

Clyst Hydon Teaching and Learning Action Plan: Sept 2025 – July 2026
(this is directly linked to the CPD and monitoring plan)

Aim of the action plan – To ensure the aims of the Federation Development Plan which are pertinent and relevant for our school, are met and monitored to help to raise attainment, well-being and behaviour across the school for all groups.

March Evaluation

Outcome required	Time	Actions needed to succeed	Evaluation/Impact
Quality of Education			
Assessment cycles and systems provide knowledge for teachers to adapt their teaching and determine appropriate interventions to support identified pupils.	September	Appropriate assessments are agreed to track pupil progress in -reading, comprehension & word reading -spelling -maths number fact recall & subject knowledge -writing, against objectives in Evidence Gathering Grids Data is analysed by class teachers to determine which pupils need support or interventions.	Assessment cycles are now in place for English, speaking & listening, reading and maths Detailed assessments have provided useful information for SMART target setting in ILPs and SEND referrals Assessments have highlighted pupils who are above/below expectations and in some cases have triggered additional support
Termly pupil progress meetings with HT provide opportunities to discuss pupils who may not be on track and strategies for support are agreed.	Each term	The teachers' analysis is shared with the HT and discussions facilitate a shared knowledge of how pupils should be supported. This is reviewed each term.	Pupil progress meeting with teachers, using sets of data have facilitated conversations to identify pupils who may need support in specific areas, agreed

<p>Assessments provide tracking information to ensure all children are making good progress in the core curriculum.</p> <p>Marking policy is reviewed and re-launched</p>	<p>Throughout the year</p> <p>January 2026</p>	<p>A timetable of the assessments is agreed to ensure they are completed in time for reporting to parents, for pupil monitoring meetings etc.</p> <p>Marking policies discussed as a federation CHPS to review and update then re-launch own marking policy</p>	<p>interventions which have then been put into place</p> <p>Evidence of progress will be more evident after the Easter assessments- when we compare these data sets with those from September</p> <p>Half-termly assessments in KS2 have shown some good progress in spelling & times tables – less progress in reading – which continues to be an area for development</p> <p>Half-termly assessment in KS1 & EYFS have shown progress in Maths, reading and writing and identified focus areas.</p> <p>Little wandle assessments Spellings and reading of tricky words – every week.</p> <p>Maths – number bonds, doubling and halving, counting in 2s,5s, and 10s then 2x,5x,10x table.</p> <p>EYFS – assessment in all areas of development</p> <p>CHPS marking policy has been reviewed by staff. It is more manageable. This will be an area to</p>
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English			
<p>Reading</p> <p>For KS2 children to make good progress in reading during the transition from Year 2 to becoming independent readers. Create systems and resources that enable KS2 children to access reading books that closely match their reading ability. (OFSTED development action).</p> <p>To ensure that all children know how to read a text fluently, with increasing prosody, confidence and comprehension and can tackle a wide range of questions about a text</p>	<p>Autumn term 2025</p> <p>WR to monitor the OFSTED development point related to reading by listening to all children read once every term and assess book matching and progress.</p> <p>.</p>	<ul style="list-style-type: none"> • Purchase more of the Fluency Books from Little Wandle for Year 2,3 and some Year 4 children so that they can move through the Fluency sets from Fluency 1 up to Fluency 10, and then move into their independent choosing of books. We have very few books in school of this level that will maintain the children's interest whilst also ensuring that they are making progress with their fluency, prosody and speed of reading. We will have at least 8 children who are working through these sets with more joining them throughout the year so ideally, we would have 8 books at each Fluency point whereas we currently only have 1 or 2 of each. Set up an area in Library for the Fluency Books and an individual reading record to monitor reading frequency. (Funding from PTFA agreed) (Staff meeting to agree all actions for reading for this year- Sept 2025-6) (WR monitoring every term using Benchmarking assessments). • Develop a reading assessment schedule which includes Salford reading assessments (identifies reading age) PIRA and Benchmarking (determines comprehension levels) to <ul style="list-style-type: none"> 1-identify pupils who are working below age related expectation – flag for intervention and support 2-allocate reading books that match the ability of the reader 	<p>PTFA agreed to purchase new set of KS2 books but there has been a delay due to SPARX being introduced in Autumn 2. These books should be in school by the end of March.</p> <p>SPARX has offered CHPS free trial until 2030. Aim of SPARX is to</p> <ul style="list-style-type: none"> 1-motivate readers 2-Track reading habits/frequency digitally 3-use comprehension Q's to track suitability of the level of books being read 4- Provide a way for children to choose 'levelled' books from existing stock in the library- thus broadening the range of books they can read beyond the BIG CAT series <p>Only half of KS2 are currently registered- the rest by Easter.</p>

