



Churchfields, the Village School

School Development Plan Overview

2021-2022_{v4}

Areas for Development Identified in SEF 21/22:

- Raise attainment and achievement in all subjects, incorporating catch-up. Continue curriculum mapping and assessment work to support this.
- Implement Reception Baseline Assessment (RBA), EYFS 2021 Framework & DfE Systematic Synthetic Phonics recommendations with appropriate staff CPD so pupils make good progress.
- Improve effectiveness of marking and feedback by implementing 'Mark for Impact' strategy.
- Implement new RSHE curriculum and recommended changes in light of 'Review of sexual abuse in schools' report.

Further detail:

- We are currently revisiting our intent and quality of implementation to ensure time is well spent on quality coverage that methodically revisits key skills and knowledge. We are continuing to map the skills and knowledge for upcoming 'cycles' of learning so this is a work in progress; and embedding non-core assessment strategies so teachers are confident in their assessments and this information is used to inform planning. The pandemic requires us to revisit what must be taught and ensure that is fully implemented before other content is considered. Ensure the Reception Baseline Assessment (RBA) and EYFS 2021 Framework are successfully implemented. Ensure Systematic Synthetic Phonics recommendations are implemented and staff are well-trained and monitored to ensure effective delivery at both bases.
- Ensure SEN/Pupil Premium provision is fit for purpose and addresses the additional needs brought up by the pandemic.
- Attainment and achievement in reading, writing, maths and SPaG improves across the school, supported by catch-up funding and strategies. Be mindful of the reading and SPaG issues that were evident before the pandemic.
- Marking and feedback is mindful of teachers' workload yet is successful in moving pupils' learning forward. The school will be disseminating the 'Mark for Impact' strategy this year.
- Ensure the comprehensive implementation of the Relationship, Sex and Health Education (RSHE) and Health Education; and Reception Baseline Assessment (RBA); and develop a thorough response to the June 2021 Ofsted report: "Review of sexual abuse in schools and colleges" to ensure children are kept safe.

Aspect	Leader
Maths	Carys Ottner
English	Louise Connelly
Curriculum (including Recovery)	Georgie Croker
Vulnerable Learners (including use of Catch-Up Funding)	Simon Fatcher (PP & Catch-Up) Sophie Norris (PP Support) Andrea Liddiard (SENDCo)
Relationships, Sex & Health Education (RSHE)	Clare Davis

Maths



<ul style="list-style-type: none"> • Gaps in mathematical understanding due to COVID-19-related absences, both during lockdown and increased absence rates since September. • Children lack confidence in their maths ability due to extended absence from school. • Teachers are unable to teach at the level or pace usually expected for the year group. • Children lack fluency with basic number skills. • Teaching for mastery is difficult in mixed age classes. • Teachers in new year groups are less familiar with the maths curriculum. • Maths books lack consistency in presentation. 	<ul style="list-style-type: none"> • Ensure that children are using their passports to build on their fluency and to monitor their own progress in maths. Promote use of mathematics. • SL to keep up to date with national and local guidance relating to mixed age classes. • Establish a clear set of expectations for work in maths books. 	<ul style="list-style-type: none"> • Clear transition notes are made, so that teachers are aware of which material their class has not covered. These are to be kept updated throughout the year as this issue is likely to affect more than one academic year. • Detailed records are made of children's progress at the end of every unit. • Teachers to implement fluency sessions in addition to maths lessons. • Work in staff meeting on S planning to enable teachers to become familiar with progression of skills. • Staff meeting used to share different classroom organisation strategies. • Time given to parallel teachers to discuss strategies. 	<ul style="list-style-type: none"> • All teachers have a good awareness of where the gaps in learning and teaching are. • Fluency and confidence in mathematics increases. • Greater time can be spent on reasoning in maths lessons. • Teachers have a clear strategy for managing mixed age curricula and different abilities within their classrooms. • Teachers are more confident with year group expectations. • Greater consistency of work across classes 	<ul style="list-style-type: none"> • Pupils will have positive attitudes towards mathematics. • Children are taught at an appropriate level, with gaps secured before moving on. • Children are better able to access different areas of the maths curriculum. • Children make good progress across the year.
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Maths



Milestones & Monitoring

All monitoring of the below to be completed by subject leader unless otherwise stated.

Term 2

All staff have a clear medium term plan for the year based on transition notes from previous years.

A clear plan for implementing Numbersense maths is in place.

