



LOWER SCHOOL

*Where Learning Starts*

# School Development Plan September 2020 – July 2021

*Moving from Good towards Outstanding*

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# **Aims of our School**

## **VISION**

**To provide a stimulating, caring and secure learning environment in which our children will be happy, achieve success and reach their full potential.**

In order to fulfil our vision we will:

- Provide high standards of teaching.
- Provide for the emotional, spiritual and cultural needs of all the children.
- Develop the self esteem and confidence of all the children.
- Foster a love and excitement for learning.
- Enable children to work independently and as part of a team.
- Give children the skills to live happy and successful lives.
- Encourage children to lead healthy, active lifestyles.
- Value every child as an individual and celebrate childhood.
- Equip the children with the skills necessary in a technological society.
- Encourage positive values and tolerant attitudes towards others in school, in the wider community and in the world.
- Work jointly with parents and carers, and all members of the school and wider community.

## About our School

We currently have 109 children on roll (99 Reception-Year 4 and 10 in Nursery) and our school population is mainly drawn from Westoning village itself. However, 17 children (15.6%) do come from neighbouring towns and villages. The majority of children have had pre-school experience, either at our Nursery or other nurseries and preschools in the area. 79% of the children on roll are White British and 18.2% are from other ethnic heritages (2.8% either refused or did not provide ethnic group information). 3 children have been reported as having a first language other than English.

We have 6 classes, from Nursery through to Year 4. Our standard admission number is 30.

10.1% of our children are identified with Special Educational Needs and Disabilities (SEND).

Main school attendance is currently 97% and we are working hard to ensure we keep at or above our target of 96%. Persistent absenteeism is currently 9% and we work closely with the Attendance Officer to help families improve attendance of their children. This is through meetings, plans and fines where relevant.

We currently have 2.7% of children claiming free school meals, and 3.6% are eligible for Pupil Premium.

The school has achieved Silver Artsmark (2017), Sainsbury's Gold Sports Award (2019), Silver Eco Award (2016), Healthy Schools Status (2017), Intermediate International Schools Award (2018), Bronze Anti Bullying Alliance Award (2018) and the Values Mark (2013).

Westoning Lower School was inspected in February 2019 and during the inspection the following was noted:

- The school continues to be good.
- The leadership team has maintained the good quality of education in the school since the last inspection.
- (The team) has continued to raise the standard of teaching and learning so the attainment in reading, writing and mathematics at the end of Key Stage 1 has been consistently above the national average for three years.
- The Leadership team and Governing body have an accurate view of the strengths of the school and the areas they still want to improve.
- Pupils enjoy coming to a school where they are known and treated as individuals. Classroom visits show the school to be a happy and industrious place.
- All groups of pupils make good progress from their starting points.
- Pupils behave well both in class and around the school because they understand the high expectations adults have of them and want to do their best.
- The school is very much part of the local community.
- Staff are well informed about new safeguarding guidance through regular training and updates. Safeguarding is a standing item at staff meetings and all adults are confident in raising any concerns they may have about individual pupils.

# Results for 2019

## Early Years

	No of Pupils	GLD	Prime Areas of Learning			Specific Areas of Learning				APS
			COM	PHY	PSE	LIT	MAT	UTW	EXP	
			% of pupils achieving Expected or Exceeded							
<b>2017</b>	<b>22</b>	<b>73</b>	<b>82</b>	<b>86</b>	<b>86</b>	<b>73</b>	<b>82</b>	<b>82</b>	<b>86</b>	<b>36.7</b>
<i>National 2017</i>	-	71	82	88	85	73	78	84	87	34.5
<b>2018</b>	<b>18</b>	<b>89</b>	<b>100</b>	<b>94</b>	<b>100</b>	<b>89</b>	<b>94</b>	<b>100</b>	<b>94</b>	<b>38.9</b>
<i>National 2018</i>	-	72	82	87	85	73	78	84	87	34.6
<b>2019</b>	<b>15</b>	<b>80</b>	<b>87</b>	<b>87</b>	<b>87</b>	<b>87</b>	<b>80</b>	<b>80</b>	<b>73</b>	<b>38.8</b>
<i>National 2019</i>	-	72	82	87	85	73	79	84	87	34.6

