

School Development Plan 2024-25 (1 year plan)



Our Vision

Our Vision is of an equitable and inclusive education that is underpinned by the essence of 'Every Child Matters', which to all at Herrick means:

TO GIVE EACH AND EVERYONE A CHANCE

Our educational values are based on the richness and diversity of the school's communities and the significant partnership that school, parents and carers have in ensuring pupils' well-being, improving their achievement and personal development.

Our educational values are:

- *provide enjoyable learning experiences through an innovative and relevant curriculum*
 - *collectively support all children to achieve their full potential*
 - *to respect and celebrate cultural diversity*
 - *access and address the needs of children, parents/carers, staff and community*
 - *nurture children to become confident and responsible citizens of the 21st Century*

OR

as in the words of our children

- being me, being safe, being happy
 - *learning never stops*
 - *speak Herrick*
- *I am curious, independent, confident, I like to investigate and I like a challenge (Attitudes)*
- *I am a: maker of right choices, never give up, helper of others, member of the community, and finder of the unknown (Character)*

As we enter the academic year 2024-25, our School Development Plan builds on the successes of the previous 3 year plan but also continues to develop aspects that were either not embedded or introduced – in this, the first year of our plan you will identify strands that will support in embedding key priorities.

We cannot deny that covid-19 has impacted education, therefore we want our children to be equipped with whatever life throws at them, for them to have key characteristics and an attitude that encompasses all the aspects of a positive learning culture. Two core features are essential in being successful in the 21st century - the uncertainty of qualifications, career paths, jobs etc. make 'character' and 'attitudes' all the more important. We at Herrick endeavour to develop both our 'Herrick Character' and 'Learning Attitudes', which we nurture and develop amongst all our children. In these times and going forward, we are determined to ensure that, **'learning never stops'** – no matter what!

'Our Journey Post Pandemic'

Through our journey post pandemic, we have developed and embedded 5 key aspects, they include: curriculum development, subject leadership, oracy, reading and the ethos of our school linked to the 'Herrick character' and 'Learning attitudes' – overall we endeavour to ensure a good quality of education to the children in our care.

Education moves at a pace and we must consistently review our provision, adjust our practice and learn from research in order to maintain excellence and meet the demands of a changing educational landscape.

Aside from changing local and national agendas, with competing priorities, children and families are not 'constant' and progress is not linear. We cannot assume there will always be an upward trajectory of improvement simply because of previous success.

We also know, from first-hand experience, the challenges and barriers which can easily affect improvement at our school and progress for our children. Whilst these are created for reasons beyond our control, it is our job as educators to be the champion for children and 'to give each and everyone a chance' a reality for everyone at Herrick Primary School.

After completing the evaluation of SDP 23-24 it was evident that targets needed to be refined and adapted in-order to build on key areas that has supported progress across the different strands of school development. In this year's plan we have been more selective and reduced overall actions and focused on key targets that have evolved through significant changes in staffing, financial stability and our monitoring and evaluation of learning and teaching. Curriculum development continues to be a priority and is supported through specific subject action plans. As all schools we have had to face obstacles that has limited the impact of some the actions identified last year but we continue to identify ways to take the school forward.

The School Improvement Plan for 24/25 is about us considering how we overcome the barriers which we, like any other school, face and how we unleash the potential for us and for our children. We know that by, working together, we really can overcome any barriers and unleash the potential in every one. This year we have identified key priorities which have a number of actions to support in achieving successful outcomes.

Main School priorities:

(1) Reading

- 1a.** to provide regular support and match decodable books for children across the school with limited phonic knowledge
- 1b.** to embed clear approach to build on reading to develop comprehension skills
- 1c.** to review banding of books in EYFS & Year 1 to correlate with Little Wandle books

(2) Curriculum

- 2a.** to further develop retrieval strategies that link back to prior learning
- 2b.** to establish formative strategies that support checking pupils' learning during the course of a lesson
- 2c.** to insert 'subject builder questions' within teaching of SOL, supporting what pupils have learned and what they need to learn next Curriculum

(3) Personal Development

- 3a.** to strengthen pupils' understanding of British values through linking to 'being me, being happy and being safe' (Herrick Flag)
- 3b.** to establish the 'bigger question' in RE, supporting pupils recognise how different faiths affect the choices of individuals
- 3c.** to promote extra-curricular choices through activities offered after school

