



**School Development Plan
2020-2021**

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Contents
2020- 2021**

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The Planning Context

1. Our vision

At Prior Heath we recognise that every child is a special individual with their own needs. We aim to provide a quality learning environment in which everyone is given the opportunity to achieve their full potential and become a valued and responsible member of the local, national and global community. We endeavour to provide a happy, safe and caring atmosphere in which all children are able to understand and value their achievements and those of others and engage fully in the joy of learning.

Aims

Our school is a place where children are given the opportunity to:

- Fully participate in their learning and achieve their best.
- Observe, investigate, question, learn to think for themselves and collaborate.
- Develop curiosity, imagination and creativity in a safe and secure environment.
- Be inspired to develop a positive attitude towards learning.
- Attain independence in all aspects of learning and development.
- Respect and care for the world around us.
- Develop understanding of environmental and global issues.
- Understand how to live active and healthy lives.
- Celebrate being part of a diverse local, national and global community.

The children are encouraged to develop their personal qualities such as:

- Building confidence, independence and self-worth.
- Showing commitment, perseverance and self-discipline.
- Encouraging sensitivity and kindness towards others and respect for all.
- Sharing, listening to and respecting the views, beliefs and cultures of others.
- Forming friendships, developing social skills and working well as part of a team
- Recognising their impact on the environment and taking a responsibility for its sustainability.

Our school values chosen by the pupils and staff form the foundation of this vision and they include: respect, kindness, friendship, team work and perseverance.

2. The Planning Process

Throughout the School Improvement Plan year, teaching staff meet with the Headteacher on at least a termly basis to discuss progress in the subject areas. School Development Planning is an ongoing process and the teaching staff are particularly concerned with curriculum development.

In the spring term staff begin to identify areas that may have been highlighted in longer term planning or issues which have arisen during the life of the present plan. Staff begin to agree areas for development and priority for development in the subject areas.

In the spring term Governors, staff and parent representatives meet to discuss progress made during the last plan and areas that could be included in the coming plan.

Teachers have a particular input to the curriculum but Governors also have an opportunity to contribute through the committees or the Full Governing Body meeting.

During the spring term when the budget allocation is known this figure is confirmed and staff agree the allocation of money for each subject and are responsible for their budget.

During the summer term a further review takes place of progress in curriculum areas between staff and Head Teacher when priorities for the next plan and for each subject are sharpened.

In the Summer Term staff write an action plan for their subject/ responsibility area (s) which forms part of the new SDP.

3. The Context of deciding our Priorities

School Development Plan 2019 -2020 Review

This section is a review of the previous year's priorities.

To raise the profile and review the teaching of Geography.

This priority was led very effectively by Miss Rogers. The focus was chosen since staff wanted to review planning and provision in Geography to enhance this area of the curriculum. Additionally in a recent analysis of training needs and appraisal discussion staff indicated they would like to further develop their knowledge and skills in geographical provision.

- Whilst lockdown has resulted in the cancellation of Geography training for the INSET Miss Rogers has ensured the completion of a wide range of actions successfully to enhance provision and to support home learning including:
- Miss Rogers organised a visit from Louise Edwards to discuss our School grounds. She suggested ways to enhance the outdoor learning at Prior Heath
- A staff subject audit and questionnaire to identify training needs across the year groups has been created. This includes a resource wish list and suggestions on how to take learning outdoors. These will inform the next action plan.
- Progression of skills from EYFS to the end of KS1 has been created and uploaded to the school website
- Miss Rogers attended the Geography network on 14.10.19 and shared updates with staff and organised a staff meeting about Geography updates.
- Miss Rogers and Miss Myring met to organise a Science and Geography week for the summer term and led two staff meetings to organise Science and Geography week with staff which will be postponed to the next academic year.
- Autumn work sampling was completed and shared with staff.
- Miss Rogers attended a network meeting on 28.1.20 on Ofsted 'deep dive'.
- She also updated the Outdoor learning Policy and created a list of resources needed for socially distanced outdoor activities.

