

Education Brief



February 2023

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1. Vision, ethos & values

Context of the new school

Lime Wood Primary, a new school for children aged 4-11, is located in a new development in Erith called the 'The Quarry'. In September 2023, the school will open to Reception children and will then welcome children year on year, eventually growing to a three-form entry school. It will also have a nursery for 3-4 year olds on site run by an external provider. The school will cater for, mostly, children and families from the new homes on 'The Quarry' site and will strive to be a key part of the development of this new community/.

The unique circular design of the school makes Lime Wood Primary School a stand-out setting for children to learn in.

Lime Wood Primary will have outstanding facilities including:

- An all-weather pitch and a MUGA (Multi Use Games Area)
- A Forest School which embraces The Quarry's natural habitats and biodiversity
- Our own allotment for the children to experience and grow herbs and vegetables
- A music/drama studio
- An art/design technology room
- A science/food room
- A library

The school and Trust look forward to being part of the Erith community and working in partnership with parents, carers, residents and local businesses. We value our partnerships and by working with and listening to our community, we will deliver an education to our children that will create life-long learners.

Lime Wood Primary will be the fifth school to join the Woodland Academy Trust. The Trust was formed in September 2011 and currently consists of four primary schools, three of which are located in the London Borough of Bexley and one in Kent. The school sits in a previously disused quarry site near the River Thames which supplied ballast for ships and wartime building materials for the nearby armaments' foundry for two centuries.

The school is situated in the north of the London Borough of Bexley in the Erith Ward. Erith is on the fringe of Southeast London and the area is a mix of industrial and rural land surrounding the town centre with salt marshes to the east and a riverside high street and shopping centre in the town centre. The area mainly consists of suburban housing. Bexley has a population of 248, 287 and sits within the Thames Gateway which



is an area designated as a national priority for urban regeneration. The local authority is London Borough of Bexley.

IMD - Income Deprivation Affecting Children Index (IDACI) - score (2019) for Bexley

Period	IMD: IDACI - score			
	Score			
	Bexley	Minimum for All London Boroughs (excl City)	Mean for All London Boroughs (excl City)	Maximum for All London Boroughs (excl City)
2019	0.160	0.070	0.179	0.275

Source:

Department for Levelling Up, Housing & Communities

IMD - Income Deprivation Affecting Children Index (IDACI) - score (2019) for All London Boroughs (excl. City)

Mission statement

Our Trust mission: *ignite the spark, reveal the champion* is celebrated across all of our schools. We are an inclusive and ambitious Trust, striving to achieve the best possible outcomes for our children. Our aim is to provide the highest quality learning experiences for every child by creating an ethical culture of empowerment and growth for all. We believe deeply in the importance of nurturing strong partnerships with our local communities and beyond.

Lime Wood Primary School will work collaboratively with the whole community to develop the life chances of all those around us. Our focus is to deliver an engaging and broad curriculum that will inspire young minds and develop the whole child holistically to ensure they have every opportunity to exceed in the world around us.

We believe that the connections built by our staff team are truly important in a child’s education and that we can help every child to reach their full potential, whatever that may be. We truly believe every child has a champion within them and will work together to help them reveal the champion inside.

Ethos/Vision

Our school vision is:

‘To deliver a curriculum that is provided by good teachers underpinned by an effective blueprint for excellence in culture, behaviour, attainment and wellbeing – to find the champion in everyone’

Values

Our school values will be an important part of our school identity and therefore we are aiming to collate these once the school has opened so that the first-generation community play a part in generating them. We are hopeful they will include aspects of aspiration, inclusivity, diversity, equity and respect. Once our core values have been agreed, we aim for them to underpin all we do every day to ensure that children in our care as well as all stakeholders are supported to be the best that they can be.

Principles – the key values upon which the school will be based

'To deliver a curriculum that is provided by good teachers underpinned by an effective blueprint for excellence in culture, behaviour, attainment and wellbeing – to find the champion in everyone'

One of the most important aspects of our work is the communication of our vision. Our vision is for Lime Wood Primary School to be where every pupil achieves in line with, or better than, their true potential.