<p>confidently and accurately at or above age-related expectations. To ensure interventions are set up in a timely fashion and with short impact required for any child not making at least expected progress in reading. Little Wandle focus interventions in R/KS1 and with some KS2 children.</p> <p>For our school culture to really reflect our reading for pleasure ethos and to ensure that, related to this, the library space is used effectively, with help from the librarians, to encourage a love of reading widely across the genres.</p>	<p>Autumn Term 2025</p> <p>Librarians appointed November 2025 and to work with WR to keep library reflecting school reading for pleasure ethos. Weekly sessions with WR to develop space and encourage all to use</p>	<p>3-monitor progress 3x a year, using data generated from assessments</p> <ul style="list-style-type: none"> • KS2 class have weekly reading comprehension tasks & guided reading with the class teacher. • To continue to read real texts in Class Story times as well as in Guided Reading sessions so that KS2 are introduced to a wide range of children’s authors and a range of longer books with high quality vocabulary. Confirm and resource our 4 year plan for class readers in KS2 ensuring that we are addressing diversity and inclusion, classics, multicultural books as well as a range of genres. Confirm and resource our guided reading resources for KS2 including real texts to run alongside the literacy shed resources. • WM needs termly subject leader time for monitoring and assessments. • NC to Monitor and track pupil progress in reading to ensure pupils are on track for meeting their individual targets and that interventions employed are effective. • Re-organise Library so that children can find what they are looking for easily & link this with a new library timetable and a development of the recommendation area in the library which will be part of the librarian role. <p>Little Wandle Workshops for parents took place in Autumn HT2.</p> <p>The Importance of Reading- All in it together- planned for Spring HT2 to coincide with the Year of Reading</p>	<p>We need to monitor the impact of SPARX on motivation and reading comprehension</p> <p>*Reading assessment schedule is in place & books have been allocated according to reading fluency</p> <p>Monitoring of reading assessments will continue at Easter after the next PIRA assessment tasks.</p> <p>*Weekly comprehension & Guided reading take place in KS2</p> <p>*Subject leadership time for WM to be given for monitoring in March and further time to be given after Easter to look at assessment data & interventions with NC.</p> <p>*Library space is more organised and streamlined.</p> <p>Librarians have an active role in organising displays to engage children in reading and work with an adult volunteer to ensure books are kept tidily.</p> <p>Little Wandle Workshops for parents took place in Autumn HT2.</p>
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			<p>The Importance of Reading- All in it together- planned for Spring HT2 to coincide with the Year of Reading</p> <p>Introduction of Reading Buddies- once a week.</p>
<p>Writing Handwriting For all children to be writing in a fluent joined style by the end of Year 4 and be using a pen to write for the whole of upper KS2 and earlier than this if appropriate. Presentation in all books is aspirational and promoted and celebrated. Children and parents know there are high expectations of presentation.</p>	<p>Autumn Term 2025 and ongoing</p> <p>Autumn term and ongoing</p>	<ul style="list-style-type: none"> To introduce new pens to Owls Class and teach the best use of these pens. Each week the Owls Class will have a designated handwriting lesson on a Monday morning, and then they will all have a slot during the week for handwriting practise, which will then be reviewed by the class teacher before the next Monday's handwriting lesson so that any misconceptions or issues can be addressed before the new join is taught. Letterjoin handwriting resources purchased to ensure a consistent style is taught throughout the school. Letterjoin font to be used as the primary font in teacher produced resources and 'worksheets'. Good examples of work will be displayed in corridor outside staff room to ensure children know what a good model looks like. Book Look (2 subjects and random children) at start of half termly staff meeting to ensure that children are being encouraged to use neat handwriting and presentation in all subjects. Action decided by subject leader if this is not having impact. 	<p>*New pens have been trialed in KS2. Some 'swan neck' pens to support left hand writers have been successful. Year 4 pupils have specialist 'Stabilo' pens to support grip & comfort to = writing stamina. Some pupils still prefer to write in pencil- as they can rub out errors. New erasable pens to be trialed for these pupils.</p> <p>Handwriting analysis for each pupil highlighted specific errors which have been addressed through 1:1 support and coaching - showing some significant results.</p> <p>Handwriting lessons linked to spelling practice and Letterjoin resources have encouraged pupils in KS2 to focus on this as an area for personal development and take pride in their presentation.</p>