Key Targets 24-25

Leadership & Management

1. To implement recommended actions identified as part of Ofsted inspection in-relation to reading
2. To address specific outcomes of safeguarding Audit
3. To develop finance plan to support financial stability of school

Quality of Education

1. To further develop retrieval strategies that link back to prior learning
2. To establish formative strategies that support checking pupils' learning during the course of a lesson
3. To insert 'subject builder questions' within teaching of SOL, supporting what pupils have learned and what they need to learn next Curriculum

Personal Development

1. To strengthen pupils' understanding of British values through linking to 'being me, being happy and being safe' (Herrick Flag)
2. To establish the 'bigger question' in RE, supporting pupils recognise how different faiths affect the choices of individuals
3. To promote extra-curricular choices through activities offered after school

Behaviour & Attitudes (continued 23-24)

1. To provide opportunities for pupil voice in evaluating and developing curriculum subjects.
2. To effectively review and employ strategies that improve rates of attendance.
3. To strengthen parent/carer understanding of their s role in managing e-safety online behaviour at home.

EYFS

1. To create a progression overview in all areas of learning in EYFS Development Matters
2. Create continues provision with non-negotiable activities.
3. Plan structured continues provision activities, which support Reception pupils' learning and attitude for year 1 readiness

Leadership & Management – Plan & Review

To address/develop	1. To implement recommended actions identified as part of Ofsted inspection in-relation to reading		
Yr Group/Phase	All Phases		
Staff Responsible	Class Teachers		
Monitoring	B.Phiipps & S.Kaur		
Term	Over the year		
Action	<ul style="list-style-type: none"> To review banding of books to support Early Reading Provide regular support for children across the school with limited phonic knowledge Implement daily phonics lessons for Year2 children who failed phonics screening Develop planned progression of comprehension skills 		
Impact/Cost	<p>All children will have accurately matched decodable books. Children will be more secure with their phonic knowledge for reading, increasing their fluency. Aim for a % of children to achieve their word reading and comprehension ELG. EYFS – to have all children on blended books before entering Year 1 85% of children who've passed their phonics screening test to be in line with or greater than national average. Greater % of children entering Year 3 having passed their phonics screening test. (£3000)</p>		
Outcome/s	Outcomes: RAG review success		
	Autumn	Spring	Summer
	R A G	R A G	R A G

To address/develop	2. To address specific outcomes of safeguarding Audit		
Yr Group/Phase	DSL		
Staff Responsible	A.Aydin		
Monitoring	U.Patel HT / A.Adin		
Term	Term 1		
Action	<ul style="list-style-type: none"> Disqualification form – relevant employees to be completed Searching, screening and confiscation policy to be updated Personnel files checked & passports to be requested for ID check if not in their file (document checking) Criminal records (barred list) – review policy in accordance with changes Low level concern policy to be reviewed Review and update school website with relevant documentation in-relation to KCSIE September 24 		
Impact/Cost	<p>Personnel files checked & passports to be requested for ID check if not in their file – Teachers will have claimed/disowned and prohibition checks– Right to Work guidance followed Change policy on conducting checking against barred list – will be only be completed for individuals directly working with children (not governors or volunteers as they are not typically in regulated activity) Amend safeguarding policy, now corresponds with appendix 4 – Allegations policy and appendix 5: Guidelines for avoiding allegations of abuse for all staff</p>		

	All documentation linked to KCSIE September 24		
Outcome/s	Outcomes: RAG review success		
	Autumn	Spring	Summer
	R A G	R A G	R A G
	Autumn	Spring	Summer
	R A G	R A G	R A G

To address/develop	3. To develop finance plan to support financial stability of school		
Yr Group/Phase	All year groups.		
Staff Responsible	CLT + subject leads		
Monitoring	U.Patel HT/ S.Tuckwood		
Term	All year		
Action	<ul style="list-style-type: none"> Review financial plans which take account of possible reductions in numbers and funding. Research fundraising opportunities to support projects. Develop opportunities to increase revenue via new lettings. Investigate ways to make savings Develop a 5-10 year plan for development works taking into account the future needs of the school and use of the facilities by external organisations as well as the financial plan for the school in this period. Procurement of products- investigate opportunities to improve our practice by looking for products and services that consider environmental aspects. 		
Impact/Cost	Premises and Finance Plan (3 years) - Ensure the school is well maintained and new spaces are in place to support the needs of the school whilst maintaining financial stability. The school will be well maintained and resourced with a long term premises and financial plan in place. Reduce deficit and aim towards securing spending within budget by 2026.		
Outcome/s	Outcomes: RAG review success		
	Autumn	Spring	Summer
	R A G	R A G	R A G