We have a number of whole Trust policy documents and procedures to ensure consistency. By being consistent in our approach we strive to ensure consistently high standards across the school, building a school that is integral to the community and ultimately every stakeholder lives a happy and healthy life.

Our vision for teaching is:

For all teachers to deliver quality first teaching enabling all children to:

- be excellent learners
- be self-motivated, resilient and articulate
- to fulfil their potential

We believe children learn best when:

- learning activities are well planned, ensuring progress in the short, medium and long term
- high expectations are in place for all learners
- teaching and learning activities enthuse, engage and motivate children to learn, and foster their curiosity and enthusiasm for learning
- assessment informs teaching so that there is provision for support, repetition and extension of learning for each child, at each level of attainment from their starting points
- the learning environment is ordered, the atmosphere is purposeful, and children feel safe
- there are strong links between home and school, and the importance of parental involvement in their children's learning is recognised, valued and developed

2. School development planning cycle

Quality assurance and accountability system – how the school will quality assure its practices and outcomes

- Robust quality assurance, using skills and expertise from across Trust. This will include evidence through Data Dashboards and monthly risk registers.
- Performance Management system for teaching and support staff. Key staff appointed to leadership roles have appropriate experience and knowledge.
- Establishment of effective monitoring systems for quality of leadership, behaviour/attitudes and personal development. These staff evaluation reports will be centred around key sources of performance for both teachers and support staff. Monitoring reports will be available half termly and summarised in the Headteacher’s report to the LAC.

An annual SIP overview will be in place, with termly detailed plans supporting this. The SIP will be reviewed termly with any needed adaptations made as part of the school improvement cycle.

Review and evaluation process – internal and external

Internal	External
Performance Management process Termly reports: Progress & Attainment, Behaviour & Attendance, Personal Development, Inclusion & Safeguarding including termly report to Local Academy Committee from the HT Data dashboard to Trustees – termly Risk registers CEO and DoE termly visits Internal reviews using key leaders twice a year Termly School Improvement Plan – reviewed and evaluated by the DoE and Local Academy Committee Moderation events cross-Trust	Ofsted Readiness Checklist Annual safeguarding audit Annual teaching and learning review Annual SEND & Inclusion audit External moderation events

3. Strategic objectives

- To develop high aspirations and outcomes for all children, along with a love of learning
- To develop outstanding teaching and learning through a rich, broad and balanced curriculum
- To ensure all children have the provision they need to be successful, including the use of educational technology
- To develop high quality leadership at all levels

- To have happy and healthy children, parents, staff and community/stakeholders through creating a safe, supportive, collaborative environment
- Integral to the developing community at 'The Quarry' through the development of effective relationships

4. Key performance indicators and targets for at least the opening year

Woodland Academy Trust and its schools set ambitious targets and staff strive to maximise progress to meet the high standards expected. We continually benchmark and check that our children are making maximum progress, both academically and personally. We use both historical data and current data to make accurate assessments and continuously set ambitious targets for our children.

Lime Wood Primary School will take a wide and holistic approach when developing positive outcomes for all children. This will include using traditional attainment data where appropriate but, using our assessment systems to consider progress and attainment in attendance, behaviour/rewards, reading, writing and mathematics.

In summary this will include:

- a. Significant majority of lessons demonstrate excellence delivered by good teachers. This includes high quality behaviour and attitudes to learning.
- b. Curriculum design promotes iterative learning that incorporates diversity, equity and inclusion as well as links to the local area.
- c. Progress and attainment for children at end of Foundation Stage, KS1 and KS2 are expected to be in line with national (and MAT performance) in GLD and Reading, Writing, Maths, EGPS.
- d. 100% of children are expected to be able to read, write and speak at a level appropriate to their baselines and starting points by the time they leave the school.
- e. Significant majority of parents and/or carers feel fully informed and able to support their child's learning, including curriculum plans and progress of their child.
- f. Attendance is expected to be 95% or above.
- g. 100% of children with identified SEMH special educational needs will have access to therapeutic and restorative approaches in response to challenging behaviour and other therapeutic needs.
- h. 100% of children with identified special educational needs and/or EHCPs will have access to good teaching that is underpinned by a universal design for learning to ensure adaptive strategies can meet each child's needs.
- i. Strong recruitment and retention of staff.