<p><u>Writing sequences</u> <u>SPAG</u> All children to be working at age related levels with SPAG objectives. Children not reaching those objectives to be assessed and interventions put in place by subject leader termly.</p>	<p>By December 2025 ready to be in use Jan 2026</p>	<p>NC to work with Spreyton to create a curriculum document which ensures that all SPAG objectives are taught consistently to each year group each year. These can be taught during stand alone lessons, starters and also as part of each teaching sequence. Subject leader to review these termly and ensure that progress is being made for all year groups. Subject leader to review plans should impact for some children be lower and set up interventions accordingly. (WM subject leader time to create to monitor and set up interventions)</p>	<p>Letterjoin not yet fully utilised throughout the school- other priorities have taken over</p> <p>Good examples of work on display in class- could do more in corridors</p> <p>Early book look in Spring did not show any significant progress in handwriting in KS2, but this should be more evident in the next book look this term.</p> <p>CHPS has adopted Spreyton curriculum (2/4 year rolling programme) including the Bookwrites Teaching Sequences. WM to be released in Easter to review plans as some texts are not linked to topics very well & some not enjoyed so much by teachers/pupils.</p>
<p><u>Spelling</u> Improve accuracy of spellings, especially in KS2.</p>	<p>From September 2025</p>	<ul style="list-style-type: none"> • Provide classroom-based resources to support children in choosing correct spellings such as word mats of H/F words, topic words and laminated lists of adjective/adverbs etc for specific tasks. • Ensure children have access to and know how to use a dictionary. 	<p>In KS1 phonics posters display information for children to refer to. Word mats and tricky word lists also used in class.</p> <p>In KS2 children use word mats for H/F spellings and teachers provide topic/grammar specific word lists in</p>

