



INSPIRE NURTURE BELIEVE ACHIEVE

Working together to be the best that we can be.

FEDERATED ACTION and DEVELOPMENT PLAN 2020-21

Major intentions for the GOLDSBOROUGH SICKLINGHALL Federation:

Happiness

Perserverance

Resilience

Kindness

Friendship

Respect

Overall Aims:

1. To refine the federation's approach to teaching **MATHEMATICS** with a focus on developing **KS1 PROVISION** and accelerating **KS2 PROGRESS**.
→ To **FURTHER** develop the understanding of **MATHS MASTERY** across the federation and to embed whole class mastery teaching in **EYFS** and **Years 1 - 6**.
2. To continue to develop the teaching of **WRITING** throughout the federation to ensure **GOOD PROGRESS** is made from **KS1** to the end of **KS2** and that **ATTAINMENT** is in line with or above **NATIONAL AVERAGE** (especially at **Goldsborough**).
→ To develop a consistent federation wide approach to the teaching of **Grammar, Punctuation and Spelling** so that there is a rise in **GPS ATTAINMENT** and this is in line with or above **NATIONAL AVERAGE**.
→ To embed the use of the new **MARKING AND FEEDBACK POLICY** that supports children in improving their **KNOWLEDGE AND APPLICATION OF GPS**.
3. To raise the profile of **READING**, establishing a consistent approach to teaching **Whole Class Guided Reading** across the **Federation** in line with **Ofsted** focus on new framework (**Summative Assessment Required**).
4. To complete the **KNOWLEDGE MILESTONES** for each subject area to ensure that the curriculum has clear **Intent, Implementation and Impact** for all learners and that innovative implementation of the **CURRICULUM** provides rich **CULTURAL EXPERIENCES** and purposeful opportunities to **ENRICH** lessons across the federation.
5. To develop **ONE** federation **ETHOS** that is implemented in parallel across both schools whilst evaluating **Goldsborough's** effectiveness as a **Church of England CE (VC) school**, focusing on the provision of **COLLECTIVE WORSHIP** and **CHRISTIAN VALUES** in all areas of the curriculum.
→ This will require the further development of **RE, PSHE** (including **SRE** which is statutory from 2020) and the integration of meaningful **SMSC, British Values and SEMH** across the federation, impacting on day to day learning and living and developing our **ethos and family culture** across the federation.
6. To implement consistently high expectations of the **BEHAVIOUR** required for effective learning, removing low level disruptions that impact on learning; to reward effort in a **CONSISTENT** way across the federation and to develop **ACTIVE LISTENING** to improve engagement and focus in lessons.
7. To develop the **CAPACITY** of **LEADERS** within the federation to **IMPROVE OUTCOMES** across the curriculum, fostering a culture of **RESPONSIBILITY** and **ACCOUNTABILITY** through subject development and **PERFORMANCE MANAGEMENT**.

Data Longitudinal Comparisons – Summer Term 2017, 2018, 2019:

GOLDSBOROUGH Reading												
Academic Year	KS1 %WTS	KS1 % EXS+	KS1 %GD	Y1 Phonics	Y2 Phonics	KS2 %WTS	KS2 % EXS	KS2 %GD	Progress Score	Confidence interval	Scaled Score	National Scaled Score
2016 - 2017 (National)	10%	90% (75.6%)		66.7% (10/15)	100%	14.2%	85.7% (71.5%)	28.6%	-3	-6.3 to 0.3	106	104
2017 – 2018 (National)	37.5%	62.5% (75.4%)	31.3%	83.3% (10/12)	100%	20%	80% (75.3%)	13.3%	-1.8	-4.9 to 1.3	106	105
2018 – 2019 (National)	20%	80% (75.1%)	20%	78.6 (11/14)	100%	7.7% (PKG)	76.9% (73.1%)	30.7%	0.9	-2.5 to 4.2	105	104

GOLDSBOROUGH Writing + Grammar, Punctuation and Spelling (GPS)											
Academic Year	KS1 %WTS	KS1 % EXS+	KS1 %GD	KS2 %WTS	KS2 % EXS	KS2 %GD	Progress Score	Confidence interval	KS2 GPS WTS %	KS2 GPS EXS+ %	KS2 GPS % GDS
2016 - 2017 (National)	10%	90% (68.2%)		14.2% (7.1% PKG)	78.6% (76.3%)	50%	0.4	-2.8 to 3.6	14.2%	85.7%	28.6
2017 – 2018 (National)	37.5%	62.5% (69.9%)	0%	20%	73.3% (78.3%)	33%	-1.6	-4.6 to 1.4	26.7%	73.3%	20%
2018 – 2019 (National)	30%	70% (69.4%)	10%	38.5%	61.5% (78.4%)	0%	-2.8 (Moderated)	-5.9 to 0.3	7.4%	42.6%	7.7%

GOLDSBOROUGH Maths										
Academic Year	KS1 %WTS	KS1 % EXS+	KS1 %GD	KS2 %WTS	KS2 % EXS	KS2 %GD	Progress Score	Confidence interval	Scaled Score	National Scaled Score
2016 - 2017 (National)	20%	80% (75.1%)		7.1%	85.7% (71.5%)	28.6%	-2.7	-5.6 to 0.2	106	104
2017 – 2018 (National)	37.5%	62.5% (76%)	0%	26.7%	66.7% (75.3%)	13.3%	-3.3	-6.1 to 0.5	103	104
2018 – 2019 (National)	20%	80% (75.8%)	20%	38.5%	61.5% (73.1%)	7.7%	-1.6	-4.6 to 1.3	102	105

GOLDSBOROUGH EYFS				
Academic Year	% Below	% GLD+	National GLD	North Yorkshire GLD
2016 - 2017	27.3%	72.7%	70.7%	71.6%
2017 – 2018	15.4%	84.6%	71.5%	72.5%
2018 - 2019	20%	80%	71.8%	72.7%

GOLDSBOROUGH Re Wr Ma Combined (KS2)			
Academic Year	National	North Yorkshire	Goldsborough
2016 - 2017	61.1%	58.7%	79% (GD 7%)
2017 – 2018	64.4%	62.2%	60% (GD 13.3%)
2018 - 2019	64.8%	63.2%	46% (GD 0%)

Data Longitudinal Comparisons – Summer Term 2017, 2018, 2019:

SICKLINGHALL Reading												
Academic Year	KS1 %WTS	KS1 % EXS+	KS1 %GD	Y1 Phonics	Y2 Phonics	KS2 %WTS	KS2 % EXS+	KS2 %GD	Progress Score	Confidence interval	Scaled Score	National Scaled Score
2016 - 2017 (National)	20%	80% (75.6%)	10%	100%	50% (1/2)	27.3%	72.7% (71.5%)	36.3%	1.9	-1.8 to 5.6	107	104
2017 – 2018 (National)	18.2%	81.8% (75.4%)	36.4%	100%	NA	33.3%	66.7% (75.3%)	33.3%	-0.7	-4.6 to -3.2	105	105
2018 – 2019 (National)	0%	100% (75.1%)	20%	80%	NA	14.3%	85.7% (73.1%)	42.8%	0.7	-3.9 to 5.3	107	104

SICKLINGHALL Writing + Grammar, Punctuation and Spelling (GPS)												
Academic Year	KS1 %WTS	KS1 % EXS+	KS1 %GDS	KS2 %WTS	KS2 % EXS+	KS2 %GDS	Progress Score	Confidence interval	KS2 GPS WTS %	KS2 GPS EXS+ %	KS2 GPS % GDS	
2016 - 2017 (National)	30%	70% (68.2%)	10%	27.3%	72.7% (76.3%)	36.6%	-2.5	-6.1 to 1.1	27.3%	72.7%	36.3%	
2017 – 2018 (National)	18.2%	81.8% (69.9%)	27.3%	22.2%	77.8% (78.3)	33.3%	0.4	-3.3 to 4.1	33.3%	66.7%	22%	
2018 – 2019 (National)	0%	100% (69.4%)	33.3%	14.3%	85.7% (78.4%)	28.6%	-0.6	-4.8 to 3.6	14.3%	86%	43%	

SICKLINGHALL Maths											
Academic Year	KS1 %WTS	KS1 % EXS+	KS1 %GDS	KS2 %WTS	KS2 % EXS+	KS2 %GDS	Progress Score	Confidence interval	Scaled Score	National Scaled Score	
2016 - 2017 (National)	10%	90% (75.1%)	10%	36.4%	63.6% (74.9%)	18.2%	-1.6	-4.9 to 1.7	103	104	
2017 – 2018 (National)	9.1%	90.9% (76%)	27.3%	56.6%	44.4% (75.6%)	22%	-4.1	-7.7 to -0.5	101	104	
2018 – 2019 (National)	0%	100% (75.8%)	33.3%	28.6%	71.4% (78.6%)	14.2%	-2	-6 to 1.9	105	105	

SICKLINGHALL EYFS				
Academic Year	% Below	% GLD+	National GLD	North Yorkshire GLD
2016 - 2017	0%	100%	70.7%	71.6%
2017 – 2018	27.5%	72.5%	71.5%	72.5%
2018 - 2019	23.1%	76.9%	71.8%	72.7%

SICKLINGHALL Re Wr Ma Combined (KS2)			
Academic Year	National	North Yorkshire	Sicklinghall
2016 - 2017	61.1%	58.7%	64% (9% GD)
2017 – 2018	64.4%	62.2%	33% (22% GD)
2018 - 2019	64.8%	63.2%	71% (29% GD)

To refine the federation's approach to teaching MATHEMATICS with a focus on developing KS1 PROVISION and accelerating KS2 PROGRESS.

→ To FURTHER develop the understanding of MATHS MASTERY across the federation and to embed the use of POWER MATHS in Years 1-6 and Maths Mastery for Early Years.

