thoughts about cause and effect</li> </ul> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• children continue to aspire to be safe mentally, physically and emotionally by behaving appropriately and encouraging others</li> <li>• learners are appreciative of the need to persevere in challenges and that outcomes might not be immediately apparent</li> </ul> <p><b>Parent Partnership:</b></p> <ul style="list-style-type: none"> <li>• children, in partnership with parents, employ divergent skills to create and sustain a safe environment and are positive role models</li> </ul>	<p><b>Milestones: Term 3</b></p> <p><b>Teaching &amp; Learning:</b></p> <ul style="list-style-type: none"> <li>• learners retain and sustain focus, using a range of effective resources, to complete tasks and challenges</li> </ul> <p><b>Pedagogy/Planning:</b></p> <ul style="list-style-type: none"> <li>• children evaluate thoughts about cause and effect and use these strategies to influence their personal behaviour, attitudes and learning</li> </ul> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>• learners can reflect carefully to identify their own targets for personal achievement</li> <li>• children think and behave like a leader to take responsibility for the choices they make which impact on the safety and wellbeing of themselves and others</li> </ul> <p><b>Parent Partnership:</b></p> <ul style="list-style-type: none"> <li>• children regularly demonstrate to their parents and school that they value their safety and the safety of others through their words and actions</li> </ul>
<p><b>Governors &amp; SLT Line of Enquiry (to evaluate and evidence improvements)</b></p> <p>To what extent do children actively and enthusiastically engage in their learning and take responsibility for progress?</p>	<p><b>Governors &amp; SLT Line of Enquiry (to evaluate and evidence improvements)</b></p> <p>To what extent do children persevere at school and home to achieve their very best?</p>	<p><b>Governors &amp; SLT Line of Enquiry (to evaluate and evidence improvements)</b></p> <p>To what extent has the philosophy of Ranvilles' STARS positively impacted on resilience, wellbeing and pupil progress?</p>

Continuous Professional Development Focus: Term 1	Continuous Professional Development Focus: Term 2	Continuous Professional Development Focus: Term 3
<p><b>1. Teaching &amp; Learning:</b></p> <ul style="list-style-type: none"> <li>teacher training in relation to the philosophy of STA and how teaching and learning can be explored through SMSC concepts</li> </ul> <p><b>2. Pedagogy/Planning:</b></p> <ul style="list-style-type: none"> <li>creating regular opportunities to speak and listen / P4C</li> </ul> <p><b>3. Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>supporting and enabling children to identify lines of enquiry which will enthuse</li> </ul> <p><b>4. Parent Partnership:</b></p> <ul style="list-style-type: none"> <li>communicating with parents to work in effective partnership</li> </ul>	<p><b>1. Teaching &amp; Learning:</b></p> <ul style="list-style-type: none"> <li>capturing SMSC through reading and dialogue in the creative curriculum</li> </ul> <p><b>2. Pedagogy/Planning:</b></p> <ul style="list-style-type: none"> <li>performance and debate to promote independence and collaboration</li> </ul> <p><b>3. Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>enthusing learners to read more at home through extended project work</li> </ul> <p><b>4. Parent Partnership:</b></p> <ul style="list-style-type: none"> <li>parent workshops to support concepts and collaboration</li> </ul>	<p><b>1. Teaching &amp; Learning:</b></p> <ul style="list-style-type: none"> <li>evidencing proficiency in competence and outcomes – moderation / critical self-evaluation</li> </ul> <p><b>2. Pedagogy/Planning:</b></p> <ul style="list-style-type: none"> <li>evidencing proficiency in competence and outcomes – moderation / critical self-evaluation</li> </ul> <p><b>3. Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>evidencing proficiency in competence and outcomes – moderation / critical self-evaluation</li> </ul> <p><b>4. Parent Partnership:</b></p> <ul style="list-style-type: none"> <li>evidencing proficiency in competence and outcomes – moderation / critical self-evaluation</li> </ul>

**Strategic Plan: Year 2 KP4:**

**Key Priority 4:** Develop a love and respect for the Natural World through collaborative thinking in the community.

**Teaching & Learning:**

**Action 4.1:** Make more effective use of the living world and ICT to enhance physical, practical, visual and conceptual learning.

**Purpose– Desired Outcome:**

- learners will experience and benefit from learning that flows seamlessly between indoors and outdoors, makes the most efficient use of resources and build on pupils’ interests and enthusiasms to impact positively on National Curriculum learning outcomes

**Pedagogy/Planning:**

**Action 4.2:** Plan practical opportunities within the creative curriculum to explore learning outside within the school grounds and local area

**Purpose– Desired Outcome:**

- teachers will support children’s problem-solving skills and nurture their creativity as well as providing rich opportunities for their developing imagination, inventiveness and resourcefulness

**Formative Assessment:**

**Action 4.3:** Validate deeper, developmental learning in the outside classroom through Ranvilles Rangers accreditation

**Purpose– Desired Outcome:**

- children appreciate and can describe environmental factors which make a positive and negative impact – they describe knowledge in what they are responsible for and how they can make a difference.