Lime Wood Primary Targets

2023-2024	Lime Wood Primary School Targets	MAT Results 2022 - Updated to 2023 upon results	National Results 2022 – Updated to 2023 upon results
EYFS Outcomes	70+% GLD	61%	65%
Attendance	95+%	91.4%	Autumn 2021 94.3%

Following the first year, this will follow the same format for subsequent years as the school grows.

2024-2025	Lime Wood Primary School Targets	MAT Results 2024	National Results 2024
EYFS Outcomes	72+% GLD	%	%
Year 1 Phonics Check	85+% to meet expected standard	% met expected standard	% met expected standard
Attendance	95+%	%	%

From 2025 we would be looking to be in line or above national results in our KS1 results.

2025-2026	Lime Wood Primary School Targets	MAT Results 2025	National Results 2025
EYFS Outcomes	75+% GLD	%	%
Year 1 Phonics Check	85+% to meet expected standard (at least in line with NA)	% met expected standard	% met expected standard
End of KS1 Outcomes	Meeting expected standard 75+% Reading 69+% Writing 76+% Maths (at least in line with NA)	Meeting expected standard Reading Writing Maths	Meeting expected standard Reading Writing Maths
Attendance	95+%	%	%

Once the school reaches full capacity and the cohort entering reception in 2023 reaches year 6 age, we would be looking to target all areas in line or above with the rest of the MAT and National results from the previous year.

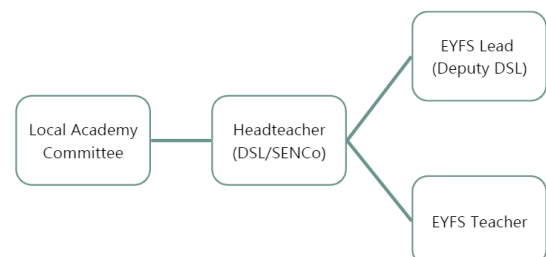
2029-2030	Lime Wood Primary School Targets	MAT Results 2029	National Results 2029
EYFS Outcomes	72+% GLD	%	%
Year 1 Phonics Check	85+% to meet expected standard (at least in line with NA)	% met expected standard	% met expected standard
Year 2 Phonics Check	91+% to meet expected standard (at least in line with NA)	% met expected standard	% met expected standard
End of KS1 Outcomes	75+% Reading 69+% Writing 76+% Maths (at least in line with NA)	Meeting expected standard Reading Writing Maths	Meeting expected standard Reading Writing Maths
End of KS2 Outcomes	Meeting expected standard 73+% Reading 78+% Writing 79+% Maths 78+% SPAG 70+% combined (at least in line with NA)	Meeting expected standard Reading % Writing % Maths % SPAG %	Meeting expected standard Reading 7% Writing % Maths % SPAG %
Attendance	95+%	%	%

5. Leadership and governance

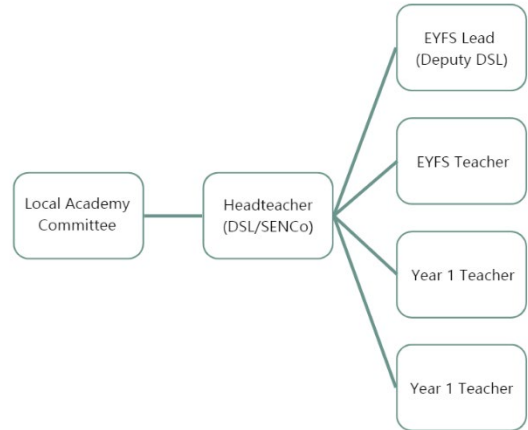
a) SLT structure, roles, responsibilities, and organisation chart