Budget Allocation:	Maths Overall (total Federation): Training costs – for teachers / TAs plus the cost of any release time for the Subject Coordinator to work with staff / AHT Resources			
2019-20 Evaluation	<ul style="list-style-type: none"> • Prior to Covid-19 lock down, staff accessed a lot of training with Maths Hub Specialists – Kim Mitchell and Joanne Hattersley as part of the Teacher Research group. • Staff confidence in whole class planning and teaching improved. • Long Term Plan for maths was put in place by a new Maths Coordinator (RT) 			
2020-21	Intent: To embed Quality First teaching of whole class Maths Mastery within the newly aligned Year Group classes. To Embed EYFS Maths Mastery and maths in all areas. Of continuous provision. To ensure that all areas of continuous provision in EYFS / KS1 have suitable challenges.	Implementation: Subject Coordinator Focus – supporting with planning in Y3/4 AHT focus on Teaching and Learning with Y5/6 HT / External Providers to support EYFS and Y1/2 Planning includes Mastery Assessment Materials at Depth and Greater Depth. Learning walks and observations where appropriate to focus on the use of newly purchased concrete materials in all classes and the pace of Whole Class Teaching to maximise Learning. Fluency tasks focus on children making mathematical connections.	Impact: Children have stronger Mathematical connections and can make links between concepts. Children can apply knowledge when the representation of the concept is different. Gaps in knowledge and understanding have been plugged.	
Objective / Intention	Success Criteria	Intended Outcome	Monitoring and Evaluation When, by whom, reporting	Financial Implications: Meetings/ training
To support staff in understanding the implementation of the Maths Curriculum across the federation.	All staff are teaching the Maths curriculum through Maths Mastery techniques with increasing levels of confidence and efficacy across the school.	All staff use MNP with evidence of engagement with NCETM resource tool, reasoning grids, assessment materials and use of Nrich methodologies. Calculation guidelines to be shared with all staff particularly new staff. Teaching and Learning monitored through: <ul style="list-style-type: none"> • planning trawl • work scrutiny 	RT, ZP and all staff. FA Governor Monitoring via Teams.	Support provided by Maths Leader and Mastery Specialist through Staff meetings, mentor time & Team teaching. Taking part in TRG → +£1000 to school to pay

ZP Development Planning for Goldsbrough Sicklinghall Federation 2020-21 (to work alongside the 'Reconnection to the Curriculum' Action Plan for returning to school).

		<ul style="list-style-type: none"> • maths moderation meetings • learning walks • observation • pupil interviews <p>NQT to be trained by subject leader and involved in Teacher Research group to gain a full understanding of Maths Mastery.</p>		<p>towards cover release time / resources. TM to be used for supply where needed.</p> <p>Cost of Mastery Specialist for Staff Meetings → £220 for a staff meeting.</p>
<p>To continue to promote and embed aims of the Mastery Mathematics Curriculum:</p> <ul style="list-style-type: none"> • Fluency • Reasoning • Problem Solving <p>Including 5 big ideas</p> <ul style="list-style-type: none"> • Fluency • Representations & Structures • Mathematical Thinking • Variation • Coherence 	<ul style="list-style-type: none"> • Ensure all staff know and understand the 3 key aims of the curriculum, and the 5 big ideas, and implement them effectively in the planning and delivery of maths across the curriculum through observation and book scrutiny. • Specific training for NQTs • Continuation of KIRFs and introduction of No Nonsense Maths. • The explicit teaching of reasoning and problem solving is developed through the continued use of NCETM and Nrich resources with a specific focus on clear challenge for GD children. 	<ul style="list-style-type: none"> • Fluency in place in all year groups to develop confidence and mental fluency – support members of staff with what fluency means. • Explain the expectations of instant recall facts (KIRFs) for each year group on the training day - share with parents every half-term. Teachers will feel confident when teaching KIRFS and this will have a direct impact on fluency and children’s ability to problem solve. • Continue to embed use of NCETM and NRich resources in a weekly, standalone problem solving lesson → Greater depth challenge is planned for and evident in separate books from the Power Maths workbooks. • Problem Solving Book mark is introduced. Each skill is modelled to children during the Autumn Term. 	<p>RT as Maths Leader</p> <p>ZP / CR</p>	<p>Staff meetings.</p> <p>Team teaching with AHT</p> <p>Monitoring time.</p> <p>Input from RT / CR and external trainers e.g. Joanne Hattersley.</p> <p>Training for AB re: Maths Mastery – New to Federation. CR – cost of cover for AB to be released.</p> <p>TA Mastery Training to be delivered once Covid-19 restrictions have been lifted (all staff are currently covering all break times).</p> <p>RT and CR to work together to</p>

		<p style="text-align: center;">Problem Solving</p> <p>Strategies for problem solving</p> <ul style="list-style-type: none"> • Look for a pattern • Simplify the problem • Make a table • Draw a diagram • List all the possibilities • Write an equation • Work backwards • Trial & improvement • Work systematically • Consider similar problems – what worked for them? <p>Questions to ask when you're stuck</p> <ul style="list-style-type: none"> • Have I seen something like this before? • What do I know? • What can I do with the information I have? • Can I represent the information differently? • Will a diagram help? • How can I work at this systematically? • What exactly am I trying to find or do? • Is there another way to tackle the problem? • Is there something about a similar problem that could help me? • Can I see any patterns? <p>Types of problems</p> <ul style="list-style-type: none"> • Word problems – in context • Real life • Problems based on mathematical content • Finding all the possibilities • Finding rules and describing patterns • Logic problems and puzzles • Visualising 	<p style="text-align: center;">Communicating Reasoning</p> <p>Sentence starters</p> <ul style="list-style-type: none"> • I agree with ... because.... • I think this because... • It might be/ It could be ...because... • It couldn't be ...because... • I've changed my mind..... • In my opinion I think it must be ...because.. • I disagree with...because... • If this is true then... • I know that the next one is because • This can't be work because... • When I tried I noticed that • The pattern looks like • All the numbers begin with • Because then I think • This won't work because..... <p>Progression in reasoning</p> <ul style="list-style-type: none"> • Describing: simply tells what you did • Explaining: offers some reasons for what you did. 'The beginning of inductive reasoning' • Convincing: confident that your chain of reasoning is right and you have used words such as 'I reckon' or 'without doubt'. The underlying mathematical argument may or may not be accurate yet is likely to have more coherence and completeness than the explaining stage. 'Inductive reasoning' • Justifying: a correct logical argument that has a complete chain of reasoning to it and uses words such as 'because', 'therefore', 'and so', 'that leads to'... • Proving: a watertight argument that is mathematically sound, often based on generalisations and underlying structure. Deductive reasoning. <p>And what of proof?</p> <ul style="list-style-type: none"> • Proof by exhaustion • Proof by counter-example • Proof by logical argument • Generic proof 		<p>deliver whole staff training.</p>
<p>Depth of understanding of mathematical concepts to be developed for all pupils. Aim to narrow gaps.</p>	<p>Appropriate <u>differentiation is evident in planning</u> with embedded use of low threshold, high ceiling activities, which challenge all.</p> <p>Achievement of all pupils in line with national expectations.</p> <p>The ability gap within Year groups is narrowed.</p> <p>Teachers are managing to cover all units of Maths without gaps.</p>	<p>Clear link between planned tasks and work in books. Evidence of differentiation in planning for range of abilities also evident in books.</p> <p>Autumn 2019: Explore planning and teaching → are teachers planning and adapting lessons based on the needs of all children or are they following PM workbooks only? How many classes did NOT complete PM book C leaving children with gaps?</p> <p>Greater depth activities linked to main learning planned for and evident in books.</p> <p>Marking scheme consistently applied to show level of achievement in lesson and challenges are developed for all children. Mark scheme expects that all children are trained to</p>	<p>RT / ZP / CR</p> <p>Book/planning trawl.</p> <p>All staff.</p>		<p>Staff training – planning for greater depth</p> <p>Teaching methods promoting understanding, particularly through use of practical apparatus, to be modelled by Subject Leader / Mastery Specialist.</p>

		<p>address errors in a green pencil at the start of each lessons before moving on.</p> <p>Use of differentiated tasks /suggestions, NCETM assessment materials to help children become confident when applying skills and concepts to reasoning and problem solving tasks.</p>		
<p>Maths Mastery: Ensure maths mastery embedded consistently across school.</p> <p>Continue to support all teachers' subject knowledge in order to improve outcomes, progress and confidence for all groups of children.</p>	<p>Staff are confident in delivering the Mastery curriculum.</p> <p>The ability gap within Year groups is narrowed.</p> <p>An efficient and purposeful way of teaching Maths is adapted to allow all children to be taught by the teacher with time for errors and misconceptions to be addressed.</p> <p>Develop maths planning across the federation → embed the use of a planning format to ensure that the needs of all children are being met and that challenge is provided for all children.</p>	<p>Pupils with deep understanding of mathematical concepts.</p> <p>The Mastery approach is clearly adopted throughout school.</p> <p>Narrowed ability gap – demonstrated through assessment process with daily opportunities provided to reach GD in lessons.</p> <p>Support for pupils who have not retained key facts from pre-Covid-19 lockdown.</p>	<p>RT / CR / ZP</p> <p>Ongoing</p>	<p>New staff to receive Mastery training.</p> <p>Whole staff training through staff meeting time.</p> <p>RT to now monitor and support staff to embed everything learned in training.</p>
<p>Begin to embed same-day intervention</p>	<p>The majority of children meet age related expectations and the gap is narrowed. Those who do not meet ARE are SEND children.</p> <p>Pupils who grasp concepts more rapidly are challenged so that their learning of the concept is at a Greater Depth using PROGRESSION MAPS to challenge learners and allow them to apply their knowledge and skills.</p> <p>Teachers and TAs have this as part of performance management process and they begin to become accountable for this process.</p>	<p>Same day intervention sessions are implemented across the school for children who do not meet expectations during lessons, thus enabling all children to move through the programme of study at broadly the same pace.</p> <p>Teachers must be creative with time each day in order to support this. This will form part of Teachers PM and Accountability too.</p>	<p>CR / KM training</p> <p>ZP</p>	<p>Lead teacher time</p> <p>Performance Management meeting time.</p> <p>Accountability (Assessment of class = PPA time for that week).</p>