	<p>Jan 2026</p> <p>Sept' 25</p>	<p>Encourage and support pupils to spell correctly by</p> <ul style="list-style-type: none"> • following a structured spelling programme (as agreed by the Federation) • Practice spelling patterns each week • Displaying spelling patterns for children to refer to • Learn personalised spellings from H/F lists which are sent home to practice each week • Use 'Have a go spelling' sheets in books • Responding to feedback marking- rewriting misspelled words (up to 3 words per task) focussing on H/F words • Praise effort and achievement in attending to correct spellings • Have high expectations of effort in choosing correct spellings 	<p>English lessons. More topic word maths could be available to ensure a focus on spelling continues beyond English lessons. They use dictionaries and now know how to use a thesaurus and are given time in lessons to focus on editing spellings.</p> <p>Spelling shed structure to spellings is used each week in KS2 & spelling patterns are learned each week (and on display to refer to) as well as 5x words a week from personalised spelling lists. Have a go spellings are not used very often as a strategy- they tend to look in a dictionary instead. Children respond to feedback marking of spelling by writing them out 3x EYFS & KS1 use Grow the Code and Little Wandle posters. Tricky words are displayed on classroom wall. Word mats are available at all times. Daily practice of spellings linked to Little Wandle, which are also taken home to practise on a Friday.</p>
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	October 2025	<p>Utilise resources & TA time to support the high number of dyslexic pupils</p> <ul style="list-style-type: none"> • Coloured paper/overlays • TRUGS games • 'Beat Dyslexia' intervention 3x a week (TM) 	<p>Puffins- Children practice spellings daily – linked to Little Wandle – carpet time session.</p> <p>Tricky words explained during Little wandle session and practiced.</p> <p>In writing – spelling 3x in their book or wipeboard depending on child.</p> <p>4X children in KS2 access Nessie programme 3x a week. TA had been supporting but now independent with the programme children do this as part of their reading carousel activities. The effectiveness of Nessie, in terms of data, will be evaluated at the end of Spring HT2. However, it is already evident that children are enjoying this targeted support and feeling more confident in applying spellings rules and strategies to</p>
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	Jan 2026	Staff training needed to ensure all staff are able to confidently support dyslexic students effectively	<p>their written work in SPaG and English.</p> <p>Following recent HAST-2 and SWRT assessments, 1 pupil who was due to be referred to Devon SpLD Service for Dyslexia, no longer meets eligibility criteria (above standardised score requirements)</p> <p>Coloured books for recording in Eng & maths now used as are coloured overlays for reading where required.</p> <p>TRUGS games have been introduced to the class- impact yet to be judged.</p> <p>'Memory Monday' introduced to support working memory strategies, including mnemonics for children to recall spellings.</p> <p>CS completed Science of Reading Awareness- Understanding Dyslexia- levels 1-3 training. Link to training sent to WM. NM and CA.</p> <p>CS completed Devon SpLD (Dyslexia) Service 2 day "Assessing Pupils Struggling with Literacy" online course.</p>
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Maths			
<u>Maths Fluency and number fact recall</u>	To begin Sept 2025 & monitor throughout the year	No nonsense number facts to be taught at least 3 times a week to develop fluency (10 mins at the start of each day) 2x a week given to teaching number fact recall (no bonds, doubles/halves/X tables) in a structured way to support recall and retention of knowledge.	<p>NNNF taught 3 X a week in KS2 Which has had an impact on deriving of facts, adjusting calculations to work fluently, oral explanation of mental workings and application of maths to real life contexts.</p> <p>Times tables taught discreetly on a Monday morning (15 minutes). Focus times table recapped on a Tuesday morning for 5 minutes before the 55 Club Challenge. All children (who were enrol in September 2025) had progressed at least 1 club level by February 2026. Puffins Continue to work on number bonds, times table and counting backward and forwards.</p> <p>Mastering Number – stem sentences are used in every sessions and children are expected to give explanation to their answers.</p>
<u>Delivery of Maths lessons in KS2</u>	From September 2025 then NC review impact	Timetable changed to utilise expert TA to teach Maths in the afternoon. This ensures all pupils are taught 4x weekly in mixed age groups (y3/4= 6 pupils) (y5/6= 7 pupils) TA sessions focussing on fluency and implementation of taught strategies, Teacher sessions focus on reasoning through APED, then 1 lesson a week by the teacher for problem solving. NC to evaluate the impact/success at October half term.	