Opening Year 2023-2024

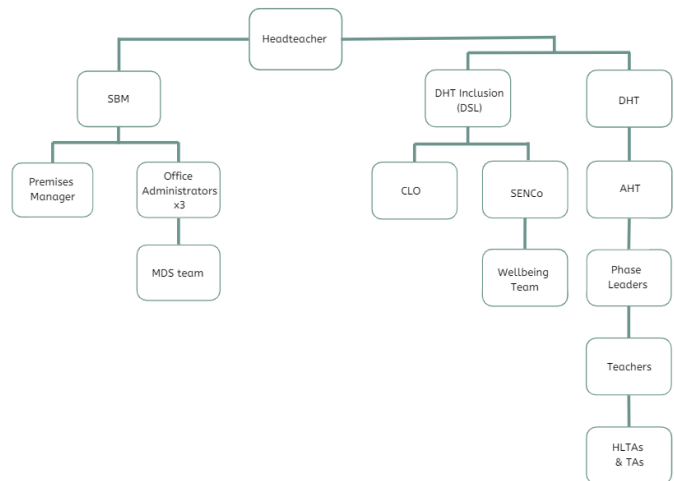
The school will open with a small team initially and this will grow in line with each new cohort. We are seeking to recruit an experienced EYFS Lead and an experienced Early Years teacher that share our values and ethos and as the staff team grows, we will endeavour to ensure that we recruit inspiring teachers, support staff and eventually additional leaders to serve the needs of the growing school and the increasing number of children.



2024-2025

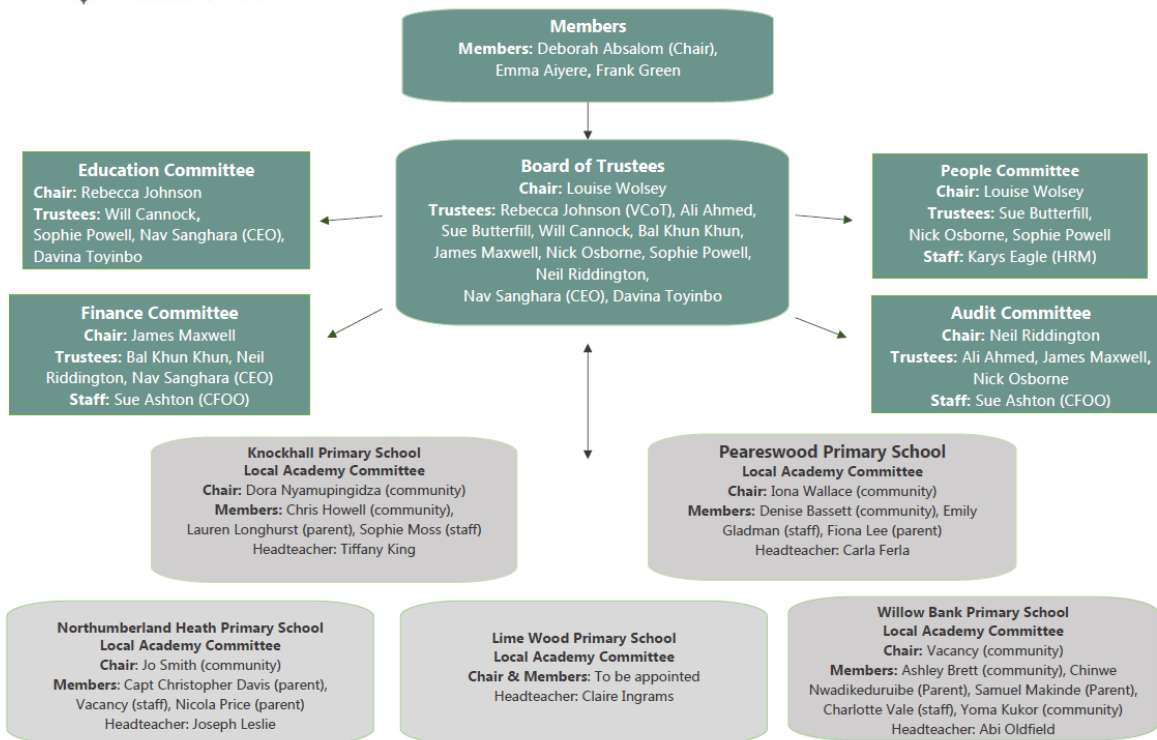


Fully open



b) Structure of the governing body, sub-committees, roles and responsibilities

Woodland Academy Trust Governance Structure



Roles and responsibilities of the different tiers are described in our Scheme of Delegation available on our website: [Governance - Woodland Academy Trust](#)

Our Local Academy Committee is a local governing body composed of volunteers drawn from the community, each bringing a range of skills, expertise and professional experience. Our Governors provide essential links between the school, parents and carers and the local community. Governors work with staff and parents in an atmosphere of co-operation to provide the best possible framework for educating our children. They are involved in all aspects of school life and have the opportunity to influence the school experience and the lives of the children in our school.