<p>Provide support for identified children</p>	<p>All children make progress in line with expectations</p>	<p>Progress by all children in line with expectations.</p> <p>Prior higher attainers maintain that level through challenging activities. Teachers are aware of Prior Higher Attainers and set work accordingly using FFT data.</p> <p>Low attainers to be identified and supported through careful questioning and selection of resources.</p> <p>Progress for all groups tracked through accountability meetings.</p>	<p>ZP / CR to lead through Accountability.</p>	<p>Time Assessment Additional support (where required)</p> <p>Monitoring time.</p> <p>Accountability Meetings to explore FFT targets.</p>
<p>Opportunities for new maths leader to understand and evaluate whole school analysis of maths</p>	<p>New maths lead discusses with external agencies and SLT.</p> <p>Keep abreast of ongoing updates to maths both locally and nationally.</p>	<p>Maths leader is aware of current procedures for monitoring data, carrying out observations, assessment and tracking</p>	<p>CR with support from ZP.</p>	<p>Training of Maths Lead</p> <p>Meeting time with CR.</p>
<p>Assessment Teacher assessment to be accurate - White Rose assessment materials be used.</p>	<p>All staff able to justify their judgements.</p> <p>Termly moderation meetings demonstrate equality in teacher assessment.</p> <p>Meticulous tracking for children and groups of children accurately reflects whole school picture and evaluation of this impacts on maths SDP.</p>	<p>Embed Summative Assessment throughout the year. Purchase White Rose Mixed Age Assessments which support Power Maths?</p> <p>Baseline → September December March July</p> <p>Formative End of Unit Assessment to be used. https://whiterosemaths.com/resources/assessment/primary-assessment/end-of-block-assessments/</p>	<p>CR / ZP to support staff members.</p> <p>Full staff engagement.</p>	<p>Staff meeting time for moderation and use of new materials to assess.</p>
<p>Begin to embed mastery in Early Years across the federation</p>	<p>Begin moderation of end of foundation stage ELG (especially those exceeding) with year 1 staff to ensure consistency in expectation.</p> <p>Both schools to explore and embedding maths mastery approach in FS.</p>	<p>Consistent Mastery approach taught through the EYFS into Year 1.</p> <p>Maths lead / ZP to observe in EYFS.</p> <p>All staff are aware of the Essentials of Numeracy and can plan to incorporate ideas into lessons.</p>	<p>RT / CR</p>	<p>Observation time.</p> <p>Maths Mastery Specialist to explore / train EYFS in Mastery approach.</p> <p>Staff to visit an EYFS unit that uses Mastery on EYFS.</p> <p>AB to work with AHT to develop Maths Mastery understanding.</p>

Inclusion of use of data handling in cross-curricular maths opportunities.	All years include interpreting and presenting data in cross-curricular subjects e.g. use of charts and graphs in Geography.	Evidence in Topic books of opportunities for children to explore REAL Maths. Children make link between maths learning and other subjects/real life situations	RT / CR Book trawl	Time Staff meeting CR PowerPoint of ideas to be shared with staff and discussed.
Purchase resources to support implementation of maths curriculum/ Mastery	Staff and children using a full range of resources to deepen knowledge and understanding of the maths curriculum.	Resource audit to be completed. Do staff have access to Place Value counters? Numicon? Cuisenaire Rods? New Curriculum fully resourced.	RT / CR →to monitor from October 2020 *Items on audit to be purchased)	Practical resources. Approach PTA from both schools with a meaningful wish list of resources. Items above ordered July 2020.RT to organise and practical resources to be embedded in lessons.
Analyse results of year 6 and year 2 SATS results . Report findings to class teachers and management team. Use national analysis of how Mastery supports success in National Tests.	Staff to use this knowledge to ensure time is allocated to focus on areas of weakness.	Strengths and weaknesses identified in each cohort. New class teachers aware of 'gaps' in children's mathematical knowledge.	RT // CR to unpick the latest QLA (2019) and support staff with providing opportunities to embed Mathematical Concepts in other curriculum areas.	SATS data and tests. → <i>None from Summer 2020 (Covid-19)</i> Staff Meeting Time.
Maths Mastery Teacher Research Groups to include: Selected teachers.	Increased understanding of a Mastery Curriculum which embeds a greater depth of understanding and success for all pupils.	FA to attend along with Maths Lead. They will then be invited to share best practise across the federation.	RT / FA	Time to attend half-termly meetings (1 morning). Cover by TM / NK.
Liaise with attainment governor re: ongoing maths developments and whole-school attainment in numeracy.	Governors are able to question and support the school in the development of maths teaching. Governors have an unbiased view of Power Maths and the impact of this	Governors aware of whole-schools issues and developments relating to maths and the next steps for the federation.	RT / CR / GC	n/a

<p>Staff to ensure that maths is taught for at least 1 hour per day in all classes.</p>	<p>on children based on Maths Mastery Research.</p> <p>Maths is taught for at least 5 hours per week with sufficient time allocated to topics for all children to feel confident. Booster sessions are planned in to support children who are finding concepts challenging rather than to teach gaps in learning.</p>	<p>Ensure staff deliver a planned maths lesson (linked to the topic) on 'Take-Off' and 'Arrival' days and subject specific days as well as normal daily maths lessons. N.B. Take Off and Arrival Days to be implemented in 2019-20 to enrich Topics.</p>	<p>All staff</p>	<p>The use of specific and precise planning, annotated with outcomes, is embedded in all year groups. Annotations provide feedback for TAs so that they can support children through intervention.</p>
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<p>To continue to develop the teaching of WRITING throughout the federation to ensure GOOD PROGRESS is made from KS1 to the end of KS2 and that ATTAINMENT is in line with or above NATIONAL AVERAGE (especially at Goldsborough).</p> <p>→ To develop a consistent federation wide approach to the teaching of Grammar, Punctuation and Spelling so that there is a rise in GPS ATTAINMENT and this is in line with or above NATIONAL AVERAGE.</p> <p>→ To embed the use of the new MARKING AND FEEDBACK POLICY that supports children in improving their KNOWLEDGE AND APPLICATION OF GPS.</p>				
Budget Allocation:		<p>HT Salary → Strategic development of English in the interim period before handing over to a Federation English Leader. Training and support for DM.</p> <p>English Budget: £1200 per school for Big Cat Scheme Books (last year Phonics books for KS1 were purchased). £350 for Nelson Font Software for handwriting. £350 for Spelling Shed subscription.</p>		
2019-20 Evaluation		<ul style="list-style-type: none"> Prior to Covid-19 lock down, increasing staff subject knowledge was a key focus – particularly with Age Related Grammar Expectations and knowledge of the terminology. Staff were supported with understanding the objectives required for children to meet ARE for writing. Staff confidence in whole class planning and teaching was improving, teaching of spelling concepts was become embedded and staff and children's active use of marking and feedback for progress was emerging. 		
2020-21		<p>Intent:</p> <p>To train and support the Subject Leader with an understanding of how to drive standards throughout the Federation. To embed Quality First teaching of whole class Writing which carefully links application of spelling rules (through Spelling Starters) and Grammar Concepts with a purpose linked to the Topic Focus Text.</p> <p>To embed the use of the feedback policy so that children respond to their errors and make improvements in their work.</p> <p>To embed higher standards of handwriting and general presentation in books.</p> <p>Teachers are aware of the quality of writing required to meet ARE.</p>	<p>Implementation:</p> <p>External support for the Federation Subject Coordinator.</p> <p>AHT focus on Teaching and Learning with Y5/6 initially and Y3/4 via NQT support.</p> <p>Learning walks and observations to spot explicit teaching of skills through exciting lesson stimuli where appropriate.</p> <p>Book scrutiny to uncover areas for improvement and staff support.</p>	<p>Impact:</p> <p>Teachers can plan an effective sequence of lessons bespoke to the needs of the children in their class. Children have better understanding of grammatical concepts and how to apply them in their own work and the impact these features have on writing. Children build up skills over a series of weeks and end in a final unit piece of writing to apply these skills. Cross curricular writing is embedded as an opportunity for children to apply the skills learned in their English lessons to the same high standard. This leads to accelerated progress.</p>