Impact

- Lesson observations revealed good or better quality of teaching and learning in geography lessons.
- Staff report that feedback from the outdoor learning training and school grounds audit arranged by Miss Rogers has enhanced outdoor provision in particular outdoor activities during the lockdown.
- Staff report that they are confident in terms of their knowledge of the progression of skills in Geography.
- Staff report that they are updated effectively by Miss Rogers in line with Geography network updates and this effectively informs their provision.
- Work sampling revealed effective teaching, learning, planning, provision, use of outdoor learning and assessment in geography across the school.

Therefore this will not be a priority next year since the vast majority of actions were completed to a high standard alongside additional actions arising from the lockdown.

To raise the profile and review the teaching of Personal, Social, Health and Citizenship Education (PSHCE)

This area of focus was chosen since staff wanted to review the planning and provision in PSHCE to enhance this area of the curriculum, to ensure all pupils emotional and social needs are met and develop staff awareness of the new changes to the curriculum including Relationships and Sex education whilst enhancing the curriculum through cross curricular links. Whilst lockdown has resulted in the cancellation of some activities Mrs Shah has successfully completed a range of actions to enhance provision and to support the pupils' social emotional and mental needs across the year including:

- The quality assurance report for PSHCE for 2018-2019 was completed and the report for 2019-2020 QA report has been updated.
- The progression of skills from EYFS – end of KS1 has been created and is on the school website.
- Staff have been given information about the new Relationships and Sex guidance to implement into their planning.
- A Personal Development overview of provision has been completed.
- Emotional Support Assistant (ELSA) provision: The SENCO and ELSA Mrs Aldridge meet termly to review and identify provision and this is in place. The ELSA has also used termly meeting with the Educational Psychologist through her ELSA network to support pupils in school.
- Assemblies reflect School and British values and where appropriate any needs from playtime analysis of incidents.
- Mrs Bradford has met with the CAMHS advisor (Children and Mental Health Service) termly to discuss anonymised emotional and mental well-being needs and provision.

Impact

- Lesson observations revealed good or better quality of Teaching and learning in PSHCE lessons which enhance pupil's wellbeing and self-confidence. Additionally spring term lesson observations in other subjects and these PSHCE lessons reveal that both School and British values are used to successfully underpin expectations for behaviour and attitudes to others and learning.
- Staff report they are confident in terms of their knowledge of the progression of skills in PSHCE.
- Staff report ELSA provision has improved pupil's social skills and ability to express and deal with emotions.
- Incident analysis reveals that there is a decreasing trend in incidents at playtimes and throughout the school.

We are aware the vast majority of actions could be completed this year as such this will no longer be a priority. However we are aware that the social, emotional and mental well-being needs of the whole community including the pupils should be a school priority given the COVID situation and impact. Therefore this will be addressed through the recovery curriculum priority which will be led by a team selected from all year groups.

To evaluate the breadth and depth of the curriculum, in particular progression in skills and knowledge in Maths and English in the context of cross curricular application.

Whilst we are aware cross-curricular links to English are a strength in our current curriculum we wanted to build on this to enhance learning further and evaluate other cross curricular links e.g. Maths to ensure Maths development of skills and knowledge proceeds application in other subject areas.

Whilst lockdown has resulted in the cancellation of some activities subject leaders have successfully completed a range of actions to enhance provision including:

- Progression of skills has been created in each subject area.
- This has supported the review of and adaptation of planning in each year group in line with cross curricular application of maths and English.
- Visits to other school to develop and enhance provision.
- Ongoing monitoring through Governor Link Quality assurance subject reports, lesson observation, pupil interviews, planning scrutiny and work sampling.