Governors fulfil their responsibilities by:

- Supporting the school and its ambition by working strategically to develop and implement vision and ethos
- Ensuring that the children are receiving the best education and achieve the best outcomes by monitoring the quality of teaching and standards across the school
- Accounting to all stakeholders for the school's performance and for the decisions they make
- Listening and being the voice of our school community
- Ensuring our children are supported to be in school by monitoring data linked to attendance.

The Chair of Governors meets termly with the Chair of Trustees and CEO to ensure clear communication.

Community Governors will be recruited before the school opens, with one place imminently being filled by a local councillor. Parent Governors will be appointed via an election process once the school places have been allocated and accepted. The Staff Governor position will also be filled via an election process once the initial staff have been appointed.

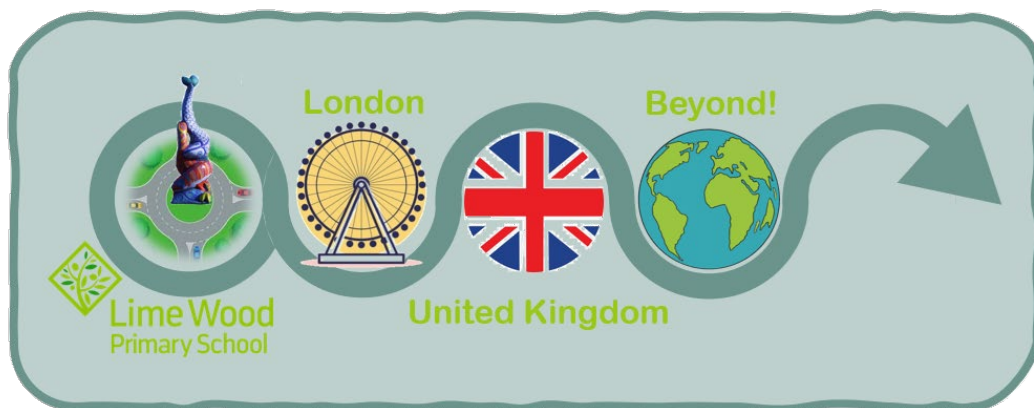
6. Curriculum strategy

Principles upon which the curriculum is based

Wherever possible we look for meaningful opportunities across the curriculum for the children to make connections with their learning whilst not compromising on the knowledge they need to build upon.

We use a core text approach and provide children with contexts which are rich in local history, as well as areas of geographical interest, and as a family of schools we strongly believe that our children should be aware of this in order to develop a love for where they live.

Community involvement is an essential part of our curriculum as we celebrate and learn about the local area and traditions, learning new skills to enable the children to take an active role in events throughout the year. We also want them to understand how where they live fits into the wider locality, e.g. London and beyond. Each theme therefore looks at local impact, before considering regional impact, the wider UK, and where appropriate, across the world. There will also be planned opportunities for children to participate in external trips as well as inviting visitors into our school.



The knowledge and skills taught throughout the curriculum enable the children to make successful transitions at each point in their school life, into each new key stage. Our bespoke curriculum is based on the national curriculum, and includes English, Maths, science, computing, humanities, art, design technology, music, PE, RE, MFL (Spanish) and personal development (which includes PHSE and the RSE curriculum). The curriculum model enables learning to be developed sequentially over time, building from one year to another.

Teachers give careful consideration as to how to deliver the curriculum, ensuring the needs of their learners are met through adaptive teaching and universal design for learning. All learning is evaluated regularly, and teachers amend their teaching based on this evaluation.

All parts of the school day, including break times and lunchtimes, are utilised to deliver the full curriculum, including SMSC, BV and PHSE. The classrooms will be student friendly learning environments reflecting current learning, whilst taking into account sensory overload.

How you will ensure the affordability and value of your curriculum (including key financial health and efficiency metrics)

Curriculum Design for our school falls in line with the lived experiences of our schools within the Trust which means we can take advantage of what has worked well and agreed next steps for development.