			<p>KS2 children have more opportunities to work with an adult on their maths. In line with the federation we have moved away from APED. Now use practice/Apply/Think deeper model. NM is now 'teaching' her groups due to the demands of the content of the maths curriculum. Whilst she does seem to enjoy this we are aware she has not had specific training and there is not a lot of time for her to prepare her maths for teaching. New 'handover' note/ marksheet system has improved communications and assessments of where individuals are and who may need follow up support in future lessons. Although KS2 are roughly 5 weeks behind in the White Rose sequence, we have had to allow time for acquisition, practice and consolidation of knowledge where there have been gaps. They have also had 1 day a week on Problem solving skills which supplements and aspect of the White Rose</p>
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<p><u>Problem solving</u></p>	<p>To begin Sept 2025 & monitor throughout the year from y1-y6</p>	<p>LCP problem solving materials used to support pupils ability to recognise different types of problems and learn strategies that are appropriate for solving these. Problem solving skills can then be applied in White Rose/Mastery lessons more effectively.</p> <p>PUMA assessments at the end of each term show that children are making good progress. Teacher assessment each half term show pupil progress in the learning of key number facts.</p>	<p>curriculum which is not taught as a specific skill.</p> <p>LCP problem solving materials have supported pupils in identifying different types of problems and learn an effective approach to solving them over the last 3 half terms. They have been able to apply them successfully in White Rose lessons.</p> <p>PUMA assessments to be completed at Easter will provide data to compare with assessment in September.</p> <p>NC to monitor these assessment & hold further pupil progress meetings</p>
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Foundation Subject curriculum and Science

<p>Ensure that curriculum plans are ambitious and implemented consistently in all subjects.</p>	<p>From January 2026</p>	<p>NC to work with Spreyton to adopt/adapt the Curriculum that they have used successfully which employs the Grammarsaurus units for teaching foundation subjects.</p> <p>Each block will have: Clarity of outcomes for each lesson linked to key threads each time. Knowledge organiser adapted from Grammarsaurus Knowledge Organisers focusing particularly key vocabulary that will be repeated during different topic areas.</p> <p>Planned in opportunities for retrieval activities throughout each block. Journals used to record History & Geography in a more personal way. Big Books used to record learning in PSHE, Computing & Performing arts (Puffins for RE), which also support pupil discussions about what they know and remember. Address any subject teaching weaknesses by using strengths in teaching across federation schools.</p>	<p>CHPS curriculum now mirrors Spreyton- which was approved during their recent OFSTED inspection. WM visit to Spreyton now in April- as flooding cancelled plans Still some work to be done on finalising English text for year 3 and 4 in KS2 and some changes may need to be made in Puffins also. NC & WM to meet to do this together in the Summer term.</p> <p>New knowledge organisers introduced by Copplestone are now in use in both classes- outlining key learning objective & key vocabulary. Grammarsaurus and Natre (RE) lessons include 'sticky knowledge' and cumulative quizzes to recap and retrieve previous learning. In addition, children refer to knowledge organisers at the beginning of each lesson to discuss and highlight key vocabulary embedded in previous lesson.</p>
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			<p>Book look with journals to be done by Easter- look at use of worksheets (esp KS2)</p> <p>Big books for KS2 show the breadth of learning, pupil voice and capture images/ideas which children can go back to and discuss- sharing what they know and remember.</p> <p>Puffins -The big books are working, the majority of the time – sometimes there are gaps as I have not taken photos of that session. The Creative Arts is the book, I find the most difficult to capture.</p> <p>They need to more exposed in class for the children to access to look back on.</p> <p>The big books for maths have started – I need to remember to take photos – it has moved us away from worksheets in maths.</p> <p>Now following Grammarsaurus, there is less need for collaboration with other subject leaders in the</p>
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			federation. However, it is beneficial to maintain links and be aware of other subject leaders, as this useful for sharing resources and ideas to save time and duplication of resources (EG British Science Week/ World Book Day or individual subscription resources)
Use assessment across the wider curriculum with precision to effectively check what pupils have learned and then address gaps	From January 2026 in History, Art, Science, MFL and Geography	Use cumulative assessment throughout blocks of learning. Ensure that reteach takes place for areas where retrieval shows gaps. At the end of a block of learning, use TA to reinforce any areas where there are still gaps in knowledge with those identified children. Keep a record of cumulative knowledge of core vocabulary for each child. Staff meeting time required for CPD on assessment in line with Federation.	This might need to carry over to next year- after more input from the federation
Behaviour and Attitudes			
To develop our children's 'Cultural Capital' and ensure that there is inclusive opportunity for all children to participate in sporting, cultural and wider curriculum events.		<ul style="list-style-type: none"> Complete a 'Cultural Passport' for every child, with the expectations of what a child at Clyst Hydon Primary School will experience during their time at school, which incorporates music, PE, drama, environmental education. Commit to 3 x productions a year Identify music tutors to come into school Apply for £400 music grant Hire the music instruments for the school 1 x a year 1 assembly per week to focus on cultural capital, British Values, Protected Characteristics & World views on religion. 	<p>*ongoing, lots of rich opportunities which have been added into the book- more by chance than design. Perhaps look at this when we do our MTP's to see where things can fit in?</p> <p>*Christmas nativity was enjoyed by all, was not a big production but gave everyone an opportunity to perform in public, without causing too much of a stress on the timetable.</p>