Impact

All teachers report:

- They have further developed their awareness of the progression of skills from EYFS to Y2 in each subject area.
- That ongoing QA governor link subject reports has helped them, through ongoing monitoring, have an in depth knowledge of the strengths, areas of development and progress of actions arising in the subject areas they lead.
- That visiting other schools' provision has given them areas for discussion and possibly future development in their class and subject provision. Additionally visits to Freemantles have been noted on observations in school to have resulted in enrichment of SEND provision and support.
- Lesson observations, planning, moderation and work sampling have revealed the effective cross curricular application of English and Maths skills and knowledge in line with their progression whilst ensuring the subject focus e.g. Geography is the main focus for each lesson.

This will therefore no longer be a school development priority.

Continue to monitor differences in attainment of girls and boys to address any gender disparity: A range of strategies have been implemented to reduce gender disparity in achievement including target setting and adjusting topic focuses/planning to motivate pupils. Pupil progress meetings have focused on providing staff with advice on strategies and support to accelerate learning for disadvantaged groups and gender groups where applicable.

SDP Priorities for 2020-2021

1. The implementation of the Recovery curriculum to ensure the mental, emotional and social well-being of all members of the school community.

This priority was chosen to ensure that provision is in place to enable pupils, staff and the community to recover from a period of uncertainty and loss. To ensure all learners are ready to access learning and progress.

2. To ensure that a clear baseline is identified and children access a broad and balanced curriculum which matches their needs.

This priority was chosen since we wished to ensure we identify each individual's child's baseline in in all areas of learning to identify and acknowledge their learning gaps and adapt the curriculum to meet their needs, to allow them to make good or better progress.

3. To identify a child's baseline in reading and phonics, acknowledge their learning gaps and adapt the curriculum to meet their needs, to allow them to progress

This priority was chosen since we wished to ensure we identify each individual's child's baseline in reading and phonics to identify and acknowledge their learning gaps and adapt the curriculum to meet their needs, to allow them to make good or better progress.

4. To continue to enhance and develop the remote learning offer to pupils to ensure they continue to experience a broad and balanced curriculum.

This priority was chosen since we wished to review the remote learning offer and enhance it further.

The Strategic Plan

The School's Strategic Intentions for 2020 – 2021

In the light of national and local initiatives and the current global COVID situation the school considers the following intentions to be priorities for the next three years. Operational plans are written to meet these intentions over time.

- To ensure the mental, emotional and social well-being of all members of the school community.
- To maintain the high standards of attainment, progress and achievement for all groups of learners.
- To develop and foster children's involvement in their own learning and their ability to become independent learners.

PRIORITIES

2018-2019	2019-2020	2020-2021
To continue to ensure all groups of pupils make good or better progress in writing and reading, in particular in phonics and spelling.	To raise the profile and review the teaching of Geography.	The implementation of the recovery curriculum to ensure the mental, emotional and social well-being of all members of the school community.
To develop staff awareness of the use of Learn Pads to plan lessons to enhance provision across the curriculum for pupils.	To raise the profile and review the teaching of PSHCE	To ensure that a clear baseline is identified and children access a broad and balanced curriculum which matches their needs.
	To evaluate the breadth and depth of the curriculum in particular progression in skills and knowledge in Maths and English in the context of cross curricular application.	To identify a child's baseline in reading and phonics, acknowledge their learning gaps and adapt the curriculum to meet their needs, to allow them to progress
		To continue to enhance and develop the remote learning offer to pupils to ensure they continue to experience a broad and balanced curriculum.

The Improvement Plan

School Improvement Priorities 2020– 2021

- 1. The implementation of the recovery curriculum to ensure the mental, emotional and social well-being of all members of the school community.**
- 2. To ensure that a clear baseline is identified and children access a broad and balanced curriculum which matches their needs.**
- 3. To identify a child's baseline in reading and phonics, acknowledge their learning gaps and adapt the curriculum to meet their needs, to allow them to progress.**
- 4. To continue to enhance and develop the remote learning offer to pupils to ensure they continue to experience a broad and balanced curriculum.**

Targets for 2020 2021: based on autumn term 2020 data

- Targets will be set based on the baseline assessment in the autumn term 2020 for Reading, Writing, Mathematics, Science , Phonic check and in the EYFS Good Level of Development %

All School Development Plan priorities are written with regard to each of the Every School Matters agenda. References to relevant strands are clearly sign posted at the start of each plan.