Quality of Education – Plan & Review

To address/develop	1. To further develop retrieval strategies that link back to prior learning (focus on maths & English)		
Yr Group/Phase	Yr Rec -6		
Staff Responsible	All staff		
Monitoring	U.Patel & S.Kaur		

Term	Terms 1-3											
Action	<ul style="list-style-type: none"> To improve the standard of teaching of maths across the whole school (flashback 4) To further improve the opportunities for Early Years provision. To provide CPD for Staff (retrieval strategies) Pilot units with Talk Outcomes Gather evidence for Voice 21 Centre of Excellence Revisit all oracy strategies via oracy days and specific periods in academic year to ensure consistency. Timetable and implement oracy assemblies 											
Impact/Cost	<p>All children to access weekly times tables sessions using TT Rockstars. All members of staff to have a good level of understanding of the Ready to Progress statements in order to allow all children to make good to outstanding progress in every session. All teachers, therefore, deliver good to outstanding sessions with carefully sequenced learning.</p> <p>Children across the school are able to articulate their learning using specific vocabulary. Oracy fully embedded across the curriculum to ensure children's language is developing. All teachers will practise oracy strategies from Voice 21 across the school in daily lessons. -Learning Review/Listening Walks demonstrate oracy is used to move them on in their learning.</p> <p>ESTABLISH SCHOOL STRATEGIES</p>											
Outcome/s	<table border="1"> <tr> <td colspan="3">Outcomes: RAG review success</td> </tr> <tr> <td>Autumn</td> <td>Spring</td> <td>Summer</td> </tr> <tr> <td>R A G</td> <td>R A G</td> <td>R A G</td> </tr> </table>			Outcomes: RAG review success			Autumn	Spring	Summer	R A G	R A G	R A G
Outcomes: RAG review success												
Autumn	Spring	Summer										
R A G	R A G	R A G										

To address/develop	2. To establish formative strategies that support checking pupils' learning during the course of a lesson (focus on maths & English)
Yr Group/Phase	Yr1-6
Staff Responsible	All staff
Monitoring	U.Patel & S.Kaur
Term	Term 1-3
Action	<ul style="list-style-type: none"> To embed the knowledge and understanding of times tables across the whole school Further develop provision for GDS writers, particularly, in years 1, 3, 4 & 5. Termly diagnostic assessment with emphasis on WTS Targeted children need to improve handwriting. Update Features, Vocabulary and technical skills
Impact/Cost	<p>90% of all children in Y4 to score 20/25 in their MTC in June '25.</p> <p>An increased percentage of children achieved GDS. Majority of children (81) who achieved WTS in June 2024 achieve EXS Children are not prevented from securing EX standard if handwriting is not secure.</p>

	Clarity for teachers and consistency within year groups to ensure progression is achieved at the appropriate standard.		
Outcome/s	Outcomes: RAG review success		
	Autumn	Spring	Summer
	R A G	R A G	R A G

To address/develop	3. To insert 'subject builder questions' within teaching of SOL, supporting what pupils have learned and what they need to learn next Curriculum		
Yr Group/Phase	Rec – Y6		
Staff Responsible	All staff		
Monitoring	U.Patel/ S.Kaur		
Term	Terms 1-3		
Action	<ul style="list-style-type: none"> • All teachers to include specific 'subject builder' questions from previous topics and to complete questions through adapting SB questions into planning of unit • Focus to be placed on outcomes of vulnerable children 'SEN, PP' in-relation to progression statements • Assessment to be recorded in 'Foundation assessment' • Curriculum leads to use assessment records to support development of subject 		
Impact/Cost	<p>Clear sustained strategies to support SEND/PP children are put in place across the school to ensure good progress. Opportunities for training, assessment and review (e.g. PPMs, Data collection, AFL, teaching and learning walks/reviews, pupil surveys, book monitoring) will enable information used to identify barriers to learning.</p> <p>Subject leaders continue to maintain the gathering of relevant information to inform progress of children and support is offered as needed. Good levels of communication among staff in delivering effective L&T that supports access to all areas of the curriculum</p>		
Outcome/s	Outcomes: RAG review success		
	Autumn	Spring	Summer
	R A G	R A G	R A G