		Weekly walks in village incorporating science, geography, well-being and art	<p>*Music grant applied for – some spent on djembe workshop and a full set of glockenspiels</p> <p>*Instrument hire needs to be applied for in summer for following year- we missed this years</p> <p>*Regular assemblies take place with a focus on cultural capital & for PSHE</p>
Embed school values throughout the school	September 2025	<ul style="list-style-type: none"> • Children will learn and know about the 6 school values • They will be able to talk about what the values mean to them, what they look like in action and be able to give examples of them in their daily lives • One assembly each week will focus on one of the values for a half term • In Friday's celebrations assembly pupils will receive certificate for behaviour that demonstrates the school values, naming specific actions that deserve recognition 	<p>Children are able to talk about the 6 values of the school</p> <p>Monday assembly has the ½ term value at the core of it with a linked story and celebration of values we have seen demonstrated in school on a Friday assembly.</p>
<p>Pupils to look after resources and ensure that their classroom environment is tidy.</p> <p>Teachers support pupils in creating calm working environments that are tidy.</p>	September 2025	<ul style="list-style-type: none"> • Pupils know where resources are kept so that they can access what they need when they need it • They are independent in selecting resources and can tidy away. <p>Teachers clear away cluttered spaces and have classrooms where resources are organised and labelled clearly. They encourage children's independence in selecting resources and in tidying them away.</p> <p>Old unused resources are thrown away, classroom spaces are free of clutter and resources are clearly organised and used.</p>	<p>Resource areas in school have been reorganised and classroom spaces have also been cleared and resources streamlined so that they can be accessed more easily.</p> <p>Pupils find it easier to tidy away resources with clearer spaces.</p> <p>Children tidy away play equipment at playtimes ensuring it is looked after.</p>

<p>Further develop relational support approach for pupils</p>	<p>Start Autumn 2025</p> <p>Continuing</p> <p>January 2026</p> <p>January 2026</p>	<ul style="list-style-type: none"> • Pupils have relational support plans and co-regulatory plans where needed • SENDCo oversees the relational approach • Teachers and leaders use relational strategies to help pupils feel supported, understood and a shared approach is employed in school • Strategies are shared with parents to use at home- Workshop • Behaviour policy to be reviewed in line with Relational approach 	<p>Relational Approach training delivered by Sam Fisher in September 2025 to ALL Staff -need to follow up for parents now</p> <p>Zones of Regulation introduced and developed with the children's input, showing children that their voice matters and giving them a sense of ownership.</p> <p>Zones of Regulation lanyard rings provided for those families who may find this beneficial at home. Children have access to 'school approved' fidgets and 'doodle books'.</p> <p>All staff aware of children with relational support plans and strategies used.</p>
<p>To ensure our attendance hits the 96.2% target.</p>	<p>From Autumn 2025</p>	<ul style="list-style-type: none"> • Work with Federation in using attend framework and monitoring of data – engaging more forcefully with persistent absentees. • Use EWO/AIO/EKW more regularly • Start sharing attendance data in school newsletter again • Use newsletter to clarify position of the school and emphasise attendance importance • Year group reward each week for highest attendance • Monthly attendance report to be shared with Exec Head 	<p>SENDCo meeting with Sarah Brett (School Inclusion Partner) in January 2026. Discussion took place regarding Annex-R's for new pupils, coming from Home Education context. Termly meetings to take place.</p> <p>*NC monitors and reports attendance concerns with head of federation monthly</p>