The Trust operates a top slice model which is affordable and provides all central support services, including financial management, HR input, Facilities, ICT expertise and school improvement and teacher training and development. Our Trust achieves value for money in group procurement and the value of the curriculum delivery is reviewed annually in terms of:

- Immediate impact
- Long term impact
- Cost

We have used our experience of managing school budgets effectively and factored in anticipated future changes as far as possible. The income is based on full cohorts and as with all schools, we will actively pursue opportunities for income, but we have not factored any income into our financial modelling at this time so that we can demonstrate viability on pupil/student funded income alone.

It is not anticipated that there will be staff movement from the school across the Trust, particularly in the initial years but there will be a flexible approach to providing staff on a flexible needs basis to provide expert support across the curriculum and therapeutic services. This happens across the Trust currently.

Curriculum programme, the number of lessons scheduled for each subject and/or programme for KS1, KS2

These times may vary slightly from week to week, and there are many cross-curricular learning opportunities that will boost curriculum time in many of these areas, particularly in the foundation subjects.

Occasionally the school may hold themed weeks or days which may focus on a particular subject.

Curriculum Programme			
Subject/Other Activity	Hours Per Week	Mandatory/ Voluntary	Comments
English	10	Mandatory	Inclusive of Phonics (KS1), EGPS (KS2) Reading & Writing
Mathematics	5	Mandatory	
Computing	1	Mandatory	
Humanities	2	Mandatory	Each half term will take on a different theme
Art/DT	1	Mandatory	This may be taught in larger blocks
RE	30 mins	Mandatory	This may be taught in larger blocks
Music	30 mins	Mandatory	
Personal Development	30 mins	Mandatory	
PE	2	Mandatory	
Science	2	Mandatory	Science will be taught every week and experiments will be carried out, where relevant
MFL – Spanish	30 mins	Mandatory – KS2	
Breakfast School Clubs	Dependent on provision	Voluntary	
After School Clubs	Dependent on provision	Voluntary	
Parent information workshops	Dependent on availability	Voluntary	

Provision for EYFS including provision for play

Our vision for Early Years

Providing high quality experiences for all children through engaging interactions based on child-centred play and language development in a holistic, nurturing environment by:

- Delivering a high quality 'whole child' approach to education which enables children to achieve their full potential from their individual starting points
- Provide a nurturing space which allows children to grow in confidence and develop resilience in order to become well rounded children with strengths in their social and emotional development from their starting points
- Foster strong relationships with children and strong partnerships with parents and carers in order to develop a sense of community

- Ensure that children who are on the SEND profile and/or disadvantaged status are provided with support to enable them to make good progress
- Prepare children for the next stage in their learning and achieve in line, at least, with national average attainment

The EYFS framework includes 7 areas of learning and development that are equally important and interconnected. However, 3 areas known as the prime areas are seen as particularly important for igniting curiosity and are time sensitive and enthusiasm for learning, and for building children’s capacity to learn, form relationships and thrive.

Principles for EYFS						
Unique Child		Positive Relationships		Enabling Environments		Learning & Development
Prime Areas			Specific Areas			
Communication & Language	Personal, Social & Emotional Development	Physical Development	Literacy	Mathematics	Understanding the World	Expressive Arts and Design
Listening & Understanding Attention & Speaking	Self-Regulation & Managing Self Building Relationships	Gross Motor & Fine Motor Skills	Comprehension Word Reading Writing	Number Numerical Patterns	Past and Present People, Culture and Communities The Natural World	Creating with materials Being imaginative and expressive

Focus groups: Interactions between adults and children are key to any assessment – we will prioritise high quality interaction over any need to formally record. Focus groups might be used in order to support identified children to develop or extend in a particular skill or area of learning. This is based on the practitioners’ ongoing observations and formative assessment. There will be no expectation for focus groups to be planned for all children across a week or to be at a table. Focus groups may take place in any area of provision either inside or outside.

Floor books: These are large class scrap books which are added to throughout each theme of learning. These will showcase shared experiences of the current theme. Children will return to and reference these throughout the theme to support them in their independent learning.