Objective / Intention	Success Criteria	Intended Outcome	Monitoring and Evaluation When, by whom, reporting	Financial Implications: Meetings/ training
English Leadership is focused on increasing PROGRESS in Writing from KS1 to KS2 and monitoring Prior Higher Attainers and FSM children.	<ul style="list-style-type: none"> Accountability for all staff in all year groups re. progress measures in writing via Accountability Meetings with SLT with accompanying use of FFT data and expectations. HT/ AHT to use some allocated release time from class-base for mentorship and guidance throughout federation. SIGNIFICANT IMPROVEMENTS made for FSM/PP children – ensuring their progress is aligned with non-PP children, especially in writing. 	<ul style="list-style-type: none"> Average Progress Score from KS1 to KS2 will be will demonstrate good progress at end of Key Stage testing in July 2020. Consistent planning and writing approach from Y1-Y6. Children take ownership of editing and improving their own work and this is facilitated and embedded by each member of staff from YR – Y6. Children will apply spelling rules and the correct spelling of words within their work. Where there are errors, children will be able to self-correct or use classroom resources such as a dictionary or word list to correct them. 	<p>Expectations embedded in Accountability Documents</p> <p>ZP / CR to monitor through book scrutiny and Key Stage Meetings which will regularly identify 'next steps in handwriting'</p>	Training for all staff – English to be the Staff Meeting Focus (2019 focused on Staff training in Maths Mastery).
Speaking and Listening Skills are embedded into English Lessons.	<ul style="list-style-type: none"> 'Read, Write, Perform' units are explored and the process is embedded into other English units, promoting engagement for Boys and improved Writing Standards. Interconnected application of English and Computing skills. Shared Read, Write, Perform outcomes across schools. 	<ul style="list-style-type: none"> Teachers plan real writing opportunities with a purpose linked to things the children are passionate about → increased engagement, progress and attainment 	ZP → monitoring through internal tracking systems for all groups but especially boys / FSM / vulnerable.	ZP / CR
Vocabulary development is a priority in promoting Reading Attainment and Greater Depth Attainment in Writing.	<ul style="list-style-type: none"> Accountability for staff in all year groups re: vocabulary development through: <ul style="list-style-type: none"> Vocabulary Ninja 'Word of the Day' → this will be Explored at the start of the Spelling Session in Spelling Jotters Red, Amber, Green 'How well do I know this word?' display in classroom → children add words to it from their own reading → teachers to monitor and plan opportunities to explore these words to embed understanding. This is particularly important for FSM / Vulnerable / EAL / SEN children. 	<ul style="list-style-type: none"> Children will be confident to apply a range of skills when faced with unfamiliar words. Children will use a wider range of vocabulary and teachers will model this in all lessons. Writing will be more varied and interesting which will support the number of children reaching Greater Depth in all year groups. The development of vocabulary and oracy skills across the age range in the federation, resulting in confident pupils who are able to reason and justify, and 	ZP and CR ZC (SENCo) and CR to monitor outcomes for SEND children.	£350 Release time for DM / CR and VB. to work together. Release time for ZP and CR to monitor impact.

ZP Development Planning for Goldsbrough Sicklinghall Federation 2020-21 (to work alongside the 'Reconnection to the Curriculum' Action Plan for returning to school).

	<ul style="list-style-type: none"> - When introducing the new Spelling list each week, words are separated into Red, Amber and Green for each child in their Spelling Jotter; words that are 'Red' or 'Amber' will be explored in more depth during Spelling sessions. - Expectation for children to analyse Red, Amber and Green vocabulary in all text extracts before completing any task that involves reading. - MC will support English Curriculum and link Debate and Speaking and Listening objectives together thorough engagement with the Language Champions course. Children from poorer backgrounds who develop good language skills are more likely to become more affluent in school and support their development in later life (SMSC link). 	<p>describe their learning using a range of talk types.</p> <ul style="list-style-type: none"> • Each class displays Red, Amber and Green words from reading books, spelling lists and topic lessons. Teachers embed understanding of red and amber words so they become 'green' and can be used by the children. • Staff members have a great understanding of Tier 1, 2 and 3 words and can choose appropriate vocabulary for teaching in lessons. 	<p>ZP / CR / Governors – Learning Walks Book Scrutiny</p>	<p>Purchase of Vocabulary Ninja Bumper Topic Vocabulary Resource pack. £54.99</p>
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To raise the profile of READING, establishing a consistent approach to teaching Whole Class Guided Reading across the Federation in line with Ofsted focus on new framework (Summative Assessment Required).

<p>A consistent approach to teaching Reading Across the Federation will accelerate progress and attainment.</p>	<p><u>Quality Texts and specific intervention strategies have a positive impact on Reading and Writing:</u></p> <ul style="list-style-type: none"> • Developing fluency is an integral part of the curriculum; staff are accountable for promoting fluent reading and providing opportunities for children to read aloud → incorrect fluency will be re-modelled and re-read. • Teachers will baseline children's fluency and expression and implement interventions and lesson opportunities to ensure all children are fluent and expressive readers. • First groups will be identified quickly and intervention will be started in September. • TAs are accountable for providing progress data from children → notes and test scores. • Training will be delivered to KS2 staff → modelled lesson and meeting time to be delivered by English Leader. 	<ul style="list-style-type: none"> • Children will make accelerated progress towards ARE as a result of embedding skills delivered in intervention strategy. • Teachers will be more conformable in delivering effective Whole Class Guided Reading. • Children make great progress and reach ARE. • Reading skills are embedded into the curriculum throughout the Federation from Y1-Y6. 	<p>ZP/CR/VB/DM to observe reading sessions that include the intervention strategies in Autumn 2.</p> <p>CR to support with the WOW factor in reading areas and</p>	<p>Inference Training Staff Meeting. Completed in 2020.</p> <p>Inference Intervention for TAs. To complete when restrictions are lifted.</p> <p>Cost of Author visit – Tom Palmer for free? Book sales? Dan Ingram Brown – for free? Book Sales?</p> <p>Rebook these authors for 2021 if Covid-19 allows. If not, book online.</p>
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	<ul style="list-style-type: none"> Children will be given a book mark to prompt them to apply skills from Reading Intervention sessions in all lessons. Skills will be broken down across the year and taught explicitly: <ul style="list-style-type: none"> ➤ Autumn 1: Retrieval / Fluency / Expression ➤ Autumn 2: Summarising and Sequencing: grasping the Gist of a piece ➤ Spring 1: Authorial Choice à Thinking like a detective and analysing language ➤ Spring 2: Using inference to make a conclusion ➤ Summer 1&2: combining it all together High impact Reading Intervention is delivered by Teaching Assistants and similar processes are embedded in Whole Class Guided Reading sessions by teachers. <p><u>Increased Focus on Reading for Pleasure:</u></p> <ul style="list-style-type: none"> Teachers involve children in identifying a quality 'class text' each half term of an appropriate length which will be read every day in order to expose children to rich language and advanced sentence structures that can be applied in their own writing. N.B. 'World Cup Football' process to choose book as this will inspire children to read the ones that weren't chosen as their independent class text. It will also inadvertently inspire the boys to read. Teachers will carefully monitor reading pace and progression through a book as part of their daily homework. Teachers will explore the books in their class Library in order to make suggestions to the children in their class. HT to organise a high profile World Book Day event that aims to inspire reading and promote a particular reading skill. Y6 will participate in a Reading Challenge with some books chosen to develop empathy / understanding of the world around them. Real 	<ul style="list-style-type: none"> Teacher's model fluency and children's fluency is embedded with shared reading in lessons. Children are exposed to rich vocabulary and advanced sentence structures by listening to a class text. TAs will deliver successful and purposeful intervention sessions in 10 week blocks. Year 5/6 and Y6 (Gboro) will complete a reading challenge. This will increase as will the number of children reaching GD. <i>Implement from Spring 2021 with Y6 children if appropriate.</i> Boys are inspired to read. Reading fluency improves. Reading has a positive impact on the quality of writing. Reading is clearly promoted and loved by all. Assemblies support a love of reading by using a text as a stimulus. 	<p>the use of the Library at each school.</p> <p>Timetables for each class 2 x per week while Covid-19 restrictions are in place.</p>	<p>Reading area in each classroom – PTA support for cushions etc. Donations from parents.</p> <p>Cost of improving the Library and Class Libraries.</p>
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	<p>opportunities for writing are provided e.g. writing to the Authors and Tweeting Videos of their Book Reviews. A version will be implemented for Y5.</p> <ul style="list-style-type: none"> • A particular reading skill will be a focus for the whole Federation identified by English Leader to ensure Coverage – <i>ideas can be shared at Key Stage Meeting during the first week of each half term.</i> • Support given to KS1 in order to make the delivery of skills frequent and age appropriate to ensure they are being taught explicitly and at timely intervals (if not each week, at least several times per half term). • An Author Visit in the Autumn Term will promote Reading for Pleasure for Boys (Dan Ingram Brown / Tom Palmer). • Cross Curricular Reading Tasks will enrich the curriculum. 			
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<p>To develop the KNOWLEDGE MILESTONES for each subject area to ensure that the curriculum has clear Intent, Implementation and Impact for all learners. To ensure that the CURRICULUM provides rich cultural experiences and purposeful learning to ENRICH lessons across the Federation.</p>				
<p>Budget Allocation:</p>		<p>Staff release time for implementation and monitoring. Cost of realigning classes to better meet the NC age groupings to allow for better quality teaching in mixed age classes.</p> <p>Geography: History:</p>		
<p>2019-20 Evaluation</p>		<ul style="list-style-type: none"> • Prior to Covid-19 lock down, the whole staff team revisited the NC as a starting point and ensured substantial coverage across an A and B Cycle without gaps or repetition. • Staff understanding of Cultural Capital and BME influences in all curriculum areas was improved. Visits from Association of Harrogate Muslims and Mighty Zulu Nation were hugely positive. Childrens understanding of British values was very strong prior to lockdown with T&L review in October 2019 commenting that 'The older pupils were also knowledgeable about 'British Values' and were even able to recite them! (Rare indeed!).' A wider range of multicultural books and toys were purchased. <i>Further development on bringing a wider range of cultural examples into all areas of the curriculum to be a focus of 2020-21.</i> • Every area of the curriculum was broken down into progressive skills to be taught explicitly at an age appropriate level to assist with differentiation. • Knowledge Milestones were written by Subject Coordinators in all areas – these focus on skills (to teach) and Knowledge Milestones (to assess). 		
<p>2020-21</p>		<p>Intent:</p> <p>To embed effective sequential planning of a unit in Topic initially (History and Geography) followed by Science. To ensure that other curriculum areas are objective led rather than task led and that teachers are confident in designing a task to meet the outcome and provide challenge. To provide opportunities for Maths and English skills to be applied in meaningful ways across the entire curriculum.</p>	<p>Implementation:</p> <p>Staff action what was expected of them in their Subject Coordinator training prior to Covid-19 Lockdown e.g. having a full understanding of their subject area in all year groups and a Subject Coordinator File (AHT to support with this). Support with planning from HT and AHT – modelling the process and ideas to be shared via staff meetings. Planning to be collected in advance of the following unit / term so support can be given by CR (AHT) → this will ensure that no time is wasted in children's learning and subject coordinators can plan next steps for staff.</p>	<p>Impact:</p> <p>Children are being taught age appropriate and progressive skills and knowledge. The focus of lessons is not 'nice but meaningless' tasks e.g. making a tinfoil shield. Stronger links between other subject areas are made by teachers e.g. DT / Art / Maths → Making a shield using tin foil but focusing on symmetry (Maths application) and Embossing (Art Skills).</p>