			<p>*Attendance letters have gone home each term as reminders to parents</p> <p>*Newsletter has reminded parents of expectations regularly</p> <p>*Year group rewards for weekly attendance has been well received by pupils</p> <p>*NC has met with parents to discuss strategies/support for those whose attendance has dropped below 96%</p>
Personal Development			
To support all our children to have an awareness of their own mental health and how they can self-regulate	Start Autumn 2025	<ul style="list-style-type: none"> • Introduce mindfulness activity after break each day • 'Hello Yellow' Day • Use common language of 'zones of regulation' to help pupils identify feelings and work out a way to effectively manage them • Each class to design and set up their own 'regulation station' and agree how it can be used • Morning '5 mins' phys' sessions to improve mental health and readiness to learn. • Identify a peer massage teacher and promote this for children • Incorporate growth mindset principles into our Clyst Hydon Learning behaviours 	<p>*Mental health activities before school & after break have had a positive impact on children's ability to regulate when coming into class and start to learn. They actively engage in the activities.</p> <p>*Hello Yellow day was a great way to share that mental health was a real focus for us this year and is a real USP when showing prospective parents around the school.</p> <p>*Each class now has a 'regulation station'</p>
Develop a climate action plan with a focus on sustainability	Start Jan 2026	<ul style="list-style-type: none"> • Action plan which highlights key areas of focus on sustainability developed by the federation for CHPS to adopt 	Completed by staff and implementing now

		<ul style="list-style-type: none"> Children are actively involved in caring for the environment and are aware of climate change 	
To use the new outdoor garden to promote forest school activities and all children to benefit from connecting with nature weekly in the space	From January 2025	<ul style="list-style-type: none"> PPA cover to focus on this area of the curriculum, using specialist knowledge and training to make the most of the outdoor learning space. 	PPA cover with expertise in gardening club and outdoor ed' has been employed to work with Puffins class for 2 hours a week. Evaluate at Easter
Leadership and Management			
Subject leaders are clear about Curriculum- the small steps for learning for each curriculum area they are in charge of developing Subject leaders are clear about books and classrooms: standards in their subject across the school in teaching and learning and have a clear plan for addressing any areas of weakness. Subject leaders are clear about impact on pupils and standards in their subject areas	Start January 2025 with history, geography, MFL, science and Art	<ul style="list-style-type: none"> All subject leaders to have a day a term to address areas of development for their subjects. This can be taken in 2 half days or one whole day. Work with NC for part of the first day they have to ensure the areas for development match the school areas for development (from this plan). Develop use of the subject leader folder during the year What is required in Files Planning and progression Evidence of teaching and learning Evidence of Monitoring – Books, Classrooms, Pupils and Progression Displays Photos etc Autumn – Books – identify strengths and areas for development in each subject area they are responsible for by doing an initial book scrutiny, talking with children and having clear and concise long term plans for their subject area Spring – Classrooms – Observe teaching in their subject area across the school and then lead staff development meeting to address any areas for development going forward. Assess the impact of interventions in their subject area led by TA 	Not yet achieved WM-Maths – using big books, more time for discussions, spending longer on basic skills and not moving on too quickly. WM- English – discussing about when should pre-curvise be introduce – no decision made yet in KS1 WM- Want to introduce drawing club.