Continuous Provision: It is an expectation that all adults will model and have high expectations for, and establish routines, rules, boundaries, and standards of behaviour from day one. Continuous provision is the daily offer for children, it is reassuringly familiar, but also adaptive to their needs. It should allow children the freedom to explore and become independent in making choices. An important part of the EYFS is to support children in becoming active learners; continuous provision allows children to demonstrate this aspect and practitioners can closely observe this during their play. Continuous provision supports children’s learning and development across all seven areas as well as the Characteristics of Effective Learning. Adults need to recognise the importance of each area of continuous provision and ensure these areas offer children maximum learning opportunities as well as self-initiated play. Continuous provision is not the ‘set up’ activities or resources - these are planned enhancements.

Planned Enhancements: An invitation for a child to explore and investigate. These will be planned based on children's interests and needs as identified through previous interactions. There is no need for there to be an explicit link between the enhancements and a curriculum statement. Enhancements should be thoughtfully planned for and are not needed in every area of the provision.

Provocations: Signs to provoke play or interactions may be used alongside the planned enhancements. Where possible this will be phonetically decodable to the phase the children are learning. They also may have recordable buttons, so that children can hear the question, or instructions to support interacting with resources.

Linked Provision: In our Reception year, linked provision is provision that is linked to an identified need (through observation and assessment). Linked Provision will start once children are settled into the routines of school (usually by week 2) and individual needs are identified. Linked provision runs as a daily session which takes place at the beginning of the day. All pupils should be engaged in activities that are themed around the identified need and the same activities are repeated every day for a week. There is no expectation for linked provision to be on tables, the key is to ensure the resources meet the identified needs of that group.

Outdoor Learning

We will ensure continuity and progression of children's play and learning experiences by creating an outdoor provision that is informed by ongoing observations, and assessments that consider what children can do, what they are interested in, and what could be provided next.

Forest School - Nursery and Reception children will be able to take part in regular Forest School sessions over the academic year. Forest School offers opportunities for holistic growth through regular play, exploration and supported risk taking. It develops confidence, resilience, self-esteem and teamwork through learner inspired, hands-on experiences in a natural setting.

Lime Wood Primary will have a Forest School which runs along the back of the all-weather pitch, this has been planted and will be developed as the site grows. Reception and Nursery children will start their Forest School sessions visiting this space and understanding the rules and safety of being outside the classroom. Forest School sessions will be tailored to the children's age and the season, helping them to learn and enjoy being outdoors. All children who take part in Forest School sessions will be required to wear the appropriate clothing and footwear for the season. Adults who run these sessions will have a Forest School qualification.

Literacy and numeracy provision, including provision for literacy recovery

Early Reading & Phonics

Our school will adopt one systematic synthetic phonics programme SSP programme: Little Wandle Letters and Sounds Revised. It will be taught with fidelity, consistency and continuity from Nursery, Reception and

Year 1 as well as for identified children for Years 2 and above until they are secure with using and applying the content of the SSP in reading and writing.

Progress and Assessment - We use the assessment materials provided by the SSP. These consist of online assessments and data and tracking resources. Assessments are carried out every six weeks using these resources.

Keep-up

- If children are falling behind, they will be quickly identified and caught up using the keep-up resources.
- Teachers will teach at the pace of the programme.

Slowest progress pupils

- SSP lessons are of the highest standard to reduce the amount of extra support needed.
- Pupils who fall behind are identified immediately using the assessments noted.
- These pupils receive additional intervention, delivered and supported by the Phonics/Reading Lead and led by skilled adults in the SSP programme

KS1 & KS2

English

Phonics

Our phonics curriculum as set out above for EYFS, will continue to follow the clear systematic approach set out in Little Wandle Letters & Sounds. Key skills are developed through the Review, Teach, Practice, Apply teaching structure.

Early Reading

Children will be taught to use phonic knowledge and skills as the route to decode words, alongside language comprehension processes (our ability to acquire and understand vocabulary).

Reading Schemes

We will use books matched to the children's secure phonic knowledge using the Little Wandle Letters and Sounds Revised assessments and book matching grids. Our chosen reading scheme is Collins Big Cat for Little Wandle Letters and Sounds. The decodable reading practice book is used to teach reading in school and is taken home to ensure success is shared with the family.

