



Key Priorities Action Plan: 2020-21

Key Priority 1: For a minimum of 80% of children (in each year group) to make at least expected progress, with a particular focus on specific groups for individual classes. For a minimum of 10% of children to exceed expected progress, with a particular focus on specific agreed children.				
Process	Actions	Responsibility	Monitoring	Timescales / Milestones
Clear targets and expectations set so staff are clear.	Early Years baselines to be completed.	SO, EB, RA	Headteacher to report on entry levels to Teaching and Learning Committee.	Baselines to JA 25.9.20 Autumn Term T & L 5.11.20
	EYFS / Key Stage 1 expectations to be set based on July 2019 outcomes and September 20 baselines	JA	Headteacher to report to Teaching and Learning Committee.	Autumn Term T & L 5.11.20
Progress against targets to be tracked termly.	Progress to be tracked termly with class teachers at Pupil Progress Meetings with PPG & PH discussed individually.	Teaching Staff / JA	Headteacher to report on progress to Teaching and Learning Committee.	Autumn Term to T & L: 11.2.21 Spring Term emailed to T & L: 19.4.21 Summer Term to T & L: 24.6.21
	SEN / PPG children to have clear provision maps with targets and next steps set and reviewed termly.	Teaching Staff / LC	SEN / PPG Governor to have termly meetings with SENCO and report back to Teaching and Learning Committee	Visit dates to be set Autumn Term T & L: 5.11.20 Spring Term T & L: 11.2.21 Summer Term T & L: 24.6.21
Interventions are introduced at an appropriate point when expected progress is not evident or a booster is needed.	Following Pupil Progress Meetings JA to confirm provision with class teachers and intervention staff.	Teaching Staff / LC / JA	Headteacher to report to Teaching and Learning Committee	Autumn Term to T & L: 11.2.21 Spring Term emailed to T & L: 19.4.21 Summer Term to T & L: 24.6.21



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Key Priority 2: Progress and outcomes in Communication and Language and Literacy in Pre-School, Reception and English in KS1 improves; advice received from improvement partners is implemented where practicable.				
Process	Actions	Responsibility	Monitoring	Timescales / Milestones
All EYFS children will have accurate baselines.	SO to work with Pre-School Assistants to accurately baseline the children	SO	Headteacher to report on entry levels to Teaching and Learning Committee.	Pre-School INSET: 24.9.20 Baselines to JA: 25.9.20 Autumn Term T & L: 5.11.20
	EB / JA to work alongside RA to support with baseline for new Reception children.	JA	Headteacher to report on entry levels to Teaching and Learning Committee.	Baselines to JA 25.9.20 Autumn Term T & L 5.11.20
Planning to be high quality.	Teachers will plan effectively for Communication and Language and Literacy in both adult direct sessions and within enabling environments.	SO, EB, RA	Feedback from planning scrutiny as part of Monitoring Report to Teaching and Learning Committee	Spring Term T & L: 11.2.21 Summer Term T & L: 24.6.21
Speech and Language issues will be identified and appropriate provision put in place.	All Reception children to be screened and group work put in place for those with identified needs.	LC, JA	Headteacher to report on screening and response to Teaching and Learning Committee.	Screening to take place after November half term 2020 Headteacher to report to Spring Term T & L: 11.2.21
	Year 1 and 2 children to be screened and group work put in place for those with identified needs.	LC, KH		



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Key Priority 3: Children and staff are reflective, feedback and next steps are clear, acted upon and have a direct, positive impact on progress.				
Process	Actions	Responsibility	Monitoring	Timescales / Milestones
Feedback and Marking Policy is understood and followed by all staff.	Feedback and Marking Policy to be reviewed by Teaching Staff.	JA	Governor subject visits to discuss feedback with SLs.	Staff meeting 18.9.19 Gov. subject visits tbc.
	Work scrutiny to focus on effect of feedback.	JA, LC and SLs	Feedback from work scrutiny as part of Monitoring Report to Teaching and Learning Committee	Spring Term T & L: 11.2.21 Summer Term T & L: 24.6.21
Children to reflect on their learning and begin to identify what they need to do next.	Staff meeting to discuss introducing Learning Conversations, how and when	JA, All teaching staff	Headteacher to report back to Teaching and Learning Committee	Autumn Term T & L: 5.11.20
	Proformas written for EYFS and KS1	JA & SLs	Headteacher to report back to Teaching and Learning Committee	Autumn Term T & L: 5.11.20
	Half termly Learning Conversations between teachers and children.	JA, All teaching staff	Feedback from learning conversations as part of Monitoring Report to Teaching and Learning Committee	Spring Term T & L: 11.2.21 Summer Term T & L: 24.6.21
	Identification of impact through pupil interviews	JA, HE	Headteacher to report to Teaching and Learning Committee	Autumn Term date TBC 2021



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Key Priority 4: Children begin to understand their emotions and take responsibility for their own behaviour.				
Process	Actions	Responsibility	Monitoring	Timescales / Milestones
Staff and children to have necessary skills knowledge and understanding to implement restorative justice approach in the playground	INSET training to explain the process and implementation plan 1.9.20	LC, TH	Headteacher to attend and report back to Teaching and Learning Committee	Autumn Term T & L: 5.11.20
	Restorative Justice / Squabble Buster Handbooks produced for all staff to refer to	LC, TH		1.9.20
	Children who are to be Squabble Busters to receive training and support in the playground, training in September and support throughout the term.	TH, KH	Headteacher to conduct pupil interviews and report to Teaching and Learning Committee	Spring Term T & L: 11.2.21
Key staff to have necessary, skills knowledge and understanding to train remaining staff	Key staff to attend Zones of Regulation training 8.5.20 / 10.5.20	LC, TH	Staff to report back to Headteacher about training.	By end of Summer Term 2020
	Key staff to devise an implementation plan	TH	TH to report back and confirm detail with Headteacher	By end of November 2020
Zones of Regulation theory and practice is understood by all relevant staff.	INSET training by an external school leader where ZoR is already embedded to introduce ZoR to the Newtown staff 11.12.20	TH	Headteacher to attend and report back to Teaching and Learning Committee	Spring Term T & L: 11.2.21
	INSET training on how to introduce ZoR at Newtown 13.2.21	TH	Headteacher to attend and report back to Teaching and Learning Committee	Spring Term emailed to T & L: 19.4.21
Children begin to understand ZoR and how their own emotions affect them.	Staff to implement the scheme and lesson plans in the second half of the Spring Term 2021	HE, Teaching Staff	Deputy Head to undertake a Learning Walk and pupil interviews and report back to Teaching and Learning Committee	Summer Term T & L: 24.6.21