		<ul style="list-style-type: none"> • Pupils and Progression – Talk to children, focus on use of knowledge organisers and retrieval questions. How are these helping children? Do they still remember knowledge learnt earlier in the year? Identify next steps following this monitoring. • 	
EYFS			
Create clear Early Years plans that make links to the wider curriculum of Y1/2 ensuring progression in age related expectations	Start Nov 25 for planning to be in place and used by Jan 26	<ul style="list-style-type: none"> • Wendy to work with Nikki & Emma at Spreyton to map out a clearly sequenced 2 year rolling programme of the curriculum • WR to visit other federation schools to discuss EYFS best practise and other EYFS teachers to visit Clyst Hydon to offer support (Release time for WR and links with other federation schools made) • Use ECCERS assessment to ensure outside area for EYFS is suitably resourced so that it becomes a more useable space. Continuous provision is planned for in the EYFS curriculum. • Ensure staffing for this so that EYFS can go outside every day for learning opportunities. (WR to identify resourcing needs. 	<p>Outside – need the opportunity to have free flow, but staffing makes that difficult.</p> <p>Trying to link year1/2 and Early Years – I find this very difficult and sometimes in the afternoon I feel that they do not get the support they should have.</p> <p>Grammarsuarus does not work and is not very interesting.</p> <p>I need to develop the planning for EYs to start afresh.</p> <p>Started to access ECCERs which will help with future planning.</p>
SEND			
Embed the knowledge and use of OAIP/Targeted support	October 2025 onwards	<ul style="list-style-type: none"> • Provision maps to be reviewed, ILP's with OAIP & TSF in mind • Staff meetings continue to promote knowledge and use of these tools with the support of CS & federation. 	New Provision Map proforma (to include OAIP top tips page) uploaded to SharePoint. Staff meeting time to be allocated to

Framework (TSF)/ Needs Indicator Tool			complete as a whole school provision map.
ILPs to be written using SMART targets and reviewed each term.		<ul style="list-style-type: none"> • CS to support the writing of ILP's ensuring SMART targets are used to support the tracking of progress • Pupils who are making 'small steps' of progress should have targets that refer to Birmingham Toolkit bands. 	<p>Staff meeting time given to writing of Autumn and Spring ILPs.</p> <p>ILP proforma reviewed (as a teaching team) in order to be used as one purposeful working document for the academic year, rather than 6 separate documents (3 x ILPs + 3 Reviews).</p> <p>1 KS1 pupil currently using Birmingham toolkit and 1 KS2 pupil to be assessed using Birmingham Toolkit.</p>
To strengthen inclusive practices across the school so that all pupils with special educational needs and disabilities (SEND) are fully supported to access, participate, and achieve within a high-quality, inclusive learning environment.		<ul style="list-style-type: none"> • Targeted training for all staff on differentiation, adaptive teaching, and supporting specific needs (e.g. autism, dyslexia, ADHD). • Audit curriculum accessibility and adjust planning to ensure all learners can access core learning. • Embed the use of adaptive teaching techniques and universal design for learning (UDL) principles • Improve accessibility across the school environment (visual supports, sensory-friendly spaces, assistive technologies). • Review and enhance SEND resources and interventions. • Conduct termly SEND parent forums to strengthen collaboration. • Regularly review SEND provision through learning walks, book looks, and pupil progress meetings. 	<p>Using Needs Indicator tool and OAIP guidance, adaptive teaching is in place to support pupils with dyslexia, ADHD and ASD.</p> <p>However, currently we are struggling to meet academic need of an EHCP pupil with ASD. After seeking advice from Sarah Brett, this pupil is to be referred for a SEND Consult.</p> <p>With regards to resources, a renewal of our Tapestry subscription has been requested for 2 of our SEND pupils (1 with ECHP and 1 with a draft referral in</p>

			<p>place). It was suggested that Class Dojo be used as an alternative. However, SENDCo has presented the case that Class Dojo is more of a daily communication and quick-evidence sharing tool, whereas Tapestry is better for detailed, long-term tracking and in-depth evidencing of SEND provision. Due to our subscription running out (and currently not renewed), we are unable to access EHCP Section F evidence from last year stored on Tapestry, which has recently been requested by parents. Having had parent-teacher consultations in Autumn and Spring HT2, SENDCo-parent consultations will be booked in for summer term.</p>
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Please also refer to pupil monitoring meeting notes & monitoring feedback notes from the Spring term to supplement this analysis.