Objective / Intention	Success Criteria	Intended Outcome	Monitoring and Evaluation When, by whom, reporting	Financial Implications: Meetings/ training
<p>Integrate a thematic approach to the curriculum.</p> <p>To embed a new planning format integrates and applies core subject knowledge.</p>	<p>A clear INTENT will be developed for the federation including clear allocation of accurate topics from 2014 National Curriculum.</p> <p>Each class spends a half-term on a topic rather than an undefined number of weeks.</p> <p>Current planning format is explored alongside last year's books and a new planning format is developed to ensure consistency of approach across the federation.</p> <p>Children have a deep understanding of alternative cultures and visits and visitors enrich the curriculum. Visits and visitors to be outlined once Topics have been defined.</p> <p>Intent, implementation and Impact is clearly defined and adapted year-on year until it meets the needs of the children.</p>	<ul style="list-style-type: none"> • A consistent approach to teaching Geography and History on alternate half terms during the year. • Objectives from 'Learning Journey' distributed clearly between an A and B programmes of study. • Science objectives divided into A and B. Teachers to deliver the same unit of work each year e.g. Life Cycles but with a new hook and different objectives. • Topic lessons and Science lessons have a 'DEPARTURE LESSON' → an exciting hook to start their journey to the destination; and an 'ARRIVAL LESSON' → the end point of the unit of work with an assessment of knowledge and understanding. • Children deepen their understanding as a result of visitors and visits. • KNOWLEDGE MILESTONES and SKILLS are developed for each subject area using the Learning Journey objectives currently purported to be in use to support the development of these. 	<p>HT and AHT to develop and monitor.</p>	<p>Any curriculum resources that may be needed.</p> <p>Staff meeting time allocated to this.</p> <p>Longer staff meetings each week to disaggregate some hours from 3 training days. Staff need to be together to implement new strategies.</p>
<p>To create meaningful READING, WRITING and MATHS opportunities throughout the curriculum.</p>	<p>Children can apply English writing and Maths knowledge and understanding to TOPIC work.</p>	<ul style="list-style-type: none"> • Each half term classes to do a piece of assessed writing linked to their current Science theme. • Book trawl & planning scrutiny in Autumn term to identify the opportunities provided. 	<p>HT / AHT Subject Leaders</p>	
<p>2020 Spring Term onwards</p> <p>To embed computing curriculum across the Federation as part of SITE application.</p>	<p>HS to complete audit computing resources to include new Rocket Fund resources.</p> <p>Development of use of resources hand-held devices and class cameras purchased in Spring / Summer 2020 → PTA support.</p>	<ul style="list-style-type: none"> • Pupils to utilise resources within lessons. • All staff to teach computing skills with confidence, especially 'computer science' element. • Training to be provided on any new resources purchased to aid teaching. 	<p>lesson & planning observations – Spring HT1</p>	<p>Cover for observations.</p>

	<p>Observe teachers in computing for impact and evaluation of teaching and learning.</p> <p>SLT / SL to support staff and develop skills as needed to teach the curriculum.</p>			
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To develop ONE federation ETHOS that is implemented in parallel across both schools whilst still holding Christian values at the core for Goldsborough.

All children's needs are met and the curriculum responds to them as individuals. This will require the careful monitoring and support of SEND children and further development of the RE and PSHE curriculum. Meaningful SMSC, British Values and SEMH will be integrated into all areas across the Federation, impacting on day to day learning while also developing the ethos and family culture across the federation.

Budget Allocation:	<p>PSHE – School Nurse £500 RE - £300 – training courses for MR / ZP £350 Enhanced Service Plan for the Diocese SEMH → Thrive / Compass Buzz in PSHE lessons. <i>N.B. Compass Buzz / Wellbeing foundations to be embedded and Thrive to continue when HB returns from maternity leave. HB now leading Forest Schools / Thrive on an needs only basis via her private company rather than as a member of staff which allows more flexibility with budgets.</i></p>
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2019-20 Evaluation	<ul style="list-style-type: none"> • Prior to Covid-19 lock down, school had developed excellent links with the church in each village community. • Staff understanding of the legal expectations of Collective Worship improved. • CW was an integral part of the daily routine at each school and linked British Values and wellbeing. • The federation Vision, Values and logos were developed under consultation from parents, Governors, School Council and the children in schools. <i>Vision: Working Together to be the best we can be. (Link GPS to Bible Stories where Jesus demonstrates collaboration).</i> <i>Values: Happiness, Perseverance, Resilience, Kindness, Friendship, Respect.</i> • These values were a focus (amongst other Christian Values) each half term with a weekly Ethos Statement linked to them theme being launched each Monday. • Collective Worship deepened the children's Spiritual, Moral, Social and Cultural (SMSC) understanding. The weekly Ethos Statement linked to the Christian Value embedded their understanding of these and influenced daily behaviours e.g. Attitude of Gratitude.
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2020-21	<p>Intent: To prioritise PSHE and Wellbeing to integrate everyone back into school. To re-establish the sense of community using Technology. To re-establish first weekly Collective Worship slots (on a Monday and Friday for Celebration Worship) using Teams.</p>	<p>Implementation: HT to lead Monday and Friday CW via Teams. Build up to daily CW worship when timings allow.</p>	<p>Impact: CW builds a sense of community in school even though children and staff are not yet permitted to mix. Children and staff are happy and able to cope in school in spite of Covid-19 expectations and restrictions.</p>
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Objective / Intention	Success Criteria	Intended Outcome	Monitoring and Evaluation When, by whom, reporting	Financial Implications: Meetings/ training
To develop the integration of ONE meaningful ETHOS that includes SMSC, British Values and SEMH across the federation.	To embed children's knowledge, understanding and impact of the CHRISTIAN VALUES and half termly SMSC themes & questions.	<ul style="list-style-type: none"> • To outline Christian Values across each half term and link SMSC to these. Bible Quote to support Gboro's Ethos. • Each class at Gboro to have an area of reflection / worship. • Whole School Reflection area. 	<p>ZP + CR</p> <p>Pupil Voice</p>	<p>Cost of SIAMS / HT training for ZP / GC / CR</p> <p>Cost of Enhanced Service Plan and</p>

	<p>The whole child is developed as is their understanding of the world around them as a result of the values embedded everything in the Federation.</p> <p>1 x lesson per half term in PSHE will be focused on Mental Wellbeing and SEMH.</p> <ul style="list-style-type: none"> → Compass Buzz Training to be applied → 1 x weekly assembly focuses on areas of wellbeing. <p>SMSC provision will be enhanced across the whole the curriculum through plenary questions in lessons.</p> <p>PSHE coverage is clear and consistent.</p>	<ul style="list-style-type: none"> • Prominent RE / Worship display in the hall which will display weekly Christian Value / Ethos. • Ethos Statements on class doors. • Children understand what the letters SMSC stands for. • SMSC Audit to outline current stage and next steps. • Each half term's DEPARTURE LESSON and 'ARRIVAL LESSON' to have increasingly purposeful links with SMSC theme & ethos. • NK (+ Helen and Lucy) to deliver high quality PSHE lesson to every class each week with written evidence from the lesson being recorded in books. • SMSC board / Display located in each hall / corridor with a display of the current SMSC theme and question, with links made to the weekly whole school assembly. • SMSC display board in each class updated each half term, linked to topic. • Update the Federation website with class links to topic work. • SIAMS Framework is understood by all members of staff in order to ensure that Federation Subject Leaders support Christian Values. 	<p>Visibility in classroom and common areas</p> <p>CR and NK to support the development of PSHE / Wellbeing /SEMH</p>	<p>additional training courses for ZP / CR e.g. SIAMS updates.</p>
<p>To ensure the British values and the Ethos statements are reflected in the weekly assembly programme.</p>	<ul style="list-style-type: none"> • The whole school assembly addresses both SMSC and British values • The key stage assemblies and class based assemblies reflect the ethos statements and the 'Learning for life' characteristics. Staff follow the whole school plan. • Staff submit half termly records of assembly coverage to HT based on the assembly they have delivered. 	<ul style="list-style-type: none"> • The children are aware of and understand the weekly ethos statement. <i>N.B. At least 1 weekly Ethos each half term to be a quote from the bible.</i> • British values are part of the ethos of school; they are referenced and have an impact into daily school family life. • Pupils have a curriculum that provides rich cultural experiences and children are able to compare a wide range of cultures and find 	<p>HT / AHT to outline assembly programme based on federation Ethos and Christian Values.</p> <p>AHT to monitor Assemblies.</p>	<p>Staff meeting time to discuss the expectations for assembly provision.</p>