Outcomes								
Attainment measures	Nat. overall (2024)	Sum. 24	Aut. 24	Spr. 25	Sum. 25			
<i>EYFS</i>								
% with GLD at the end of EYFS		52%						
<i>Phonics</i>								
% achieving the expected standard in phonics by the end of year 1		78%						
% achieving the expected standard in phonics by the end of year 2								
<i>KS1</i>								
% achieving the expected standard or above in reading		73%						
% achieving a high standard in reading		12%						
% achieving the expected standard or above in writing		41%						
% achieving a high standard in writing		4%						
% achieving the expected standard or above in mathematics		59%						
% achieving a high standard in mathematics		6%						
Outcome/s						Outcomes: RAG review success		
						Autumn	Spring	Summer
						R A G	R A G	R A G

Outcomes						
KS2	Nat. overall (2024)	Sum. 24	Aut. 24	Spr. 25	Sum. 25	
% achieving the expected standard or above in reading		75%				
% achieving a high standard in reading		27%				

Reading average scaled score								
% achieving the expected standard or above in writing		60%						
% achieving a high standard in writing		5%						
% achieving the expected standard or above in mathematics		75%						
% achieving a high standard in mathematics		23%						
Mathematics average scaled score								
% achieving the expected standards in R,W,M combined		56%						
% achieving a high standard in R,W,M combined		2%						
% achieving the expected standard or above in EGPS		83%						
% achieving a high standard in EGPS		35%						
Outcome/s						Outcomes: RAG review success		
						Autumn	Spring	Summer
						R A G	R A G	R A G

Personal Development – Plan and Review

To address / develop	1.To strengthen pupils' understanding of British values through linking to 'being me, being happy and being safe' (Herrick Flag)	
Yr Group /Phase	Rec – Yr6	
Staff responsible	All staff	
Monitoring	A.Aydin / U.Patel	
Term	Term 1	
Action	<ul style="list-style-type: none"> • School Council to create video to share with classes • Weekly assemblies to highlight links to British values through providing examples of actions/news/personal stories • Jigsaw lessons to include segment linked to Herrick Flag 	
Impact/Cost	Our curriculum will support in embedding knowledge of British values that support community cohesion. Teachers have a clear understanding of how to teach to support diversity. Children will be able to express their ideas of world religions linked to other backgrounds/cultures/races to their learning.	
Outcome/s		Outcomes RAG review success

		Aut.	Spr.	Sum.
		R A G	R A G	R A G

To address / develop	2. To establish the 'bigger question' in RE, supporting pupils recognise how different faiths affect the choices of individuals		
Yr Group /Phase	Rec – Yr6		
Staff responsible	All staff (subject leads)		
Monitoring	U.Patel / S.Kaur/ S.Punchard		
Term	Term 1-3		
Action	<ul style="list-style-type: none"> • Staff meeting to highlight the • Review of curriculum and identify opportunities for children to express ideas on religions • Teaching & Learning group to review amendments to the curriculum plans – term 1 • Ensure that planned trips and visits (+assemblies) are linked to year group religion of study • Review subject medium-term plans and identify questions that explore the world beyond 		
Impact/Cost	Our curriculum will support in embedding knowledge of religions that reflect modern Britain. Teachers have a clear understanding of how to teach to support progression. Children will be able to express their ideas of world religions linked to other backgrounds/cultures/races to their learning.		
Outcome/s	Outcomes RAG review success		
	Aut.	Spr.	Sum.
	R A G	R A G	R A G

To address / develop	3. To promote extra-curricular choices through activities offered after school		
Yr Group /Phase	Rec – Yr6		
Staff responsible	All staff (subject leads)		
Monitoring	A.Aydin		
Term	Term 1-3		
Action	<ul style="list-style-type: none"> • Embed opportunities for pupils to develop life skills - financial, cooking, gardening • Embed a culture that pupils actively / passionately engage with current affairs • Further develop the range and frequency of extra-curricular opportunities • Develop links with outside providers for extra- curricular activities 		
Impact/Cost	Pupils and adults alike to continually learn and improve Opportunities for pupils and adults alike to develop strengths and interests, fulfilling their potential through self- reflection, collaboration and research Life skills are taught as part of the curriculum. These include financial understanding, relationship education, cooking and gardening		