Prior Heath School Improvement Plan 2020 - 2021

Priority 1 SDP Areas for whole school development The implementation of the recovery curriculum to ensure the mental, emotional and social well-being of all members of the school community. To enable pupils, staff and the community to recover from a period of uncertainty and loss. To ensure all learners are ready to access learning and progress.				Finance/ Costings			
Success criteria 1. The high standards are sustained and children's progress is at least good. 2. The school's priorities are based on secure, systematic and robust assessment procedures with a focus on well-being. 3. Planning is in place in KS1 that reflects the demands of the new recovery curriculum and enhances learning to ensure pupils make good or better progress. 4. There is a tiered system for support in place including whole class, targeted small group and individualised support towards recovery. 5. Children have access to a regular, high quality PSHCE curriculum that is appropriate for the children's stage and age 6. Staff should feel prepared and supported as part of a team to empower the children so they feel confident enough to share their feelings. 7. Staff are kept up to date of changes and given the opportunity to contribute and evaluate how the school community are recovering. 8. Parents should feel well informed, reassured and supported, having the opportunity for their voice to be heard. 9. Children are encouraged to feel safe, enjoy learning, are able to cooperate and have strategies to manage their emotions. 10. The children, staff and parents have the opportunity to reconnect within the school community.				Link to ECM Be healthy Stay safe Enjoy and achieve Make a positive contribution			
OBJECTIVE	ACTION Pupils	ACTION Staff	ACTION Parents	LEAD PERSON	START DATE	RESOURCES/ INSET	MONITORING When/who/how often/what method
To make sure the school community feels safe and secure.	Pupils are aware of routines and boundaries.	Updated risk assessment and well informed as part of the process.	Keep them informed through newsletters and information meetings. (Recovery curriculum information meeting).	SLT	Autumn and ongoing	Staff meeting and September INSET	Sally and HT

To give the school community the opportunity to express themselves.	Pupils to have a daily feelings check in/chart.	To have a communication box in the staffroom. A monthly debrief for TA's to evaluate what works well and what may need improving.	To have a communication box in the school foyer. HT to hold a half termly forum (potentially virtually).	SLT	Autumn and ongoing	Staff meeting and September INSET	Sally and HT
To give priority to social and emotional wellbeing teaching and learning over the other aspects of the curriculum.	Pupils will have the opportunity to express themselves.	Staff will feel reassured that they can adapt their planning to prioritise PSHCE focused learning.	Parents to be kept informed of the importance of social and emotional wellbeing and its impact on learning.	SLT	Autumn and ongoing	Staff meeting and September INSET	Sally and HT
To identify members of the school community who need a greater level of additional support with social and emotional difficulties.	Pupils to complete weekly chart or check in.	Staff to monitor the check in/charts to identify more targeted need. Staff well-being team to monitor and support all.	Parents to inform the class teacher if they are concerned about their child's wellbeing.	SLT and Staff Wellbeing Team (SWT)	Autumn and ongoing	Staff meeting and September INSET	Sally and HT
To give the community the opportunity to reconnect with each other.	Pupils to have Wednesday Wonder time in addition to golden time.	Staff time during the INSET Day to share a sociable gathering on a half termly basis.	Parents being given the opportunity to reconnect through class rep organising an online forum. (Rep would share concerns with head).	SLT	Autumn and ongoing	Staff meeting and September INSET	Sally and HT
What worked well				Even better if.....			
Update and date (to be filled in at any meetings with the Head or to update the plan with any changes or explanations why things may not have been done e.g. due to circumstances)				Update and date			
Headteacher comments							