	<ul style="list-style-type: none"> Children can articulate the ethos statements and give an explanation of what they mean. 	<p>commonalities between those and the British values that are upheld.</p>		
<p>PSHE To develop a new PSHE curriculum which demonstrates progression throughout the whole school including SRE which is a statutory requirement from 2020.</p>	<p>All areas of PSHE are mapped on to a long term plan for the federation for A and B units of work.</p> <p>PSHE lessons are recorded weekly and monitored.</p> <p>There are focus sessions / days / activity weeks that spotlight elements of PSHE. These are</p> <ul style="list-style-type: none"> Anti-bullying Drugs, alcohol and tobacco education, Emotional health and mental health, Healthy lifestyles Physical safety Online safety Sex and relationships education Economic well-being and financial capacity 	<p>Use a new scheme that will support the differing elements of PSHE. (SEAL, Health for life, Circle time)</p> <p>PSHE is embedded within the curriculum with focus sessions mapped out to ensure progression and coverage throughout school.</p> <p>Staff have a good understanding of the focus topics to ensure progression and impact is effective.</p> <p>School Nurse to deliver SRE to support delivery of Y5 and Y6 curriculum:</p> <ul style="list-style-type: none"> Year 5 Puberty session Year 6 Puberty recap & hygiene session Year 6 Conception session Year 6 Internet safety session Parents' session re SRE <p>N.B. Discussions with a family and Nurse re: child with Turner Syndrome.</p>	<p>HT and AHT + subject Leader.</p> <p>Monitored each term to ensure coverage of curriculum and spotlight sessions.</p>	<p>New scheme already owned by ZP.</p> <p>Meeting time to develop the long term plan and spotlight sessions and activities.</p> <p>Cost of Jos McLaren (School Nurse and SRE teacher) to deliver Parent Meeting and Lessons = £469.32 ÷ 4 year groups. PTA to support. 2020-21 quote to be sought.</p>
<p>To begin to embed SEMH into the PSHE curriculum and to implement strategies from Compass Buzz / Relax Kids Training.</p>	<ul style="list-style-type: none"> Children's well-being is high profile and staff are fully engaged with delivering lessons and implementing strategies from Compass Buzz training. 	<ul style="list-style-type: none"> SEMH Lessons are an integral part of the curriculum. Children are adept at managing their emotions, thoughts and feelings and can articulate the strategies used. Lunchtime Supervisors are equipped to deal with issues and resolve them in a suitable way to support SEMH. Emotion Coaching Project develops staff understanding of positive relations and helps them to communicate with and support all children in a more positive way. 	<p>Marianne Doonan (Senior Educational Psychologist) to lead training in the Autumn Term.</p>	<p>Cost of TAs to attend Staff Training.</p> <p>Teams to be used for those not able to attend.</p> <p>Cost of Relax Kids Coach – approximately £1000 (shared between both</p>

		<ul style="list-style-type: none"> Relax Kids Strategies and Medications are embedded as daily routines as part of the 'Reconnection to the Curriculum' process to support wellbeing and anxiety. 		schools) for each class to have sessions for 6 weeks.
<p>To ensure the skills that pupils require to manage consent, racism, bullying including homophobic bullying, FGM, forced marriage, radicalisation, extremism are part of the whole curriculum.</p>	<p>Children have an appropriate understanding of how to conduct themselves when faced with situations that are new / out of the ordinary / peer group pressure.</p> <p>Life skills that are rehearsed and developed in areas of the curriculum that promote pupil voice equip children to manage situations where they would otherwise feel uncomfortable.</p> <p>NB. To make use of document 'The united nations convention on the rights of the child'.</p> <p><i>The Convention has 54 articles that cover all aspects of a child's life and set out the civil, political, economic, social and cultural rights that all children everywhere are entitled to. It also explains how adults must work together to make sure all children can enjoy all their rights.</i></p>	<p>Pupils have a voice in school. This may be through a range of activities</p> <ul style="list-style-type: none"> School council Food ambassadors Buddies for younger children Sports leaders Conflict resolution role play with lunch time staff. Etc. <p>Children's stereotypes founded upon parental views are challenged and children are accepting of other cultures and races and this prevents racism in the wider community.</p> <p>Wider school links are maintained. Muslim academics / Imam invited into school to celebrate difference and similarities.</p>	HT / AHT + Subject Leaders	Training for all staff to understand how to encompass some of these areas and the skills that children need to learn into an appropriate curriculum for KS1 and KS2 children.
<p>To update the PSHE policy and Sex and Relationships Education Policy and Spirituality (SMSC as part of Ofsted) policy.</p>	<p>A policy that reflects current practice throughout the federation. It reflects the core themes of</p> <ul style="list-style-type: none"> Health and wellbeing Relationships Living in the wider world – Economic wellbeing and being a responsible citizen 	<p>Pupils are taught the skills to develop effective relationships, to become personally responsible and know how to keep themselves safe.</p> <p>There are clear links between the PSHE and SMSC policies.</p> <p>Links are made to promoting emotional health and well-being to ensure that a positive ethos and conditions within school support positive behaviours for learning and for successful relationships and to provide an emotionally secure and safe environment that prevents any form of bullying or violence.</p>	HT / AHT + Subject Leaders	Meeting time for CR / ZP AHT Salary

<p>To embed British Values across the curriculum. To demonstrate progression throughout the whole school.</p>	<ul style="list-style-type: none"> • A proportion of each DEPARTURE Day is dedicated to teaching one of the British Values, mapped out on long term plan. • British Values display to promote British Values in a communal area. • British Values to be a weekly focus in one whole school assembly. • KS2 to follow recent news articles and utilise CBBC Newsround as stimuli for debate and philosophical discussion. • International Day across the Federation to link to Tolerance of other faiths and beliefs. Children wear colours of their classes chosen flags and present learning in a whole school assembly 	<p>Children to develop an understanding and articulate the four British Values.</p> <ul style="list-style-type: none"> • Democracy • Rule of Law • Individual Liberty • Mutual Respect/tolerance different faiths / beliefs <p>Children are encouraged to recognise the values implemented within every day society and to question when they are not being demonstrated. (PREVENT link for Year 5/6).</p> <p>Children will be able to articulate what British values are and how the federation promotes them.</p> <p>Both schools will have an election for School Council, and in time, other pupil voice groups will be set up during the course of the year. An immediate focus will be to establish Collective Worship group.</p> <p>1 x federation project will allow the School Council from each school to work together using TEAMS.</p>	<p>ZP + CR + Staff to support this</p>	<p>Staff meeting time to present scheme of work/aims/long term plan</p> <p>Assembly Time – clear outline of the assembly focus each week.</p> <p>Teams to be used to allow School Council to reconvene during 2020-21.</p>
<p>To overtly teach and encourage children to adopt a wide range of 'Learning for Life' characteristics / skills that will support them to be happy and successful citizens.</p> <p>Motivation → including perseverance and resilience</p> <p>Self-Awareness → including communication and listening skills</p>	<ul style="list-style-type: none"> • Children understand the meaning of each of the characteristics. • The SMSMC / ETHOS / Relax Kids display in each classroom will link to each characteristic. • Explicit teaching of these characteristics (our values + some additional ones) The characteristics will be referred to on a daily basis. • 	<p>The 'Learning for Life' characteristics are to be extended so that they will incorporate a wider range of characteristics. These will apply:</p> <ul style="list-style-type: none"> • during curriculum time • whilst socialising and communicating with others. • Application of Learning for life links to Relationship Policy as these are skills to allow children and staff to be cognitively able to learn (Upstairs Vs Downstairs Brain). <p>Celebration of these to be a part of Celebration Worship each week through special certificates.</p>	<p>ZP + CR + AB</p> <p>Pupil survey</p>	<p>Staff meeting time disseminate understanding of characteristics.</p>

<p>Self-Regulation → including emotional intelligence and understanding</p> <p>Empathy → including reflection</p> <p>Social Skills → including creative thinking, teamwork and reasoning.</p>				
<p>To increase the profile of PSHE, British Values, SEMH and RE on the school website.</p>	<ul style="list-style-type: none"> Engage with Federation Twitter Account to support profile of PSHE events <ul style="list-style-type: none"> Update website regularly, teachers to have responsibility for this with overview by SL Statement on Website relating to dedication of Federation towards embedding British Values, SMSC, SEMH and RE 	<p>Both school websites demonstrate evidence of PSHE and RE in the curriculum and dedication to SEMH and British Values at the core of the Federation.</p> <p><i>All of these to be completed on new website → this will be launched when appropriate as a huge amount of work is to be done by school staff which is not possible while under pressure caused by Covid-19 expectations.</i></p>	<p>ZP + CR to begin to Establish this from September 2019.</p>	<p>ZP – website audit with SS + RMCC</p> <p>Twitter / Website expectations to be aligned with Performance Management for Staff Subject Leadership + Class Contributions.</p>

<p>To implement consistently high expectations of the BEHAVIOUR required for effective learning, removing low level disruptions that impact on learning; to reward effort in a CONSISTENT way across the federation and to develop ACTIVE LISTENING to improve engagement and focus in lessons.</p>				
<p>Budget allocation:</p>	<p>£300 per school for stickers + Relax Kids Coach</p>			
<p>2019-20 Evaluation</p>	<ul style="list-style-type: none"> • Prior to Covid-19 lockdown staff were developing their understanding of 'Positive Relationships', Trauma and Attachment. • Staff were developing their understanding of using the language of Emotion Coaching with children to support all behaviours. • Children were responding positively to 'Gold' Headteacher stickers and this was a valuable reminder for those children who were able to self-regulate and demonstrate better learning behaviours. • Expectations from all members of staff in lessons and around school were higher and more consistent. 			
<p>2020-21</p>	<p>Intent: To continue to work with the LA on the Emotion Coaching Project. To re-establish 'Gold' behaviour system.</p>	<p>Implementation: All staff to use language of Emotion Coaching. HT / AHT to listen to language used in school and model the Emotion Coaching</p>	<p>Impact: Staff and Children able to access the curriculum more readily as their 'thinking' brain is switched on and ready work. Children who are reacting based on their downstairs brain are able to regulate more easily and more quickly.</p>	
<p>Objective / Intention</p>	<p>Success Criteria</p>	<p>Intended Outcome</p>	<p>Monitoring and Evaluation When, by whom, reporting</p>	<p>Financial Implications: Meetings/ training</p>
<p>To promote high expectations of children's focus and behaviour in lessons and around school to maximise learning time for all children.</p>	<ul style="list-style-type: none"> • All staff and children at both schools follow a consistent Relationship Led approach to promote positive behaviour using Emotion Coaching Strategies and Language. • Children will have increased self-awareness and resilience and the self-regulation support needed to assist them in correcting low level behaviour when managing and correcting their actions. • Children understand how the brain works (OWL Brain, Meerkat Brain, Elephant Brain using Relax Kids Teaching) and can engage with emotions and feelings. • Children understand the importance of learning behaviours and that EFFORT leads to success → GROWTH MINDSET <p>Children and staff demonstrate Emotion Coaching Principles and are able to support children more</p>	<ul style="list-style-type: none"> • Children are focused in lessons. • Children don't shout out. • Teachers all follow a consistent approach and children understand this. This will support behaviour management for staff members moving between schools. • Increased daily opportunities for children to be celebrated for their effort by reaching Silver and Gold → Gold children should be sent to ZP/CR to celebrate their achievement. • All children will be enthused by the positive behaviour system as each class with follow the RED, AMBER, 	<p>ZP</p> <p>CR</p> <p>All staff</p> <p>Adapted and tweaked for ensure consistency for all.</p>	<p>Headteacher Stickers for both Schools.</p> <p>Gold and Silver Stickers for Class Teachers.</p> <p>Staff meeting time</p>

ZP Development Planning for Goldsbrough Sicklinghall Federation 2020-21 (to work alongside the 'Reconnection to the Curriculum' Action Plan for returning to school).