	A wide range of extra-curricular activities support pupils' development and interests A good range of play and exercise opportunities / facilities supports the physical development of pupils of all ages		
Outcome/s	Outcomes RAG review success		
	Aut.	Spr.	Sum.
	R A G	R A G	R A G

Behaviour and Attitudes (continued from 23-24) - Plan and Review

To address/develop	Ensure pupil voice questionnaires give subject leaders relevant feedback about their subject.		
Yr Group/Phase	Yr1 – Yr6		
Staff Responsible	All staff		
Monitoring	U.Patel		
Term	Terms 1-3		
Action	<ul style="list-style-type: none"> Subject leaders to carry out a whole school pupil voice questionnaire for their subject – 1.1 & 1.2 Review questionnaire content and alter accordingly, if required, for future use – 2.1 Review of subject overviews and SOLs based on feedback from the children – 2.2 Share the outcomes of the pupil voice with the interviewed group, as well as the wider school so that all pupils know that their opinions are valued and used to improve and change their learning – 2.3 Pupil Voice findings, and proposed amendments to curriculum planning, to be shared with the Teaching & Learning group 3.1 		
Impact/Cost	<p>Our curriculum development will be influenced by pupil voice. Pupils at Herrick will feel that they contribute to changes in school in positive way. Books, trips and visits reflect the responses from pupil voice questionnaires Pupil voice added to subject corridor displays.</p>		
Outcome/s	Outcomes: RAG review success		
	Autumn	Spring	Summer
	R A G	R A G	R A G

	Protocols/Procedures in place a whole school level		
To address/develop	To continue to utilise a range of strategies to promote good attendance.		
Yr Group/Phase	Rec – Yr6		
Staff Responsible	All staff		
Monitoring	U.Patel/ A.Aydin		
Term	Terms 1-3		
Action	<ul style="list-style-type: none"> Fortnightly attendance review meetings to include a specific focus on disadvantaged and SEND Half-termly leadership review of overall attendance data Termly class attendance competition based on improved attendance Weekly communication to teachers on concerns in attendance patterns 		

	<ul style="list-style-type: none"> • Referrals to outside agencies for support with attendance • Presentations to governors on school attendance at L&T group visits (termly) 									
Impact/Cost	<p>Improved attendance. Importance of good attendance is highlighted with key families; opportunity for families to raise any concerns / difficulties linked to attendance Following each monitoring conference, agreed actions are implemented which impact on raising attendance There is a robust set of measurable data to demonstrate the impact of these strategies. Governors are fully informed on this important area.</p>									
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To address/develop	Further develop communication pathways for parent/carers in supporting their understanding of e-safety online behaviour at home									
Yr Group/Phase	Rec – Yr6									
Staff Responsible	All staff									
Monitoring	U.Patel/ A.Aydin									
Term	Terms 1-3									
Action	<ul style="list-style-type: none"> • Plan Information sessions termly for all parents/carers (place presentation on website) • Communication home of current concerns linked to social media sites 1.2, 2.2 & 3.2 • Meetings in school where issues have come to light • Standard letters highlighting risk etc (termly) 									
Impact/Cost	<p>Reduction of incidents related to e-safety online behaviour Parents/Carers confident in approaching school for support (including relevant information on website) Current concerns shared with parents/carers signposting support agencies if relevant Termly e-safety letter for parents established</p>									
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Outcomes: RAG review success										
Autumn	Spring	Summer								
R A G	R A G	R A G								

EYFS – Plan and Review

To address / develop	1. To create a progression overview in all areas of learning in EYFS Development Matters
Yr Group /Phase	Phase 1
Staff responsible	EYFS staff
Monitoring	A Aydin

Term	1.1 to 3.2		
Action	<ul style="list-style-type: none"> Teachers to put intervention and extra catch up support in place to help children to meet their end of year expectation Teachers identify pupils who are making limited or no progress systematically 		
Impact/Cost	Early identification of limited/ non progress pupils and target the gap/ barriers Increase of GLD data		
Outcome/s	Outcomes RAG review success		
	Aut.	Spr.	Sum
	R A G	R A G	R A G