Prior Heath School Improvement Plan 2020 - 2021

Priority 2 SDP Areas for whole school development To ensure that a clear baseline is identified and children access a broad and balanced curriculum which matches their needs. To identify a child's baseline, acknowledge their learning gaps and adapt the curriculum to meet their needs, to allow them to progress.		Finance/ Costings			
Success criteria 1. The high standards are sustained and children's progress is at least good. 2. To give all pupils a period of baseline assessment to collect information to inform teaching and learning. 3. Planning is in place in EYFS/KS1 that is adapted to children's baseline assessments and enhances learning to ensure pupils make progress. 4. To ensure clear boundaries, routine and structure are in place to ensure the children feel safe enough to learn and progress. 5. The recovery curriculum and the academic curriculum are parallel and simultaneously complement each other to support the development of the whole child. 6. The children have the opportunity to take part in enrichment activities and broader aspects of our curriculum. 7. The children have the opportunity to enhance and develop their social skills. 8. Children are encouraged to feel safe, enjoy learning, are able to cooperate and have strategies to manage their emotions.		Link to ECM Be healthy Stay safe Enjoy and achieve Make a positive contribution			
OBJECTIVE	ACTION	LEAD PERSON	START DATE	RESOURCES/ INSET	MONITORING When/who/how often/what method
To establish class rules and routines.	To teach routines, rules and boundaries in line with the school behaviour policy and up to date health and safety guidelines. Teachers to plan for daily 'check in's' to promote emotional well-being and establish a sense of security.	CT and TA	Autumn onwards	Planning Time	SLT and HT
To establish a period of baseline assessment in reading, phonics, writing and maths.	To plan for and implement a KS1 baseline assessment in Autumn 1 to inform target setting which will be shared with parents at parent consultations (end of Autumn 1). Baseline to include, phonics check, PM Benchmark, Number baseline, writing task, reading and spelling of key words.	CT	Autumn onwards	Planning Time	SLT and HT

	EYFS to conduct a baseline during the first 4 weeks of term across all areas of learning.				
To adapt planning in light of baseline assessments.	Teachers to follow medium term planning and adapt to meet the needs of the children through differentiation, targeted small groups, pre-teaching, follow up sessions and catch-up/booster provision. Additional support hours to be provided for catch-up/booster provision where needed to meet children's needs based on this assessment.	CT	Autumn onwards	Planning Time	SLT and HT
To ensure PSHCE teaching is reactive to the needs of the children.	To recognise children's achievements and foster a sense of pride in their learning. To celebrate children's achievements across the curriculum and linked to our school values through celebration assembly and classroom based behaviour charts. A regular feelings focused assembly to celebrate children's well-being.	CT/HT/PSHCE lead	Autumn onwards	Planning Time/Assembly	SLT and HT
To ensure the curriculum covers broader enrichment opportunities.	Teachers to plan for engaging and exciting learning opportunities, visits and visitors.	CT/all subject leaders	Autumn onwards	Planning Time	SLT and HT
What worked well	Even better if.....				
Update and date (to be filled in at any meetings with the Head or to update the plan with any changes or explanations why things may not have been done e.g. due to circumstances)	Update and date				
Headteacher comments					