Identification of any children falling behind as a result of covid, and support measures put in place.

Term 4

There is consistency of work in books across the classes

Numbersense maths is in use in all relevant classes

Maths lesson observations indicate good subject knowledge

Term 6

All medium term plans are updated on shared drive

80% of Y4 score 18 or more in MTC



Reading				
<ul style="list-style-type: none"> Phonics teaching and learning fell behind schedule because of school closures and the difficulties parents faced supporting online phonics lessons at home, as well as significantly reduced access to appropriately levelled reading books. There is a considerable attainment gap between disadvantaged pupils and their non-disadvantaged peers. 44% of disadvantaged children are currently assessed as either below or well below ARE. This is compared to 18% of non-disadvantaged pupils. Parental engagement with reading at home significantly reduces in KS2 and with disadvantaged families. Under-performing children in LKS2 are reluctant to be seen reading levelled books by their peers and prefer to 	<ul style="list-style-type: none"> Phonics teaching is robust and ambitious in EYFS and KS1 classes using a variety of multisensory teaching and learning strategies. Children's gaps in learning will be addressed swiftly and all children will make excellent progress from their starting point. All pupils will have access to the school's high-quality reading material to use at home including phased phonics books, coloured reading levelled books and a range of non-fiction and fiction to share and read with an adult. Books are progressive and support vocabulary and content awareness. Parents are knowledgeable on how to support reading skills at home and families will be supported to engage with reading at home to a greater extent with support from teachers. 	<ul style="list-style-type: none"> Phonics teaching follows new phonics scheme (in line with DfE recommendations) and is adapted according to pupils' needs to make phonics lessons as engaging and multi-sensory as possible. HT and SL Attend DfE approved English hub to access training and funding. Teachers will plan and teach engaging reading lessons which will teach children the specific reading and analysis skills needed to be successful readers. Teachers to plan frequent reading opportunities in English and across the curriculum to extend pupil's experience and breadth of reading. These opportunities will appropriately challenge all pupils and provide opportunities to enrich and extend more able readers. 	<ul style="list-style-type: none"> Children will rapidly progress through the phonics programme, applying segmenting and blending of sounds to their independent reading. The high success rate on the school's phonics screening check will be maintained. All children will confidently apply reading knowledge and skills to a range of reading material appropriate to ARE. All children will read independently for pleasure and feel able to challenge themselves with high-quality reading material from a range of genres and sources. The attainment gap for disadvantaged and SEN children will narrow through effective T&L strategies. Pupils will make accelerated progress as a result of their individual needs being targeted and monitored closely. 	<ul style="list-style-type: none"> Pupils will confidently apply their phonological awareness to reading and develop and refine the skills needed to be a successful reader. These successful readers will develop a love of reading which will continue throughout their education and into adult life. The school will provide pupils with a wealth of opportunities to engage with books, reading, authors and illustrators and will feel motivated and inspired to independently continue their reading development. Disadvantaged learners will achieve in line with their peers and at least in line with the national average. Increased literacy levels will provide greater career and life opportunities. Parents will feel supported by the school to be positive

English



<p>bring in books from home less appropriate their reading ability. Some parents are unwilling to support teachers' decisions about the most appropriate books to support their children's independent reading.</p> <ul style="list-style-type: none"> There is a significant attainment gap between SEN pupils and non-SEN pupils. 70% of SEN pupils are working well below expectations in reading. This is compared to 4% of non-SEN children. <p>SPaG (including writing)</p> <ul style="list-style-type: none"> Many pupils have made less than expected progress across the year because of Covid-related school closures and extensive missed learning. The high- 	<ul style="list-style-type: none"> Interventions will be carried out with high fidelity and led by qualified members of staff. Timely assessment and readjustment will mean that disadvantaged learners will make accelerated progress. The school will continue to develop and enhance the strong reading culture through a rich reading curriculum and environment. Opportunities to collaborate further with parents will encourage greater engagement with reading at home and make the benefit of this clear. <ul style="list-style-type: none"> Writing lessons need to be planned and taught ensuring a clear progression of skills from children's individual starting points, taking into account missed learning, 	<ul style="list-style-type: none"> The school's reading material will be frequently updated to ensure a wealth of engaging and challenging reading material appropriate for all children. Free reader books will be levelled correctly and low-attaining readers will be closely monitored with high-interest, low level books that boost confidence and enjoyment of reading, as well as accelerate progress. 	<ul style="list-style-type: none"> Pupils will make accelerated progress as a result of high-quality, well planned and taught writing lessons. Identified gaps in learning will be addressed swiftly, 	<p>reading role models for their children.</p> <ul style="list-style-type: none"> All pupils will have the skills needed to be confident, successful writers, able to express and communicate successfully through the
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English



