



Croxby Primary Academy

Academy Development Plan 2020/21

Development Focus	Responsible	Success Criteria	Summary of Key Actions
Continue to raise the attainment in reading for all groups of children, with a focus on more children achieving the national standard and greater and depth in reading by the end of KS2 through using direct evidence of the text and through vocabulary acquisition. Also closing a gap which occurred during lockdown in Year 2.	AHT Team	Reading data indicates the narrowing of the gap to the National Standard average in all year groups and above by the end of year 6. Croxby Pupil Premium children at least maintain the gap to rest of the cohort. Lesson Visits and Scrutiny of work demonstrate children are effectively using evidence from the text. Vocabulary Kahoot scores demonstrate vocabulary acquisition and retrieval. Data indicates Year 1 and Year 2 are at a similar attainment point to previous years	<p>AHT Team deliver staff CPD on using Purple Mash and LBQ to deliver quality first provision in reading. (July 20)</p> <p>All KS2 staff to deliver 'Book Talk' on tablets to allow teachers to provide quality verbal feedback and ensure children are taking evidence from the texts. (ongoing)</p> <p>RL and VL to map out the texts on LBQ and Purple Mash to ensure staff are delivering age-appropriate texts and to ensure there is no overlap. (July 20)</p> <p>AHT Team to ensure Book Talk sessions have a variety of SAT style questions. (ongoing)</p> <p>AHT Team to timetable extra phonics sessions. (September 20)</p> <p>AHT Team to rewrite T&L, Curriculum and Marking and Feedback Policies. (July 20)</p> <p>RL to deliver or facilitate delivery of model lessons through Teams. With a specific focus on using evidence within answers in LKS2. (ongoing)</p> <p>HT to extend the trial of Reading Plus in a view to using the catch-up monies to roll out across KS2. (September 20)</p> <p>HT to roll out Reading plus across KS2 and ensure staff timetable it to enable success. (Spring Term)</p> <p>RL to identify children who didn't access Reading Plus during lockdown 3 to have two extra reading plus sessions a week (HT4)</p> <p>SENCO to extend the use of MABLE Speech and Language Therapy using catch-up funding. (September 20)</p> <p>RL/AHT to develop the teaching of non-fiction text types use in Book Talk lessons. (Spring Term)</p> <p>RL/AHT to develop the teaching in the Friday Vocabulary LBQ lesson. (Spring Term)</p> <p>AHT to provide phonics intervention in Year 1 and Year 2 in preparation for their phonics testing. (ongoing)</p>
Continue to raise the attainment for all groups of children, with a focus on narrowing the gender gap across the academy and closing the gap which occurred during lockdown in Year 2, particularly in writing by the end of KS1 and lower KS2 through using effective feedback.	AHT Team	Data indicates the narrowing of gender gap in writing by the end of KS1 for Croxby Children. Croxby Pupil Premium children at least maintain the gap to rest of the cohort. Lesson Visits demonstrate teachers effectively moving learning forward through high quality feedback	<p>AHT Team deliver staff CPD on using Purple Mash and LBQ to deliver quality first provision in writing. (July 20)</p> <p>All KS2 staff to deliver 'Sentence Stacking' lessons on the tablets to ensure quality live feedback can be given. (ongoing)</p> <p>All KS1 staff to use the IPAD/visualisers to display children's work so children can access high quality feedback from their teacher. (ongoing)</p> <p>WL/AHT to work with Year 1 to adapt the teaching of Write Stuff (January 20).</p> <p>WL/AHT to work with Year 2 to ensure quality rather than quantity in their writing (Spring)</p> <p>WL to organise virtual meetings with Authors to go through the writing process. (Spring Term)</p> <p>All teachers ensure independent Extended Writing is completed in their Extended Writing books. (ongoing)</p> <p>AHT Team to timetable at least 3 handwriting sessions a week. (July 20)</p> <p>AHT Team to timetable for an extra adult to be deployed, where possible in KS1, for writing lessons to provide extra live feedback. (C19 Risk Assessment dependent)</p> <p>AHT Team to rewrite T&L, Curriculum and Marking and Feedback Policies (July 20).</p> <p>WL to deliver or facilitate delivery of model lessons through Teams. (ongoing)</p>
Continue ensure the 'Croxby Way' curriculum is relevant and meets the needs of our children after a sustained lockdown period.	Curriculum Team	The MER, through 'Pupil Voice' indicates children are gaining and maintaining a knowledge base. The MER, through 'Drop Ins', indicates appropriate linked knowledge is being taught Data from Croxby's Knowledge App indicates an improving and sustained knowledge acquisition. Graduate Award data demonstrates the increased scholastic endeavour of the children	<p>AHT Team to introduce spacing and retrieval to the curriculum. (September 20)</p> <p>HT to add spacing retrieval results to the RAGs (September 20)</p> <p>AHT Team to re-write the curriculum policy to ensure there is a focus on metacognition and retrieval. (July 20)</p> <p>Curriculum Team to map progression checks on the Medium-Term Plans (July 20)</p> <p>All staff to provide Graduate Awards for the themes taught (ongoing)</p> <p>AHT to introduce daily retrieval lessons (Spring Term)</p> <p>Curriculum Team to analyse Autumn Term Kahoots for evidence of retrieval. (Spring Term)</p>
Continue to develop leadership at all levels with a specific focus on middle and aspiring leaders both within the academy and wider.	HT	External Reviews indicate an increased leadership capacity of the curriculum. All members who attend open SLT to develop one area of whole academy accountability. Leadership judged at least 'Good' if inspected by an external provider.	<p>HT to appoint a second AHT for Teaching and Learning (July 20)</p> <p>HT to ensure staff receive access to a personalised coaching/mentoring programme. (ongoing)</p> <p>HT to ensure RQTs receive support from their designated NQT mentor. (ongoing)</p> <p>HT to coach the curriculum progression leader (Ongoing)</p> <p>HT to coach the new AHT. (ongoing)</p> <p>HT and Lead Coach to deliver CPD to the staff. (Autumn Term 20)</p> <p>All coaches to record a session a term to work through with their coach. (ongoing)</p> <p>HT to ensure staff appraisal has one target which focuses on developing a strength. (October 20)</p> <p>HT to provide external support for schools through his NLE role. (ongoing)</p> <p>HT to organise for aspirational leaders to attend morning briefings (HT3)</p> <p>HT to be coached by an external coach (Spring Term)</p> <p>Lead coach to develop FSL to effectively support EYFS team (ongoing)</p> <p>HT to work with AHTs to ensure appropriate children are chosen for the Third Space Learning programme using the catch-up funding (December 20)</p> <p>HT and AHT to develop open plan pedagogy. (Spring/Summer Terms)</p>
Croxby children continue to take ownership of their learning.	Curriculum Team	The MER, through 'Pupil Voice' indicates children knowing why they are completing work and the skills leading to improve their learning. Art lesson visits demonstrate the teacher providing feedback using the Austin's Butterfly model Art lesson scrutiny demonstrates progress in drawing and sketching lessons due to feedback. Lesson drop ins demonstrate children using metacognition to make appropriate choices when attempting to complete work. Graduate Award data demonstrates the increased scholastic endeavour of the children. Through pupil voice children can identify their favourite artist, person from history etc and explain the reasons behind their choice.	<p>Curriculum Team to revisit Austin's Butterfly Strategy when children are learning to be artists. (October 20)</p> <p>Curriculum Team to produce KOs to support feedback during Austin's Butterfly lessons. (September 20)</p> <p>Curriculum Team to revisit last year's metacognition training. (October 20)</p> <p>Children to start writing their own Graduate Awards. (ongoing)</p> <p>New Graduate Award recognition system in place. (September 20)</p> <p>Curriculum Team to deliver model lessons through Teams focusing on using metacognition. (ongoing)</p> <p>Curriculum Team to create and share resources with staff to enable children to discuss their favourite artist etc. (July 20)</p> <p>AHT to develop metacognition experts who can share good practice of the planning stage of metacognition. (Spring Term)</p>