**Parent Partnership:**

**Action 4.4:** Communicate the benefits and outcomes of the Natural World focus within the creative curriculum

**Purpose– Desired Outcome:**

- parents will be encouraged to support learners outside through active links/activities between home and school

**End of Term Milestones**

During the term school governors, senior and middle leaders will monitor and evaluate provision on a weekly basis in order to secure high standards, facilitate staff professional development and ensure that the school is on track to secure goals. Specific Lines of Enquiry will be evidenced in relation to all pupil groups to ensure equality high provision for all. Continuous professional development will be delivered through staff training, performance management, MAST and external training

<p><b>Milestones: Term 1</b></p> <p><b>Teaching &amp; Learning:</b></p> <ul style="list-style-type: none"> <li>the outdoors is effectively used to promote project learning and core skills</li> <li>children are supported through the purchase of appropriate resources</li> </ul> <p><b>Pedagogy/Planning:</b></p> <ul style="list-style-type: none"> <li>the creative curriculum is enhanced to facilitate how children explore their learning outdoors</li> </ul> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>children contribute to lines of enquiry which enthuses their desire to find out</li> </ul> <p><b>Parent Partnership:</b></p> <ul style="list-style-type: none"> <li>parents are updated and informed of progress in relation to the 'outside classroom'</li> </ul>	<p><b>Milestones: Term 2</b></p> <p><b>Teaching &amp; Learning:</b></p> <ul style="list-style-type: none"> <li>ICT links promote and enhance practical experience deepen and further enthuse learning</li> </ul> <p><b>Pedagogy/Planning:</b></p> <ul style="list-style-type: none"> <li>long and medium term planning includes collaboration with Heathfield School and campus links</li> </ul> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>teachers will support children's problem-solving skills and nurture their creativity as well as providing rich opportunities for their developing imagination, inventiveness and resourcefulness</li> </ul> <p><b>Parent Partnership:</b></p> <ul style="list-style-type: none"> <li>greater collaboration enables pupils to further benefit</li> </ul>	<p><b>Milestones: Term 3</b></p> <p><b>Teaching &amp; Learning:</b></p> <ul style="list-style-type: none"> <li>evidencing proficiency in competence and outcomes – moderation / critical self-evaluation</li> </ul> <p><b>Pedagogy/Planning:</b></p> <ul style="list-style-type: none"> <li>evidencing proficiency in competence and outcomes – moderation / critical self-evaluation</li> </ul> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>evidencing proficiency in competence and outcomes – moderation / critical self-evaluation</li> </ul> <p><b>Parent Partnership:</b></p> <ul style="list-style-type: none"> <li>evidencing proficiency in competence and outcomes – moderation / critical self-evaluation</li> </ul>
<p><b>Governors &amp; SLT Line of Enquiry (to evaluate and evidence improvements)</b></p> <p>To what extent do children actively engage with the physical learning environment to positively impact on their learning?</p>	<p><b>Governors &amp; SLT Line of Enquiry (to evaluate and evidence improvements)</b></p> <p>To what extent do children contribute to and benefit from the living word?</p>	<p><b>Governors &amp; SLT Line of Enquiry (to evaluate and evidence improvements)</b></p> <p>To what extent does the creative curriculum facilitate and benefit from outside learning?</p>
<p><b>Continuous Professional Development Focus: Term 1</b></p> <p><b>Teaching &amp; Learning:</b></p> <ol style="list-style-type: none"> <li>utilising the outdoors to enhance the creative curriculum</li> </ol> <p><b>Pedagogy/Planning:</b></p> <ol style="list-style-type: none"> <li>enabling trips and physical experiences to enhance and motivate learners</li> </ol> <p><b>Formative Assessment:</b></p> <ol style="list-style-type: none"> <li>facilitating pupils' lines of enquiry</li> </ol> <p><b>Parent Partnership:</b></p> <ol style="list-style-type: none"> <li>building on professional expertise to develop partner work</li> </ol>	<p><b>Continuous Professional Development Focus: Term 2</b></p> <p><b>Teaching &amp; Learning:</b></p> <ol style="list-style-type: none"> <li>using ICT to make links with the living world and community</li> </ol> <p><b>Pedagogy/Planning:</b></p> <ol style="list-style-type: none"> <li>sustaining opportunities to make constructive, practical links to project focused learning</li> </ol> <p><b>Formative Assessment:</b></p> <ol style="list-style-type: none"> <li>comparing and contrasting environmental factors with children in a different context to appreciate and influence The Living World</li> </ol> <p><b>Parent Partnership:</b></p> <ol style="list-style-type: none"> <li>internal accreditation secured for progress is shared to develop home school links and sustainability</li> </ol>	<p><b>Continuous Professional Development Focus: Term 3</b></p> <p><b>Teaching &amp; Learning:</b></p> <ul style="list-style-type: none"> <li>evidencing proficiency in competence and outcomes – moderation / critical self-evaluation</li> </ul> <p><b>Pedagogy/Planning:</b></p> <ul style="list-style-type: none"> <li>evidencing proficiency in competence and outcomes – moderation / critical self-evaluation</li> </ul> <p><b>Formative Assessment:</b></p> <ul style="list-style-type: none"> <li>evidencing proficiency in competence and outcomes – moderation / critical self-evaluation</li> </ul> <p><b>Parent Partnership:</b></p> <ul style="list-style-type: none"> <li>evidencing proficiency in competence and outcomes – moderation / critical self-evaluation</li> </ul>