## Phonics (Year 1)

	Number of Pupils	Breakdown of Phonics Outcomes		Percentage achieving WA
		Number of Children: Wt	Number of Children: Wa	
<b>2017</b>	<b>24</b>	<b>4</b>	<b>20</b>	<b>83</b>
<i>National 2017</i>	-	-	-	<b>81</b>
<b>2018</b>	<b>22 (1 absent)</b>	<b>5</b>	<b>16</b>	<b>73</b>
<i>National 2018</i>	-	-	-	<b>82</b>
<b>2019</b>	<b>19</b>	<b>2</b>	<b>17</b>	<b>90</b>
<i>National 2019</i>	-	-	-	<b>82</b>

## Key Stage 1 (Year 2)

	No of pupils	Reading		Writing		Maths	
		% of Pupils working at expected standard or greater depth	% of Pupils working at greater depth	% of Pupils working at expected standard or greater depth	% of Pupils working at greater depth	% of Pupils working at expected standard or greater depth	% of Pupils working at greater depth
<b>2017</b>	<b>26</b>	<b>92</b>	<b>31</b>	<b>85</b>	<b>31</b>	<b>85</b>	<b>35</b>
<i>Nat 2017</i>	-	76	25	68	16	75	21
<b>2018</b>	<b>23</b>	<b>91</b>	<b>39</b>	<b>83</b>	<b>35</b>	<b>87</b>	<b>39</b>
<i>Nat 2018</i>	-	75	26	70	16	76	22
<b>2019</b>	<b>24</b>	<b>71</b>	<b>29</b>	<b>75</b>	<b>21</b>	<b>83</b>	<b>33</b>
<i>Nat 2019</i>	-	75	25	69	15	76	22

**Year 4**

	No of pupils	Reading		Writing		Maths	
		% of Pupils working at expected standard or greater depth	% of Pupils working at greater depth	% of Pupils working at expected standard or greater depth	% of Pupils working at greater depth	% of Pupils working at expected standard or greater depth	% of Pupils working at greater depth
<b>2017</b>	<b>27</b>	<b>89</b>	<b>15</b>	<b>70</b>	<b>15</b>	<b>74</b>	<b>7</b>
<i>LA 2017</i>		82	37	72	24	76	28
<b>2018</b>	<b>15</b>	<b>87</b>	<b>47</b>	<b>80</b>	<b>27</b>	<b>87</b>	<b>40</b>
<i>LA 2018</i>		82	36	74	26	79	28
<b>2019</b>	<b>30</b>	<b>83</b>	<b>30</b>	<b>83</b>	<b>27</b>	<b>73</b>	<b>37</b>
<i>LA 2019</i>		82	37	73	25	78	30

**Year 4 Progress (KS1-Year 4)**

	No of Match-ed pupils	Reading	Writing	Maths
		% of Pupils Making Expected and Above Progress between KS1 and Year 4	% of Pupils Making Expected and Above Progress between KS1 and Year 4	% of Pupils Making Expected and Above Progress between KS1 and Year 4
<b>2017</b>	<b>24</b>	<b>83</b>	<b>75</b>	<b>75</b>
<i>LA 2017</i>		89	89	87
<b>2018</b>	<b>13</b>	<b>100</b>	<b>92</b>	<b>92</b>
<i>LA 2018</i>		92	93	91
<b>2019</b>	<b>26</b>	<b>88</b>	<b>100</b>	<b>88</b>
<i>LA 2019</i>		91	91	91

# Targets for 2020 – 2021

## Early Years

The target for Good Level of Development this year is 81% (last year target 86%, actual 80%).

## Phonics (Year 1)

The target for those working at the required level is Target 86%, challenge 93% (last year (Target) 89%, (Challenge) 100%, actual 90%).

## Key Stage 1 (Year 2)

No of pupils	Reading		Writing		Maths	
	% of Pupils working at expected standard or greater depth	% of Pupils working at greater depth	% of Pupils working at expected standard or greater depth	% of Pupils working at greater depth	% of Pupils working at expected standard or greater depth	% of Pupils working at greater depth
14	Target: 86 Challenge: 93 Progress: 6.3-6.9	Target: 36 (5)	Target: 86 Challenge: 93 Progress: 6.1-6.7	Target: 50 (7)	Target: 93 Challenge: 100 Progress: 6.2-6.8	Target: 22 (3)