<p>level of additional support and QFT strategies that would have been in place if the school was open could not be carried out, leading to lower-attaining children not being able to make the necessary accelerated progress. Younger children are put off from writing due to fears of making a mistake and lack independence as a result of too much parental support during school closure.</p> <ul style="list-style-type: none"> • The attainment gap between PP and non-PP children continues to widen due to impact of school closure and difficulties families faced during Covid-19 pandemic. • The current spelling provision for Y2-6 is not wholly effective at teaching children the skills needed to be confident, accurate spellers. • Writing provision for home learning was not wholly 	<p>with an ambitious plan to enable pupils to make accelerated progress.</p> <ul style="list-style-type: none"> • Younger children need to feel confident to write independently, 'have a go' and be unafraid of making mistakes through a 'brave writers' culture. • Interventions will be carried out with high fidelity and led by qualified members of staff. Timely assessment and readjustment will mean that disadvantaged and SEN learners will make accelerated progress and the attainment gap will narrow. • Staff will confidently teach spelling using new 'Spelling Book' strategy which will teach children in Y2-6 the skills and knowledge needed to be confident, accurate spellers. • Home learning provision for writing will need to be adapted in the event of a 	<ul style="list-style-type: none"> • 'Inspiration for Writing' will continue to be used in classes to support the good work already done in enhancing writing provision in the school over the last few years. Teachers will identify how to address gaps in pupils' learning and how to best accelerate progress. • KS1 children will develop skills in independent writing through 'brave writers' attitude, promoted by teachers and TAs. Children will understand how their positive learning behaviour will develop their skills and high-quality adult and peer feedback will celebrate successes and highlight areas to develop. • Catch up funding and pupil premium funding will be spent effectively to promote better outcomes for identified children. These will be regularly monitored and assessed to ensure progress is optimised. 	<p>enabling pupils to build on their skills and knowledge to enable them to at least meet ARE.</p> <ul style="list-style-type: none"> • Pupil conferences and teachers' observations will show that KS1 children will feel empowered to write independently, applying their skills and positive learning behaviour. Children will make rapid progress in line with ARE. • QFT strategies and effective spending of catch up funding will narrow the attainment gap between disadvantaged and SEN pupils and their non-disadvantaged peers. • Implementation of new spelling strategy will rapidly accelerate progress of spelling across the school leading to improved results from previous years and at least in line with national average. Staff will report on the impact on results as well as its manageability in terms 	<p>written word at an age appropriate level.</p> <ul style="list-style-type: none"> • SEN or socio-economic issues will not be a barrier in enabling any child to not meet the expected standard in writing. All children will see themselves as a writer and be empowered to communicate as effectively as possible. • Children will confidently apply spelling patterns and rules in their independent writing and will build a strong, competent spoken and written vocabulary. • The school will provide more able pupils with a wealth of opportunities to engage with writing in a variety of different ways, and will feel motivated and inspired to independently continue their writing development.
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English



<p>effective in enabling pupils to make good progress due to the difficulties of replicating the high-quality teaching that takes place at school at home.</p> <p>Some more able writers have not met the criteria for greater depth due to missed learning due to the pandemic and fewer opportunities in school to showcase skills and writing level.</p>	<p>possible third long-term school closure. Changes will address weaknesses in previous provision and enable children to make better progress at home.</p> <p>Underperforming more able writers will be identified and a one-page profile will be drawn up to address individual needs. This will be regularly monitored to ensure all more able children make at least expected progress.</p>	<ul style="list-style-type: none"> Staff will undertake 'The Spelling Book' training to enhance the teaching and learning of spelling in Y2-6. Daily spelling lessons will take place similar to current phonics provision. <p>Bespoke plans for more able children will address current gaps and weaknesses and ensure children are sufficiently challenged and extended in writing lessons and enrichment opportunities. Frequent assessment will show underperforming more able children will be making accelerated progress and will confidently meet the greater depth criteria for each year group.</p>	<p>of staff workload and timetabling.</p> <p>100% of identified more able children will meet the greater depth criteria for their year group leading to improved greater depth figures from previous years and above national average.</p>	
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Milestones & Monitoring

All monitoring of the below to be completed by subject leader unless otherwise stated.