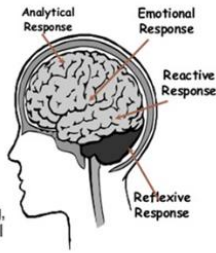
	<p>effectively:</p> <p>Internal awareness Aware of physical signals as they happen Recognise what the physical signals mean / label them Be cognitively aware of the physical sensation / self-aware mind minded</p> <p>Managing emotions Be able to label emotion Be able to pause before you react Manage how you express feeling Develop a range of coping skills to manage difficult feelings Be able to delay getting what you want (delayed gratification) Deal with difficult feelings without distress overwhelming your ability to think Be able to use emotions when problem solving</p> <p>Awareness of others / interaction Be able to trust enough to connect with others Manage emotions during social interaction Read social signals in others Have empathy for others</p> <p>All staff following the 3 Steps consistently: Tune in to the young person / observe / attune</p> <p><u>Step One</u> Empathise, validate and normalise (I understand how you feel, you're not alone. You are ok) Label the feelings (This is what is happening, this is what you're feeling) Locate in the body if possible (This is how it feels inside)</p> <p><u>Step 2 if needed</u> Set limits on behaviour e.g. What's the rule? ('We can't always get we want')</p> <p><u>Step 3</u> Problem solve – you are developing coping strategies and thinking skills (We can sort this out together)</p>	<p>GREEN, SILVER, GOLD system and adapt it into a personal class chart.</p> <ul style="list-style-type: none"> Those children who are regularly moving to Red are supported with conversations (restorative practise) and their behaviours are logged. Support from SENDCo may be required. Staff understand the 3 levels of regulation: Physiological, Relational, Cognitive <p>Staff feel confident to apply the 3 Step Process of Emotion Coaching consistently,</p>		
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What should be seen in class by the end of 2021?
What should Governors be able to ask children about?

UPSTAIRS/DOWNSTAIRS BRAIN

× Downstairs brain:

- Brain stem and limbic region
- Basic bodily functions, emotional reactivity, attachment, fight/flight/freeze



× Upstairs brain:

- Cerebral cortex
- Decision making, planning, self-understanding, control over emotions and body, empathy, morality, executive functioning



Meerkat (Amygdala)

- My **Internal Alarm** system!
- It keeps me safe, tells me when there is danger, known as **FIGHT (stay and fight)**, **FLIGHT (run away)** or **FREEZE (stop completely)**.
- **BUT!** it also reacts to imagined threat or our worries even though we may not actually be in danger. Got butterflies in your tummy? that's Meerkat!
- When I am in Meerkat brain, I cannot think clearly, I am only thinking of survival.

Elephant (Hippocampus)

- My **Memories** and information are stored here.
- I remember how things made me feel. Good things **AND** bad things.
- It helps me learn about everything in my life such as, smells, sounds, places, people and so on.
- If I remember something that scared me, my Meerkat will wake up!

Owl (PFC -Pre-Frontal Cortex)

- My **Thinking** part of my brain - creating, organising, problem solving, imagination and language.
- This part of my brain is not fully developed until I am about **25!!** (Wow that is old.)
- My Meerkat (Amygdala) must be **calm** if I want to use my Owl brain.
- If I am stressed, upset, and feel threatened I cannot access this part of my brain and learning and listening might be hard for me.

To develop the CAPACITY of LEADERS within the federation to IMPROVE OUTCOMES across the curriculum, fostering a culture of RESPONSIBILITY and ACCOUNTABILITY through subject development and PERFORMANCE MANAGEMENT.

Budget allocation:	£ AHT Salary Additional Cover costs for additional release time for staff.			
2019-20 Evaluation	<ul style="list-style-type: none"> HT identified Liz Mellor as a mentor and had one meeting prior to lockdown. HT has developed understanding of how NYCC works and the processes and systems involved. HT has a better understanding of school budget and finances. IT systems have been reorganised with staff using Teams. New federation set up has allowed staff to logon an access their personal drive on the federation server at both schools. 			
2020-21	<p>Intent: To support the AHT with her new role focusing on improving Teaching and Learning across the Federation. Provide ample time to become familiar with the two schools due to the unnatural nature of Covid-19 restrictions. To ensure that Governors support Leaders with non-essential and non-urgent workload due to the demanding nature of being a 'Covid Manager' on top of a HT / AHT without any real mental break.</p>	<p>Implementation: Implementation of strategic development of school must be handled tentatively as to not overload staff.</p>	<p>Impact: Slowing down school development is essential to prevent burn-out for Senior Leaders in school (HT / AHT / SENCO) and will allow them to better support other members of staff.</p>	
Objective / Intention	Success Criteria	Intended Outcome	Monitoring and Evaluation When, by whom, reporting	Financial Implications: Meetings/ training
Develop the role of federation HT through timely training and support.	<ul style="list-style-type: none"> Effective strategic leadership of the federation with greater consistency of leadership and across both sites. 	<ul style="list-style-type: none"> HT is aware of statutory requirements of the role and is supported by a mentor (Liz Mellor from Kirk Hammerton and Stavely). HT has a full understanding of the budget and separate cost centres. 	HT Performance Management.	Support from NYCC Bursar. SIAMS training for HTs.
To enhance the leadership of the federation by developing the role of the AHT and middles leaders.	<ul style="list-style-type: none"> Demonstrable impact of the role outlined on the SDP. Greater consistency of approach in all areas of the federation. Clear expectations for all staff and middle leaders; subject leadership is strong and involves the same rigorous monitoring and leadership as core subjects. HT will oversee the development of the curriculum in line with Ofsted 3 I's: Intent, Implementation, and Impact. 	<ul style="list-style-type: none"> The AHT supports the HT in driving standards and working towards goals outlined on the SDP. Sufficient evidence of success will enable the AHT role to continue. The AHT develops a leadership style that is rigorous and collaborative, 	ZP → HT Reporting to GC as CoGs.	AHT Salary. Any training courses e.g. SIAMS for AHTs. Weekly meeting with HT and AHT.

ZP Development Planning for Goldsbrough Sicklinghall Federation 2020-21 (to work alongside the 'Reconnection to the Curriculum' Action Plan for returning to school).

<p>To embed a rigorous process of Accountability and Performance Management to raise expectations of all staff.</p>	<ul style="list-style-type: none"> All staff are aware of the progress and attainment for their class and for groups of children: Boys / Girls / EAL / SEND / PP / Higher Prior Attainers. They monitor these groups and discuss them with the HT in Accountability Meetings: September → December → April → July Data Submission Summative Assessment periods throughout the year inform accurate assessment of children / groups of children. All staff (including TAs) are part of the Performance Management cycle and have their review meetings in October → February (mid-term review) → October (final meeting and new targets). A clear appendix on the pay policy outlines expectations and guidance around decisions for pay progression being made to ensure consistency of approach and a fair and transparent process. 	<p>understanding the need to being colleagues along with ideas.</p> <ul style="list-style-type: none"> Staff have a full understanding of the groups of children in their class. They can talk about groups of children, progress and ARE %. Staff are aware of the career expectations at their pay level and have significant impact in their school and where necessary e.g. through subject leadership, across the federation. Staff are moved up the pay scale in accordance with achievements of objectives on their performance management document. The process of Performance Management and Accountability is rigorous and transparent. Staff are clear about what is expected of their role in accordance with the expectations at each career stage. Teaching Assistants have a clear understanding of Performance Management and take responsibility 		
<p>To ensure accurate provision is in place for children on the SEND register.</p>	<ul style="list-style-type: none"> All staff are able to provide accurate support for all children in class showing SEND tendencies following the expert guidance of the SENDCo. Staff are able to confidently articulate the progress SEND children make. Children make expected progress. Teachers not delivering assembly to use this slot to deliver and intervention. 	<ul style="list-style-type: none"> SEND Provision is timely and accurate and the profile of SEND support and leadership is increased across the federation. All staff are accountable for SEND children and their progress and report this to HT in accountability meetings each half term. 	<p>ZC (federation SENDCo) + HT + Class Teachers</p>	<p>Release time for SEND meetings with ZC</p> <p>1 x 1 hour meeting per term with each class teacher. NK to cover these on Thurs pm 1-2pm at Sicklinghall in September. Gboro TBC.</p>
<p>EYFS provides an Outstanding start to school.</p> <p><i>Continue to focus on EYFS du to</i></p>	<ul style="list-style-type: none"> EYFS is an exciting environment that seamlessly blends EYFS practise and Y1 discrete teaching (e.g. Common Exception words for spelling). Intervention groups are put in place immediately for Fine Motor Skills → Dough Disco is a daily routine. 	<ul style="list-style-type: none"> Belinda and Gaby to be released during the same PPA slot (Lucy and Helen to cover) to allow them to work together to plan and discuss the best way of organising the classroom. 	<p>Training from Kim Mitchell.</p> <p>Visit to Westgate Primary in Otley (partner school</p>	<p>TBC – cost of Kim Mitchell (Primary Mastery Specialist)</p> <p><i>N.B. Additional Training for AB in</i></p>