## Other Year Groups

Year Group (no of pupils)	Reading		Writing		Maths	
	% of Pupils working at expected standard or greater depth	% of Pupils working at greater depth	% of Pupils working at expected standard or greater depth	% of Pupils working at greater depth	% of Pupils working at expected standard or greater depth	% of Pupils working at greater depth
1 (17)	Target: 94 Challenge: 100 Progress: 5.5-6.1	Target: 29 (5)	Target: 94 Challenge: 100 Progress: 5.5-6.1	Target: 24 (4)	Target: 94 Challenge: 100 Progress: 5.2-5.7	Target: 29 (5)
3 (19)	Target: 95 Challenge: 100 Progress: 6.0-6.6	Target: 47 (9)	Target: 79 Challenge: 95 Progress: 6.3-6.9	Target: 11 (2)	Target: 79 Challenge: 90 Progress: 6.3-6.9	Target: 21 (4)
4 (25)	Target: 76 Challenge: 88 Progress: 6.0-6.6	Target: 36 (9)	Target: 68 Challenge: 84 Progress: 6.4-7.0	Target: 20 (5)	Target: 72 Challenge: 84 Progress: 6.4-7.0	Target: 32 (8)

## **Rationale for Priorities for 2020-21**

This School Development Plan aims to build on some aspects of the previous School Development Plan 2019-2020, builds on the strengths and experiences of the staff and incorporates the strengths and recommendations of the Ofsted inspection.

The purpose of this School Development Plan is to provide a framework for the current and future development of the school.

A working copy of this plan is maintained on the Staff Room display board so that all members of our community can see the progress we are making.

A copy for the parents is on display in the entrance hall and full copies are available to take away on parental request. It is also available on the main school website.

### **This plan will:**

- Give Westoning Lower School a strategic direction for the next 12 months.
- Help keep the school focused on the main priorities for the school.
- Raise standards in achievement and attainment.
- Ensure leadership and management of the school is at least good.
- Enable the budget to be set.
- Assist the school in responding to DfE and LA initiatives.
- Provide a framework for the professional development of all staff.

### **It incorporates Ofsted, **Next steps for the school:****

- Teachers plan lessons in subjects such as science, history and geography that develop subject-specific skills and provide appropriate challenge for all groups of pupils, especially the most able.
- Recent improvements in the pre-school provision continue so that all adults maximise opportunities to support children in reaching the early learning goals.

Taking into account the areas identified by our own self-evaluations and monitoring systems, views of Ofsted and the school's School Improvement Professional, there are three main areas for development this year. These are:

- To ensure that lessons in subjects such as science, history and geography develop subject-specific skills and provide appropriate challenge for all groups of pupils, especially the most able.
- To enable all children to make at least good progress and be resilient learners.
- To enhance the digital curriculum, embedding the use of technology in all aspects of school life.

There are also subject action plans, area action plans, Governors action plans and a Continuing Professional Development Plan that accompanies the priorities.



## Key Issue 1

**To ensure that lessons in subjects such as science, history and geography develop subject-specific and reading skills, and provide appropriate challenge for all groups of pupils, especially the most able.**

**Ofsted Links: Quality of Education; Personal Development; Leadership and Management (SEF pages 7, 10, 12)**

**Priorities will be achieved by:**

- a) Ensuring all teachers are consistent and have similarly high expectations in the application of school policies across all subjects.
- b) Ensuring that assessment is accurate and used effectively to plan work that challenges and closely matches the needs and abilities of all groups of pupils, across all subjects.
- c) Ensuring reading is high profile across the school.
- d) Ensuring that best practice is disseminated and shared across the school and HAST Pyramid.
- e) Ensuring consistently high quality marking and constructive feedback in all subjects.
- f) Ensuring that pupils know what they need to do next and respond to high quality marking in all subjects.
- g) Ensuring that teachers use support staff effectively to generate high outcomes for the pupils, particularly in reading across the curriculum.
- h) Implementing focused improvement plans with rigour.
- i) Regular checks on planning, teaching, learning and marking.
- j) Governors having a clear and evidence based understanding of the school so that they can both support and challenge.

**Success Criteria:**

- ✓ Evidence of challenge is evident in planning and books.
- ✓ Progress in all subjects will be good, including reading.
- ✓ Reading attainment will be above national and LA averages.
- ✓ Marking is high quality, and will provide constructive next steps for learning in all subjects.
- ✓ Support staff have a direct impact on good, or better, pupil progress in all subjects.
- ✓ Key leaders and managers, including those responsible for governance, have high ambitions for the pupils and lead by example. They lead their actions on a clear understanding of the school's performance, and of staff and pupils skills and attributes.
- ✓ Checks on the quality of teaching and learning lead to good or better judgements.
- ✓ Governors undertake regular monitoring in order to scrutinise the school's performance, fitting in with the school's priorities.
- ✓ Governing body minutes reflect a good level of challenge linked to the school's priorities. They also recognise achievements and successes.