To address/develop	2. Create continues provision with non-negotiable activities		
Yr Group/Phase	Rec		
Staff Responsible	All staff		
Monitoring	A.Aydin /R.Lewis		
Term	Terms 1-3		
Action	<ul style="list-style-type: none"> Teacher to monitor and track all children involvement in learning during continues provision Support children to regulate their learning routine and access all available activities independently 		
Impact/Cost	Teacher will track and ensure all children participate all learning activities independently during learning through play		
Outcome/s	Outcomes: RAG review success		
	Autumn	Spring	Summer
	R A G	R A G	R A G

To address/develop	3. Plan structured continues provision activities, which support Reception pupils' learning and attitude for year 1 readiness		
Yr Group/Phase	Rec		
Staff Responsible	All EYFS staff		
Monitoring	A.Aydin /R.Lewis & S.Punchard		
Term	Terms 1-3		
Action	<ul style="list-style-type: none"> Children to practise the skills which they have learnt in their structure whole class/ small group teaching Children to improve their Literacy and Maths skills through structured continues provision activities To use progressive journey overview to track children learning and end of year target To identify pupils who are reluctant to write Reading- Improve children's tricky word reading skills 		
Impact/Cost	Children will be able to apply their knowledge and skills independently and extend their learning through challenging activities Children will be confident to hear and write sound in simple words independently Reading and writing data will increase Children will be able to use this skill to write simple caption and sentences Writing date will increase Majority pupils should be able to read Reception trick words by the end of the academic year		

	All pupils will be able to read the tricky words in their Little Wandle reading book independently					
Outcome/s	Outcomes: RAG review success					
	Autumn		Spring		Summer	
	R	A	G	R	A	G

Curriculum Subject Areas – Key Priorities 24-25

<p>Geography</p> <ul style="list-style-type: none"> • CPD for staff to support confidence in teaching/planning and how to engage pupils. • Develop Fieldwork –(Continue) • Monitor use of atlases and Digimaps. • Continue to monitor use of I know and I can statements. 	<p>Art</p> <ul style="list-style-type: none"> • Ensuring an ambitious and coherent curriculum for all: increase pedagogy in-relation to subject leadership and curriculum opportunities • To develop cultural capital in art across the whole school • To develop planning for art and design (block) 	<p>Science</p> <ul style="list-style-type: none"> • Develop scientific vocabulary at FS in order for children to articulate scientific concepts • Develop Science assessment to clearly indicate progression and outcomes in SOL met for each unit • Develop different types of scientific enquiry
<p>PE</p> <ul style="list-style-type: none"> • To identify and provide CPD opportunities for staff • TO implement the adapted curriculum • To increase the level of sporting competition • To invest in unit specific equipment 	<p>History</p> <ul style="list-style-type: none"> • Children need support in remembering more especially when reflecting on prior learning from previous year groups. • Ensure that timelines are being used effectively in all years will help children build 'a bigger picture' of chronological order and recall and make link links to past learning. • To have a focus on subject specific vocabulary being explicitly taught in History (Links to oracy) • Purchase resources to support historical skills/knowledge 	<p>Computing</p> <ul style="list-style-type: none"> • Develop subject knowledge of teaching team • Embed computing in Year 1 and EYFS • Monitor curriculum coverage and ensure resources are available • Monitor the use of Lumio
<p>Technology</p> <ul style="list-style-type: none"> • Develop use of metacognition in KS2 Technology sessions • Assessment - formative and summative assessment. How is progress measured and reviewed. • Develop skills in self-evaluation/self-assessment • Review of Technology Provision with emphasis on progression skills 	<p>PHSE</p> <p>Do teachers link every session taught with British Values and are children able to make links? How is work marked/assessed? What is key knowledge that children must have? How consistent is the recording of work using the guidance sheet? Do teachers have all resources to teach each session effectively? Are they being used consistently?</p>	<p>Music</p> <ul style="list-style-type: none"> • Gather evidence of how music is taught across Herrick to inform of strengths and areas to develop. • Consider ways to continue to provide opportunities for children to perform live music in school. • To increase ownership of music at Herrick.
		<p>RE</p> <ul style="list-style-type: none"> • Amend RE curriculum overview • Replenish stock/ images and artefacts. • To review how work can be recorded in books, to see evidence of SOL and assessment in class.