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<p>Ensure the children attain ELGs broadly in line with previous academy cohorts, with a focus on ensuring the new to EYFS staffing deliver high quality facilitation of learning and through ensuring the gender gap in MH which will affect their writing and reading is narrowed.</p>	<p>FS Lead</p>	<p>Lesson Visits demonstrate high quality facilitation of learning by all staff. Lesson Visits demonstrate effective use of I wonder questions are being used. Professional conversations in the autumn term focus on the MH strand. With all children with low MH having extra sessions on the outdoor MH equipment. Scrutiny of observations show that all staff have good subject knowledge of all areas of learning.</p>	<p>FSL to deliver model lessons for the new to EYFS. (ongoing) FSL to complete joint observations with new to EYFS staff. (ongoing) FSL to deliver 'I wonder' questioning training to the new to EYFS staff. (ongoing) All staff to identify children with weak dexterity skills and ensure they access the appropriate equipment in the outdoor area (Autumn Term) Lead coach to develop FSL to effectively support EYFS team (ongoing) FSL to ensure the quality of provision is mirrored between classrooms. (ongoing) FSL to develop AFL techniques in whole class sessions (Spring Term) FSL to lead the implementation of NELI Speech and Language intervention (Spring Term) FSL to attend new profile training. (Spring Term)</p>
<p>To deliver high quality SEMH for Croxby children and the wider community.</p>	<p>HT & SENCO</p>	<p>100% of Croxby children with SEMH who are using the resource provision are accessing some learning in their own year groups. Within 2 terms, SEMH children are spending some time with peers from the mainstream school. Lesson visits and work looks indicate children are making progress towards their targets.</p>	<p>HT to ensure an Enhanced Resource Provision to be opened. (Sep 20) Enhanced Resource Provision Team select 2 children to join the academy in the Autumn term. (July 20) SENCO to ensure the Croxby enhanced provision children are selected and parents informed. (July 20) SENCO to ensure classroom teachers have free pupil spaces for provision children to access. (September 20) Enhanced provision teacher to ensure all children are assessed using the 'Boxhall Profile' upon entry to the provision. (ongoing) HT to ensure all staff have access to the appropriate training. (ongoing) HT to ensure the provision room is fit for purpose (ongoing) SENCO to ensure that suitable interventions/sessions are implemented to meet the needs of the children accessing the ERP (ongoing) SENCO to hold fortnightly supervision meetings with SEMH teaching team (ongoing) SENCO to support CT and support staff in ERP to develop the low arousal approach to managing behaviour. ERP Team to select 2 children to join the academy in the Spring Term (January 2021) AHT to monitor and support T&L in the ERP (ongoing). AHT and SENCO to meet weekly to discuss and agree next steps re T&L. (ongoing) HT to organise for a second provision room to be open so the children can work in younger and older rooms. (Spring Term)</p>

Scrutiny of progress and impact of action in these areas will be monitored by the Board of Directors or Local Governance Board meetings through the data and progress reports they receive. The SLT expect to be challenged on their progress in these aspects of their work. **Autumn 20, Spring 21, Summer 21.**