Term 1

All teachers will adapt medium term plans accordingly to address gaps in learning from previous year(s). Weekly planning will detail how gaps will be addressed.

All children identified as being below ARE (SEN, disadvantaged, MA, or otherwise) to be planned for in whole class teaching, small group work or 1:1 support as appropriate, making good use of catch up and pupil premium funding.

All SEN and MA children's one-page profile to outline targets for reading and writing and be shared with SENDCo/MG respectively and parents.



LC to lead Book Week and campaign to promote greater engagement with reading at home with parents.

Term 2

Children identified as being below ARE to be regularly assessed to ensure accelerated progress is being made in lessons and with additional support. All above and beyond support to be closely evaluated. 100% of children will make at least expected progress in T1/2.

Teachers to identify families not engaging with reading at home and work together to identify barriers and how to address.

Term 3

LC to monitor T1/2 data to ensure accelerated progress is being made for children identified as behind. Children should be making at least 1 point progress. SF to monitor effectiveness of funding being spent with teachers. Adaptions made if necessary.

Staff to report greater engagement with reading at home and discuss further actions if necessary.

Term 4

100% of children will continue to make at least expected progress from T1 to end of T4.

Pupils identified as behind will have made more than 2 points progress from baseline to the end of T4.

30% of children in each year group will be on track to achieve GD and will have maintained the assessment of 'working above expectations' on Insight. This will include 100% of MA children.

SEN children will have made at least 1 point progress from baseline. 100% of 1PPs will be updated with new targets set.

Staff continue to report on greater engagement with reading at home.

Term 6

100% of children will make at least expected progress across the year (3 points).

Identified pupils (SEN, disadvantaged, other) will have made more than 3 points progress from baseline to ensure progress is accelerating.

All more able children will be on track to meet greater depth criteria. This will be approximately 30% of each year group.

Identified SEN children will have made at least 3 points progress from the start of the year to narrow attainment gap.

All parents supported to engage with reading at home contributing to successful reading and phonics results.

Curriculum (including Recovery)



<ul style="list-style-type: none"> • Subject leaders need to be clear on the new strengths and weaknesses in their subjects - Deep Dives to be implemented per subject. • Continued implementation of medium-term plans and planning documents used to teach. • Monitoring and maintaining prior knowledge and skills. Monitor end of topic understanding. • Promote English and reading links across the curriculum through foundation subjects, not just writing but to 	<ul style="list-style-type: none"> • Deep dives to be assigned to members of staff prior to Curriculum leader undertaking: observing/learning walk/ book scrutiny. • Ensure MTP are completed per topic and that Key vocabulary and cultural capital are high focus. • Ensure all documents are accessible on asking. • Continue work on the mapping of skills and knowledge so key learning points are revisited methodically, year on year. • Children to create 'wordles' that show prior knowledge of the subject. Either 'wordles' to be produced at 	<ul style="list-style-type: none"> ○ learning of pupils ○ book scrutiny (once possible) ○ Coverage of learning and curriculum expectations • Curriculum leader will track the learning in conjunction to the assessment documents and curriculum framework. • Curriculum lead to use book scrutiny to monitor this, as well as mid and end of year pupil conferences. • Curriculum and English lead to produce list of opportunities for both reading and writing, possible book/reading spine. 	<ul style="list-style-type: none"> • Teachers will explicitly talk about the subject discipline that learners are studying. • Learners will know the subject being taught and understand the progression between years, being aware of the next steps in their learning. • The quality of the learners' work will be in line with ARE or above. • The quality of writing in foundation books as well as knowledge gained from reading. Use of reading 	<ul style="list-style-type: none"> • Learners will have an interest in the subjects they are studying. • Pupils will make links with their own learning and the world around them through the sustainable development goals. • Assessment on how children have remembered key information and skills demonstrates good progress and attainment (ARE+) for all groups. • Pupils will be able to recall key facts and vocabulary throughout the topic and year. • Pupils will be able to see the importance between both reading and writing in other subjects than English.
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Curriculum (including Recovery)



<p>include opportunities for reading</p>	<p>the end of topic or a quiz to be generated.</p> <ul style="list-style-type: none"> Curriculum leader to work alongside English lead on how we can increase the writing and reading opportunities in foundation subjects. 		<p>comprehensions/ quizzes to gain outcomes</p>	
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Milestones & Monitoring

All monitoring of the below to be completed by subject leader unless otherwise stated.