Prior Heath School Improvement Plan 2020 - 2021

Priority 3 SDP Areas for whole school development To continue to ensure all groups of pupils make good or better progress in reading and phonics. To identify a child's baseline in reading and phonics, acknowledge their learning gaps and adapt the curriculum to meet their needs, to allow them to progress.		Finance/ Costings			
Success criteria 1. The high standards are sustained and children's progress is at least good. 2. To give all pupils a period of baseline assessment to collect information to inform phonics teaching and guided reading. 3. Phonics and reading planning is adapted to children's baseline assessments and enhances learning to ensure pupils make progress. 4. The parents are well informed and supported to help their child to progress in reading and phonics. 5. Children's reading books are appropriately matched to their phonics ability. 6. Phonics teaching is daily and there is a structured routine for teaching reading, including flexibility to allow for additional phonics and reading provision. 7. Children are encouraged to feel confident and foster a love for reading.		Link to ECM Be healthy Stay safe Enjoy and achieve Make a positive contribution			
OBJECTIVE	ACTION	LEAD PERSON	START DATE	RESOURCES/ INSET	MONITORING When/who/how often/what method
To establish a period of baseline assessment in reading and phonics.	In KS1 use the agreed year phonics check with all pupils to provide a phonics baseline, which will provide a snapshot. KS1 to do whole class and group guided reads to establish levels of reading. Then PM benchmark all children and conduct 1:1 deep phonics assessment.	CT/Reading and phonics lead	Autumn onwards	Planning time	SLT and HT
To adapt the phonics and reading planning to meet the needs of the children.	In light of assessments adapt existing planning and make provision for them to progress. Additional and extended phonics and reading opportunities (whole class, group and 1:1).	CT/Reading and phonics lead	Autumn onwards	Planning time	SLT and HT
To keep parents informed so they can support their child's progress in reading and phonics.	Teachers to hold an initial Year Group Curriculum meeting for parents (focus on reading). Highlight how to use the reading record.	CT/Reading and phonics lead	Autumn onwards	Planning time	SLT and HT

	Signpost parents to additional resources, such as the school website, ORT, BBC bite size, library and local services etc.				
To ensure reading books match the phonics level of the child.	To replenish the books that are appropriate for the lower phonics phases and ensure that these match expectations of the EYFS and KS1.	CT/Reading and phonics lead	Autumn onwards	Planning time	SLT and HT
To foster a love of reading.	To promote the enjoyment of reading through class reads, story times, visiting readers, reading dog, book week, bedtime story evening and reading challenges.	Whole Staff	Autumn onwards	Planning time	SLT and HT
What worked well		Even better if.....			
Update and date (to be filled in at any meetings with the Head or to update the plan with any changes or explanations why things may not have been done e.g. due to circumstances)		Update and date			
Headteacher comments					

Prior Heath School Improvement Plan 2020 - 2021

Priority 4 SDP Areas for whole school development To continue to enhance and develop the remote learning offer to pupils to ensure they continue to experience a broad and balanced curriculum.		Finance/ Costings			
Success criteria 1. The high standards are sustained and children's progress is at least good. 2. The remote learning offer in terms of communication between teachers, children and parents is enhanced. 3. The children, staff and parents have the opportunity to interact within the school community. 4. The school's priorities are based on secure, systematic and robust assessment procedures and feedback to pupils with a focus on well-being. 5. Planning for remote learning is in place in KS1 and EYFS that reflects the demands of the new recovery curriculum and the age related curriculum and enhances learning to ensure pupils make good or better progress. 6. There is a tiered system for support in place including whole class, targeted small group and individualised support towards recovery where appropriate. 7. Children have access to a regular, high quality PSHCE curriculum that is appropriate for the children's stage and age 8. Staff are kept up to date of changes and given the opportunity to contribute and evaluate how the school community are recovering. 9. Children are encouraged to feel safe, enjoy learning, are able to cooperate and have strategies to manage their emotions. 10. Parents should feel well informed, reassured and supported, having the opportunity for their voice to be heard. 11. Children and parents give feedback on this provision and this contributes to next steps in provision. 12. Resources within the school support the remote learning offer effectively.		Link to ECM Be healthy Stay safe Enjoy and achieve Make a positive contribution			
OBJECTIVE	ACTION	LEAD PERSON	START DATE	RESOURCES/ INSET	MONITORING When/who/how often/what method
To continue with the existing offer of communications through a range of media and ensure this is enhanced e.g. to include opportunities for face to	1. A Remote learning offer team (RLO) is created which includes a teacher/SLT from each year group and the responsible governor Mrs Batley Hammond. 2. Staffing is in place that releases teachers during each week for communications with children and parents. 3. Wi-Fi audit takes place in the summer term holidays and access upgraded to address technical/connection issues.	Headteacher Bursar Bursar Bursar	Summer/Autumn 2020	Wi-Fi audit ?cost Laptops 2 cost? ELSA time: PM weekly preparation of resources	SLT and HT