**Milestone 1 – Dec 2020**

Evidence of differentiated tasks  
Specific skills evident in teaching  
Cross curricular lessons seen

**Milestone 2 – March 2021**

Evidence of independent research  
Blooms taxonomy being used  
Skills Diamond Day taken place

**Milestone 3 – July 2021**

Independent investigation evidence  
Challenge tasks in books  
Variety of subject delivery used

Tasks	Responsibility	Timescale	Resource / Cost	Monitoring Impact	Half Termly RAG Rating					
					A1	A2	Sp1	Sp2	S1	S2
Plan differentiated tasks in all subjects by resources, support or task, not always by outcome.	Class teachers	Weekly	PPA Time	Planning/work scrutiny Learning walks						
Encourage children to plan their own independent investigations.	Class teachers TAs	July 2021	Lesson time	Learning walks Planning scrutiny						
Enable children to be able to conduct independent research by teaching appropriate skills.	Class teachers TAs	July 2021	Lesson time	Work scrutiny Planning scrutiny						
Teach specific skills sessions at the start of topics.	Class teachers TAs	July 2021	Lesson time	Planning scrutiny Learning walks						

Plan challenge tasks with next steps and show by highlighting TDWs (to do wells) with increasing difficulty.	Class teachers	July 2021	PPA Time Lesson time	Planning scrutiny Work scrutiny						
Use Blooms taxonomy to ensure higher level questioning for the more able when doing tasks.	Class teachers TAs	Ongoing	Lesson time	Work scrutiny Learning walks						
Have a variety of ways of delivering subject content / skills, e.g..trips, visitors, outdoor learning, art, creative approaches, physical tasks.	Class teachers TAs	Termly	Lesson time Assembly time	Work scrutiny Learning walks Assembly rotas						
Plan and deliver cross-curricular lessons where appropriate.	Class teachers	Half termly	Meeting time	Meeting minutes Data analysis						
Dedicate a Diamond Day to 4 subject skills.	Class teachers TAs	Spring term	Lesson time	Work scrutiny Digital media						
Subject data analysed by class teachers in conjunction with TAs, as well as leaders, to ensure consistent progress across the school in all subjects.	JB/SLT Class teachers TAs	Half termly	Meeting time	Data analysis Governor report						
Skills progression charts written and used.	Subject Leaders	Dec 2020	Leadership time	Skills charts Planning / LO						
Reading is clearly documented across all subjects and planned for.	Subject Leaders Class teachers	Dec 2020 Ongoing	Leadership time Planning time	Subject grids Planning / LO						
Pupil progress meetings are held to discuss pupils to aid identification of pupils and explore gaps in achievement.	JB Class teachers	Half termly	Meeting time	Data analysis PPM notes						
Opportunities for sharing and seeing good practice are built in to meeting times and the school day, as well as across the MAT and Harlington Cluster.	All staff	Ongoing	Meeting time Release time	Meeting minutes						
Effective Marking Handbook is used consistently to ensure high quality marking across all subjects with opportunities for pupils to act on suggestions.	All staff	Ongoing	SL release time Meetings	Work scrutiny Meeting minutes						
Subject leaders have input from LA SIP on deep dives in their subjects.	All subject leaders	Spring/Sum mer Term	SL release time	Meeting minutes						

### **IMPACT**

**To ensure that lessons in subjects such as science, history and geography develop subject-specific skills and provide appropriate challenge for all groups of pupils, especially the most able.**

## Key Issue 2

**To enable all children to make at least good progress and be resilient learners.**

**Ofsted Links: Quality of Education; Behaviour and Attitudes; Personal Development; Leadership and Management (SEF pages 7, 8, 10, 12)**