Term 1

History deep dive
 Prior knowledge assessments
 Have liaised with English lead regarding writing and reading in curriculum

Term 2

Geography deep dive
 Assessment folder updates and monitoring
 End of unit knowledge gather

Term 3

Art deep dive
 Prior knowledge assessments
 Pupil conference regarding knowledge

Term 4

Computing deep dive
 Assessment folder updates and monitoring
 End of unit knowledge gather

Curriculum (including Recovery)



Term 5

Design and technology deep dive
Prior knowledge assessments

Term 6

French deep dive
Assessment folder updates and monitoring
End of unit knowledge gather
Pupil conferencing regarding knowledge and curriculum covered

Vulnerable Learners (including use of Catch-Up Funding)



<ul style="list-style-type: none"> • Pupils who may now be described as vulnerable is likely to have increased since COVID-19 school closures. These children need to be accurately identified alongside those with SEND and Pupil Premium. • Many learners with vulnerabilities have missed substantial amounts of learning due to lockdown school closures. They are likely to have made less progress than their peers and have fallen behind in their learning. This has been confirmed by 2020/21 assessment data. • Interventions are carried out with fidelity and closely match the needs of every child. Assessment is regular and affects further implementation. 	<ul style="list-style-type: none"> • Identification process will improve by revising criteria as necessary. • Interventions will be high fidelity and rely mostly on those with a track record of success. Timely assessment and readjustment will mean that Vulnerable Learners will make accelerated progress. • Attendance will be tracked regularly and challenged. • HT (who is also PP leader) and SENDCo to have termly meetings to discuss effectiveness of interventions and the progress of SEN pupils. • PP leader/support and SENDCo report regularly to governors through their designated links. • PP leader/support and SENDCos participate in the LA cluster/network meetings as well as other training that may be suitable. 	<ul style="list-style-type: none"> • Timescales provided to staff to identify Vulnerable Learners at key points across the year to correspond to Pupil Progress Meetings as a minimum. This will be a fluid list. • PP leader and SENDCo to research effective interventions that have a proven track record and ensure they closely match pupil need. PP and Catch-Up Funding to be used for this purpose. • Interventions are monitored, entry and exit data will be used. • SEND/PP learners' books are marked first. • Early Help is accessed to support identified pupils and their families. • School expands ELSA hours which will involve training a second member of staff. Catch-Up funding will be used for this alongside PP funding if required. 	<ul style="list-style-type: none"> • Vulnerable Learners identified promptly and the most suitable support put in place – progress on each intervention shows impact. • Teachers as well as TAs will work with vulnerable learners. • Scaffolding appropriate to needs. • PP/SENDCo/Teachers (classteachers and intervention teachers) have regular discussions about the effectiveness of any support. This will then be shared at Pupil Progress Meetings; HT/SENDCo meetings, and Classroom Practice meetings. • Attendance of pupils causing concern improves so they do not miss school unnecessarily. • Pastoral care and support for mental health is evident through classroom, intervention and ELSA support as appropriate. 	<ul style="list-style-type: none"> • Vulnerable Learners' needs are correctly identified. • Vulnerable Learners progress will be in line with all pupils nationally. • Vulnerable Learners will attend at least in line with national attendance data expectations. • Classteachers and subject leaders (including PP and SENDCo) will have a good understanding of the needs of their learners and these needs are met effectively. • VL outcomes will be in line with all pupils and making expected progress. • Life chances for vulnerable learners enhanced. • National Tutoring programme will have
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Vulnerable Learners (including use of Catch-Up Funding)



	<ul style="list-style-type: none"> Following termly data analysis, leaders will plan interventions and allocate TA/HLTA/Teacher time accordingly. 	<ul style="list-style-type: none"> Attendance meetings in place that identified parents will be required to attend. This will be followed up by formal action involving EWO if not successful. Interventions are short and focussed – when completed, new interventions put in place if required. Ensure interventions are effective and involve cognitive programmes. Identify individual needs and decide programme – rather than ‘fitting’ learners into a group. Interventions are observed by HT/SENDCo/SLT. TAs access CPD. Provide in school support for learners not supported at home. Access the National tutoring programme as appropriate. 	<ul style="list-style-type: none"> Leaders will have a good understanding of the needs of their Vulnerable Learners, the effectiveness of interventions and any corresponding relevant data. Human resources are optimised and allocated according to need – TAs are flexible and able to work in several year groups and teach a variety of programmes (this may require additional CPD). Interventions are effective and have a positive impact on pupil progress. Staff are ambitious for the Vulnerable Learners. Vulnerable Learners are able to access learning at home if required. 	<p>enabled Vulnerable Learners to catch up as indicated through monitoring of work and data analysis.</p>
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Vulnerable Learners (including use of Catch-Up Funding)



Milestones & Monitoring

All monitoring of the below to be completed by subject leader unless otherwise stated.