face interaction.	<p>4. An additional phone is in place in school to allow easier access to phone calls to parents and children etc.</p> <p>5. 2 laptops to be purchased in addition to existing laptops for communications with children and parents.</p> <p>6. Remote learning offer team investigate online meetings programs to include Microsoft teams used by SEND advisors.</p> <p>7. Where technical issues emerge these will be communicated in detail and the plans to address them.</p> <p>8. The current communication remote offer will continue and be enhanced to include where appropriate :</p> <ul style="list-style-type: none"> • Interaction with children and parents at least every 2 weeks with the class teacher or a member of the SLT if the teacher is at home. <p>This would be completed through either</p> <ul style="list-style-type: none"> • Telephone conversation between teacher's children and parents. • Face to face meeting in small groups with the class teacher. <p>Safeguarding considerations:</p> <ul style="list-style-type: none"> • The online meetings protocol will be updated shared with staff and sent to parents. <p>Content and feedback on learning:</p> <ul style="list-style-type: none"> • Where systems have been replaced with a different approach to facilitate effective remote home learning the rationale for this to be clarified to parents e.g. weekly spellings replaced with phonic /spelling related activities and year group complete common exception word lists. • Teacher feedback on home learning on Purple Mash will continue and this includes next steps in learning for the individual child. • This will continue to be monitored to identify take up of remote learning offer and parents contacted if this is not in place to identify support. • Weekly Email message continues with home learning from the class teacher to the class/child through the school office. • Weekly home learning continued with relevant information about learning and support and to include reference to contact point for queries and concerns for parents to access. • Video messaging weekly to continue • Assemblies will continue to be posted in Purple mash • Pupils and parents will be asked to provide feedback on these opportunities after their child's period of isolation and on a regular basis throughout lockdown. This feedback is used to contribute to the evaluation of remote learning provision. 	<p>Bursar</p> <p>RLO team</p> <p>Teachers/SLT</p> <p>SLT/ RLO team</p> <p>Teachers</p> <p>Subject leaders</p> <p>Class teachers/SLT</p> <p>Teachers</p> <p>Teachers Headteacher</p> <p>Headteacher SLT /RLO team</p>	<p>SLT</p> <p>Ongoing</p> <p>Autumn 2</p> <p>Ongoing</p> <p>Ongoing</p> <p>ngoing</p>		
Planning for remote learning is in place that reflects the demands of	<ul style="list-style-type: none"> • Planning identifies the links and resources to provide provision in school and remotely ongoing. • Provision for online lessons/presentations is continued through 	<p>Teachers/ Subject leaders</p>	<p>Termly</p> <p>Ongoing</p>		<p>SLT and HT</p>

the curriculum.	<p>White rose online lessons (given this matches the programme of study in school), phonic online lessons – Bite size and BBC is continued and.</p> <ul style="list-style-type: none"> • Other online lesson provision and the use of Prior Heath school IWB presentations are explored including the recently upgraded oak academy resources (DfE) <p>Teacher feedback is provided through:</p> <ul style="list-style-type: none"> • Comments and next steps on uploads of home learning to Purple Mash including next steps. • The return of home learning paperwork to school is evaluated in terms of transmission risk. • If this can be addressed a COVID protocol for isolation of home learning is created and teachers will provide ongoing feedback through communication e.g. email or online meetings. 	<p>Class teachers</p> <p>RLO team</p> <p>Teachers Subject leaders</p> <p>Subject leaders</p> <p>Writing leader/SLT</p>	<p>Summer Autumn 2020</p> <p>Ongoing</p> <p>Aut 2020</p>		
What worked well	Even better if.....				
Update and date (to be filled in at any meetings with the Head or to update the plan with any changes or explanations why things may not have been done e.g. due to circumstances)	Update and date				
Headteacher comments					