<b>Priorities will be achieved by:</b> <div>a) Identifying pupils who are not making expected or better progress and intervening effectively to accelerate their learning and resolve underachievement promptly.</div> <div>b) Exploring the reasons for gaps in achievement in different classes and ability groups and target appropriate interventions, including catch-up premium.</div> <div>c) Ensuring Pupil Premium children, high attainers, and pupils with SEND, attain high standards across the school.</div> <div>d) Ensuring staff have a shared understanding of growth mindsets and resilience.</div> <div>e) Ensuring consistency of use of growth mindset / resilience vocabulary amongst all staff.</div> <div>f) Communicating effectively with parents so they can support the use of growth mindsets and resilience.</div> <div>g) Using KAGAN approaches to develop cooperative learning and active engagement.</div> <div>h) Ensuring pupils are given opportunities to reflect on their learning.</div>		<b>Success Criteria:</b> <div>✓ Standards of attainment for each group are in line or better when compared national data.</div> <div>✓ Progress is at least good</div> <div>✓ Those at risk of underachievement are accurately identified and the interventions used are effective in accelerating progress.</div> <div>✓ Pupils work shows high expectations of progress and attainment.</div> <div>✓ Pupils are resilient when approaching tasks.</div> <div>✓ Pupils know what they need to be good learners and the characteristics of growth mindsets.</div> <div>✓ KAGAN approaches have an impact on the active engagement of pupils.</div> <div>✓ RADY approaches have an impact on attainment.</div> <div>✓ Pupils will be able to be reflective and use critical thinking.</div> <div>✓ Pupils will have a positive sense of wellbeing.</div>								
		<b>Milestone 1 – Dec 2020</b>			<b>Milestone 2 – March 2021</b>			<b>Milestone 3 – July 2021</b>		
		KAGAN training completed Five ways to well being completed RADY introduced to staff			KAGAN follow up training KAGAN approaches being used Growth mindset lessons seen Mental wellbeing sessions seen			Evidence of resilience Pupil interviews taken place RADY approaches evaluated KAGAN approaches evaluated		
<b>Tasks</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Resource / Cost</b>	<b>Monitoring Impact</b>	<b>Half Termly RAG Rating</b>					
					<b>A1</b>	<b>A2</b>	<b>Sp1</b>	<b>Sp2</b>	<b>S1</b>	<b>S2</b>
KAGAN training to introduce ways to adapt the approach in view of COVID 19.	JB	15 <sup>th</sup> Oct 20 2 x Jan 2021	Meeting time Planning time	Learning walks Planning scrutiny						
RADY approach disseminated to staff and incorporated into teaching and learning approaches	JB and Class teachers	July 2021	Meeting time Planning time	Learning walks Planning scrutiny						
Growth mindset lessons each week across the school.	Class teachers	July 2021	Lesson time	Learning walks Pupil interviews						
Plan and deliver abstract and open challenges.	Class teachers	Ongoing	PPA time Lesson time	Learning walks Planning/work scrutiny						
Encourage independent working and model resilience.	Class teachers	Ongoing	Lesson time	Learning walks Pupil interviews						

Regular review at staff meetings and SLT meetings to monitor impact of the initiatives.	SLT Staff	Half termly	Meeting time	Meeting minutes						
Collect feedback from pupils and report back to staff and governors.	JB	July 2021	Meeting time	Meeting minutes						
Teach pupils to recognise and value growth mindsets in their own learning and in the learning of others.	All staff	Ongoing	Lesson time	Learning walks Pupil interviews						
Develop with children and staff how to keep mentally healthy and the importance of being active, eg physical activities between and during lessons.	All staff	Ongoing	Lesson time Meeting time Wellbeing time	Learning walks Planning scrutiny Pupil interviews Meeting notes						
Anti bullying training and approaches in place to ensure understanding is developed on all aspects of bullying, particularly cyber bullying.	All staff	Ongoing	Meeting time Lesson time	Pupil interviews Meeting notes Questionnaires						
Regular meetings between SENDCo and teachers to plan interventions and discuss progress of groups.	JB Class teachers	Monthly	Meeting time	Meeting notes Data analysis						
Data analysed by class teachers, as well as leaders, to ensure consistent progress of groups across the school.	JB / SLT Class teachers/TAs	Half termly	Meeting time	Data analysis Governor report						
SMART targets for individuals and groups of pupils are reviewed regularly.	JB All class based staff	Half termly	Pupil progress meetings SLT meetings	Data analysis Plan reviews						
Pupil progress meetings are held to discuss pupils to aid identification of pupils and explore gaps in achievement.	JB Class teachers	Half termly	Meeting time	Data analysis PPM notes						