<Milestones and monitoring of this area is closely aligned to a number of key areas. Please refer to other areas of the SDP as well as subject leader action plans for a more in-depth comprehensive review.

Term 2

Areas of need clearly identified using revised criteria.

Assessment of autumn term interventions/other use of catch-up funding. Changes made to ensure value for money.

Term 3

Random pupil case studies of those identified as vulnerable. Actions to be identified, addressed then reviewed in term 6.

Priority of vulnerable learners remains high across the school. School community regularly updated on how these pupils are supported.

Term 4

Strategies monitored for impact and adjusted if required.

Pupils/ parents/ staff indicate home life more conducive to learning overall.

Data analysis and other monitoring indicates accelerated progress is accelerating for vulnerable learners, and gaps are being filled.

PP/VL interventions are effective at addressing children's needs and evaluations /reports indicate this is supporting children's performance at school (e.g. data)

Term 6

100% pupils made expected progress outcomes or at least in line with all pupils nationally.

Case study reviews indicate all interventions identified in term 3 have been carried out. Further actions identified for 22/23 cycle if appropriate.

Relationships, Sex & Health Education (RSHE)



<ul style="list-style-type: none"> • Gaps in learning and RSHE content are evident due to COVID-19 school closures. • Mixed year group classes could affect the continuity and coverage of RSHE. • Teaching may be affected by staff confidence and training linked to RSHE. • Sexual abuse in school could be logged alongside other behaviours and not addressed specifically. • Awareness of sexual abuse in schools alongside support and guidelines. 	<ul style="list-style-type: none"> • Teachers to assess and reflect on RSHE coverage term 6 2021. Subject leader to reflect and highlight coverage for academic year 2021/22. • Subject leader to attend suitable training and training to support all teaching staff. • Update Jigsaw resources and action a staff meeting linking to RSHE and staff confidence. • Sexual abuse protocol to be agreed with DSL and SLT. • Behaviour log to be updated to address sexual abuse specifically and for this to be monitored. • Pupil conferences to reflect on pupil voice and assess teaching of RSHE. 	<ul style="list-style-type: none"> • Staff and subject leader to identify gaps in learning and for this to be addressed. • Teacher support linked to resources and cover to teach specific knowledge to appropriate year groups (UKS2 specifically). • Safeguarding policy to address sexual abuse and support. 	<ul style="list-style-type: none"> • RSHE coverage is up to date and progression can be made across the year groups with age appropriate content. • Teachers feel confident in teaching the subject and are supported in splitting age groups to teach appropriate content. • Relationship Education is embedded throughout the whole school – pupil conferences to show this. • Children and staff are aware of how to receive support with regards to negative behaviours and sexual abuse. • RSHE is valued by teaching staff, parents and pupils. 	<ul style="list-style-type: none"> • All children will have a good understanding of RSHE content linked to their age group. • Pupils will learn specific content to match their age and maturity. • Pupils will have a good understanding of how to respect others and themselves. • Children are aware of who can support them and feel able to ask for this support. • All staff are aware of safeguarding policy and how to deal with safeguarding issues, including sexual abuse.
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Relationships, Sex & Health Education (RSHE)



Milestones & Monitoring

All monitoring of the below to be completed by subject leader unless otherwise stated.

Term 1

All teachers to be aware of updated RSHE policy and updated resources available.
Sexual abuse protocol agreed with DSL and SLT.
Updated behaviour log to address sexual abuse.

Term 3

Subject Lead and teachers CPD identified and addressed.

Term 5

Parents to be made aware of RSHE policy and content.
Appropriate classroom coverage is organised in UKS2 to enable teachers to teach specific year groups in term 6.

Term 6

Teachers applying RSHE policy and teaching RSHE content to appropriate year groups.
Pupil conference to assess children's progression and understanding.

Please note that this is the overview document only. The SDP in its entirety comprises this overview alongside subject leader action plans which provide greater details including SMART targets and costings