<p><i>restructured classed.</i></p>	<ul style="list-style-type: none"> • Shonette Bason Wood: https://www.youtube.com/watch?v=3K-CQrj0uY&list=PLtw-7Jf06an2o8Y3EPcUka1BxvkztYLc&index=2&t=0s • EYFS teachers visit other environments to gather ideas and inspiration. • EYFS teachers have a full understanding of the slow pace of Maths Mastery in this stage. 	<ul style="list-style-type: none"> • Topics to be taught for high engagement and to inspire writing. • Areas of provision to be engaging with multiple opportunities for maths and writing opportunities. • Tapestry to be implemented and used with 100% parental engagement in EYFS to ensure accurate data submission. N.B. EYFS to remain in the classroom during assembly time on Monday / Tuesday and Wednesday to allow direct EYFS observations / teaching each day. 	<p>from the Maths Mastery Teacher Research Group).</p>	<p><i>Maths Mastery in KS1 as she was not employed by GPS when the training occurred.</i></p>
<p>To develop a consistent approach to admin across the federation, reducing workload in the office and ensuring support for RMc and SS.</p> <p><i>Continue to work on this as new SCPS administrator was not in post for very long prior to lock down.</i></p>	<p>Efficient processes and procedures are implemented effectively and consistently across the federation.</p> <p>Workload is distributed and duplication of tasks is reduced.</p>	<ul style="list-style-type: none"> • ZP will have a weekly meeting with RMCC and SS (20 minutes) on Teams. • ZP + SS + RMCC will have a conference call each week to discuss arising concerns (20 minutes). • ZP to be timetabled to visit each school daily for an interim period of at least a half term before allocating schools based on projects / meetings with staff. • School trips are planned well in advanced and viability letters are always sent out. • Admin staff have a good understanding of what makes each school website compliant and are able to carry out an audit with ZP. • Email addresses arte adapted so that they have a consistent format → teacher name @gsfederation.com • SCR to be checked and staff to move over to federated contracts to allow staff to be moved across sites if needed for the benefit of the federation in the future. 	<p>ZP / RMCC / SS</p>	<p>Possible cost of additional resources to ensure effective systems and process and effective safeguarding e.g. Colour coded system of visitors badges: Blue NYCC lanyards for permanent staff (£6 each) / Blue named badge for regular visitors with fully enhanced DBS, Green for Governors and PTA, Red for visitors who should be visible at all times and not with children. <u>High Vis jackets</u> to be purchased for staff to wear on a playtimes.</p>

TIMELINE for federation Monitoring, Triangulation Evaluation to demonstrate IMPACT 2020-21. (COVID MONITORING – on hold)

Key	Accountability / Performance Management / Data				Continued Professional Development is noted in Blue as part of Staff Development and Support Programme – this can be found on the Staff Meeting Timetable .	
<p align="center">Major SDP Objective</p>	<p>Planned Observation</p> <ul style="list-style-type: none"> 1 x observation per term Peer observations as part of CPD TAs will have a performance management observation → Peer observation first with criteria outlined by HT 				<p>Specialist Days / Specialty input from external people are denoted in Red.</p>	
<p>Monitoring is limited for 2020-21 due to Covid. Essential monitoring in place (e.g. Safeguarding) but we must limit time spent in classes due to Covid-19 Guidance.</p>	<p>Book / Work Scrutiny</p>					
	<p>Pupil Interview</p>					
<p>AHT to support staff and to make observations on daily walk arounds of things to address.</p>	<p>Planning Scrutiny / Learning Walk</p>					
<p>1. To refine the federation’s approach to teaching MATHEMATICS with a focus on developing KS1 PROVISION and accelerating KS2 PROGRESS.</p> <p>→ To FURTHER develop the understanding of MATHS MASTERY across the federation and to embed the use of a Maths Mastery for Early Years – Y6.</p>	<p>Autumn Half Term 1</p> <p>Informal Learning Walk each week to begin and of Autumn 1.</p>	<p>Autumn Half Term 2</p> <p>Informal Learning Walk each week.</p> <p>Y2 Phonics Statutory Assessment.</p>	<p>Spring Half Term 1</p> <p>Informal Learning Walk each week.</p>	<p>Spring Half Term 2</p> <p>Informal Learning Walk each week.</p>	<p>Summer Half Term 1</p> <p>Pupil Interview – SMSC / PSHE / Ethos.</p>	<p>Summer Half Term 2</p> <p>Accountability Meetings – group data reviewed from December</p>
<p>2. To continue to develop the teaching of WRITING throughout the federation to ensure GOOD PROGRESS is made from KS1 to the end of KS2 and that ATTAINMENT is in line with or above NATIONAL AVERAGE (especially at Goldsborough).</p> <p>→ To develop a consistent federation wide approach to the teaching of Grammar, Punctuation and Spelling so that there is a rise in GPS ATTAINMENT and this is in line with or above NATIONAL AVERAGE.</p> <p>→ To embed the use of a new MARKING AND FEEDBACK POLICY that supports children in improving their KNOWLEDGE AND APPLICATION OF GPS.</p>	<p>SEND Meetings with ZC.</p> <p>Baseline EYFS Statutory Assessment.</p> <p>Accountability Meetings (Pupil Progress)</p>	<p>Observations</p> <p>Whole School Assessment Week</p> <p>Teacher Research Groups – Dates TBC.</p>	<p>Performance Management – Spring review.</p> <p>Observations</p>	<p>Observations</p> <p>Accountability Meetings – group data reviewed from December.</p>	<p>Peer Observations</p>	
<p>3. To raise the profile of READING, establishing a consistent approach to teaching Whole Class Guided Reading across the Federation in line with Ofsted focus on new framework (Summative Assessment Required).</p>	<p>Performance Management.</p>					
<p>4. To complete the KNOWLEDGE MILESTONES for each subject area to ensure that the curriculum has clear Intent, Implementation and Impact for all learners and that innovative implementation of the CURRICULUM provides rich CULTURAL EXPERIENCES and purposeful opportunities to ENRICH lessons across the federation.</p>	<p>English Scrutiny (English / Maths) completed by ZP / CR</p>					
<p>5. To develop ONE federation ETHOS that is implemented in parallel across both schools whilst evaluating Goldsborough’s effectiveness as a Church of England CE (VC) school, focusing on the provision of COLLECTIVE WORSHIP and CHRISTIAN VALUES in all areas of the curriculum.</p> <p>→ This will require the further development of RE, PSHE (including SRE which is statutory from 2020) and the integration of meaningful SMSC, British Values and SEMH across the federation, impacting on day to day learning and living and developing our ethos and family culture across the federation.</p>	<p>All monitoring TBC.</p>					
<p>6. To implement consistently high expectations of the BEHAVIOUR required for effective learning, removing low level disruptions that impact on learning; to reward effort in a CONSISTENT way across</p>						

the federation and to develop ACTIVE LISTENING to improve engagement and focus in lessons.						
7. To develop the CAPACITY of LEADERS within the federation to IMPROVE OUTCOMES across the curriculum, fostering a culture of RESPONSIBILITY and ACCOUNTABILITY through subject development and PERFORMANCE MANAGEMENT .						
Governor Monitoring						

Area of Responsibility	Goldsborough Sicklinghall Federation Coordinator Roles	
1. SENCo	Zara Chantler	
2. Deputy Safeguarding Lead	Catherine Richards (AHT) + Belinda Brearton	Catherine Richards (AHT) + Dave Morris
3. EYFS	Belinda Brearton	Gaby Bartlett
4. English	Dave Morris (Supported by HT + AHT)	
5. Maths	Rachael Thompson (Supported by HT + AHT)	
6. Science	Gaby Bartlett	
7. Computing	Dave Morris	
8. RE	Marie Robson	
9. History	Topic – Belinda Brearton	
10. Geography	Fiona Ashford	
11. Art	Rachael Thompson	
12. DT	Amanda Bagshaw	
13. Music	Amanda Bagshaw / Eli Gimeno (currently Maternity Leave)	
14. Languages	Gaby Bartlett supported by Neil Atkinson – Specialist Coach (working across the Federation)	
15. PE	Catherine Richards (AHT) + Eli Gimeno (currently Maternity Leave)	
16. PSHE	Zoe Pickard + Catherine Richards + all Class Teachers .	
17. Collective Worship	All Subject Coordinators .	
18. Global Learning and Black and Minority Ethnic Group representation throughout the curriculum	All Subject Coordinators .	

ZP Development Planning for Goldsborough Sicklinghall Federation 2020-21 (to work alongside the 'Reconnection to the Curriculum' Action Plan for returning to school).

Teaching and Learning Teams

Core Team	Ethos and Wellbeing Team (inc. SIAMS)	Curriculum	Enrichment
Maths / English / Data / SEND	R.E / Ethos / PSHE / Collective Worship	History / Geography / Science	P.E (Art / DT / Computing / Music / Languages
Zoe Pickard Catherine Richards Zara Chantler Dave Morris (TLR) Rachael Thompson	Zoe Pickard Catherine Richards Zara Chantler Marie Robson Eli Gimeno (currently Mat Leave)	Zoe Pickard Catherine Richards Belinda Brearton Gaby Bartlett	Zoe Pickard Catherine Richards Fiona Ashford Dave Morris Amanda Bagshaw Gaby Bartlett /Neil Atkinson
Governor: Guy Cooper / Jules Clegg	Governor: Rev. Stroma McDermott	Governor: Cerys Townend / Sam Parkin / Helene Shaw	Governor: Cerys Townend