### **IMPACT**

**To enable all children to make at least good progress and be resilient learners.**

## Key Issue 3

**To enhance the digital curriculum, embedding the use of technology in all aspects of school life.**

**Ofsted Links: Quality of Education; Behaviour and Attitudes; Personal Development; Leadership and Management (SEF pages 7, 8, 12)**

<b>Priorities will be achieved by:</b> a) Enhancing the use of online platforms to support home learning. b) Using technology effectively to support classroom teaching c) Ensuring pupils are able to keep themselves safe online by deepening staff, pupil and parent understanding of online safety. d) Enhancing pupil's cultural capital through the use of digital technology. e) Using technology effectively to enable wider staff development through workshops and links across schools.		<b>Success Criteria:</b> ✓ The majority of pupils engage in home learning via online platforms. ✓ Homework supports learning gaps being closed. ✓ Technology is well planned for within a teaching sequence, leading to improved outcomes. ✓ Staff, pupils and parents demonstrate knowledge and skills to keep themselves safe online. ✓ Pupils have the knowledge, skills and attitude / behaviours and experiences that support their development as a global citizen. ✓ Technology enables staff CPD and knowledge exchange to continue virtually.								
		<b>Milestone 1 – Dec 2020</b>			<b>Milestone 2 – March 2021</b>			<b>Milestone 3 – July 2021</b>		
		Initial staff training completed Google Sites working and updated Remote Policy in place			Technology overviews completed Staff using technology each day Pupils engaging with online learning			Evidence of impact on progress Digital curriculum embedded Pupils know how to stay safe		
Tasks	Responsibility	Timescale	Resource / Cost	Monitoring Impact	Half Termly RAG Rating					
					A1	A2	Sp1	Sp2	S1	S2
Staff are trained on all aspects of Google to support their implementation of technology.	JB EC	3 <sup>rd</sup> Sept 20 Ongoing	Meeting time Grant from DfE	Staff use of Google						
Google Site for each class created and shared with parents.	Teachers	By end of Sept 2020	Meeting time	Class Google Sites						
Online Learning Section added to school website and class Google Sites.	JB	By end of October 2020	Meeting time	Website Class Google Sites						
Help guides for Google Classroom created for parents and staff.	EC SLT	Ongoing	Meeting time	Meeting notes						
Incorporate Google Classroom into teaching so that the pupils are confident to work independently at age appropriate levels.	All staff	Ongoing	Meeting time	Meeting notes Feedback						
Create Remote Learning Policy that includes protocols.	JB, EC All staff	By end of October 2020	Meeting time	Feedback Learning walks						
Audit children's access to technology at home via Google Forms.	JB	Ongoing	Meeting time Release time	Learning Profiles Feedback						

Website learning resource bank created to support learning and shared on Google Shared Drive.	All staff	Updated each term	Meeting time Release time	Data analysis Learning Profiles						
Review staff training needs and establish a programme of support, including the use of technology for assemblies.	SLT EC	Nov 2020 Ongoing	Meeting time	Meeting notes						
Set of Chromebooks purchased and set up to use in class.	KM CM	Nov 2020	Courtlands time	Learning walks Planning						
Subject leaders identify subject specific apps to put on iPads.	Teachers CM	Jan 2021	Meeting time App costs	Observation						
Safeguarding sessions on online safety incorporated into staff training cycle.	SB EC	Each half term	Meeting time	CPD cycle Meeting notes						
Online safety taught throughout computing and PSHCE / RSE curriculum.	All staff	Ongoing	Lesson time Planning time	Planning Learning Walks						
Parent brochure created / updated on staying digitally responsible and updates in newsletters.	EC SLT	Ongoing	SL time	Brochure Newsletters						
Subject leads to review current trips and digital trip overviews created, as well as online Arts and Music.	Subject Leads	Dec 2020	SL time Meeting time	Overviews Planning						
Workshops established for staff to develop knowledge of use of online platforms.	SLT EC	Half termly	Meeting time INSET days	Meeting notes Planning Learning walks						
Develop the use of Google Shared Drives as a tool for sharing knowledge and resources across the school.	All staff	Ongoing	Meeting times SL times	Shared drives						
Engage with colleagues in PST and the Harlington Cluster through virtual meetings and training.	All staff	Ongoing	Meeting times Training time	Meeting schedules						

## **IMPACT**

**To enhance the digital curriculum, embedding the use of technology in all aspects of school life.**