Whole-Class Reading

When our children are secure with all the phases within our phonics scheme and can apply this in their reading, they will be taught to read books that are not fully decodable. These books will be high quality texts, covering a range of literature types seen in fiction, non-fiction and poetry across each half term. We will enhance learning in the wider curriculum by linking the books that are studied during these lessons to themes

learnt in geography, science and history. We will ensure that the content domains from the National Curriculum are taught through this approach. We may also draw on strategies from Just Imagine's Take One Book programme, to ensure that learning is engaging and relatable to pupils.

Reading for Pleasure

We are committed to developing our Reading for Pleasure pedagogy and are committed to ensuring that children's experiences of reading are enriched through commitment to well-resourced library areas and book corners. Our aim is to build a community of readers. This is reflected in the choice of classroom names which have been named after famous trees, forests and woods that can be found in popular children's literature. This will be each class first class book so that by the time they leave our school they will have an additional core bank of knowledge of texts, authors and illustrators.

Writing

Our writing curriculum will aim to enhance thematic learning through the use of core texts and teaching will draw upon the EEF Improving Literacy Recommendations and Talk for Writing principles. The writing process will be constantly adapted to meet the needs of the children and to ensure that there is a culture of writing for a range of purposes to best prepare our children for the world beyond primary school. Children will be taught to formulate and articulate increasingly sophisticated sentences as well as have regular opportunities to develop quality vocabulary and language choices. We will provide regular opportunities to apply their writing skills in extended quality pieces of writing.

Oracy/Spoken language

Our children will be taught to speak clearly and convey ideas confidently using Standard English. They will learn to justify ideas with reasons; ask questions to check understanding; develop vocabulary and build knowledge; negotiate; evaluate and build on the ideas of others; and select the appropriate register for effective communication. They will be taught to give well-structured descriptions and explanations and develop their understanding through speculating, hypothesising and exploring ideas. This will enable them to clarify their thinking as well as organise their ideas for writing.

Vocabulary development

Acquisition and command of vocabulary are key to learning and progress across the whole curriculum. Teachers will develop vocabulary actively, building systematically on their children's current knowledge. They will also make links between known and new vocabulary ensuring the children expand the vocabulary choices that are available to them when they write. Vocabulary will be explicitly taught in all curriculum areas.

EGPS

Our Trust has developed its own bespoke Grammar, Punctuation and Spelling curriculum which will be incorporated at our school. Each year group covers key aspects linked to the National Curriculum starting with a 'ready to write' lesson and culminating in consolidation of learning opportunities. Each year group has a clear long-term overview which covers progression of grammar and punctuation skills. This bespoke curriculum sets out the knowledge that children should learn for each GPS skill in each year group, including model questioning and ideas for teaching the content.

Handwriting

At Woodland Academy Trust, we follow the Improvement in Schools through Handwriting and Art (ISHA) approach to handwriting. Systematically following the programme ensures that letters are correctly formed, and joins are taught once pupils are secure with letter formation. The style is semi cursive with no loops or lead ins.

Mathematics

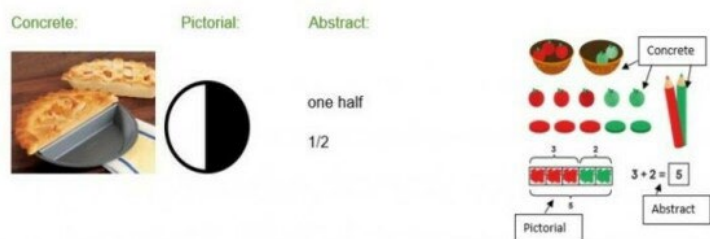
Mastering maths means children are acquiring a deep, long-term, secure and adaptable understanding of the subject. We believe and will adhere to the following principles to help our children have a secure understanding of maths, using White Rose Maths as the core delivery tool for this.

Coherence

Lessons are broken down into small, connected steps providing access for all children and leading to the ability to apply the concept to a range of contexts.

Representation and Structure

We use concrete resources and pictorials to make maths visual so children can see and manipulate it. Concrete maths resources are objects that can help children see maths. For example, "five apples" and "half of a pie" are concrete numbers, while "five" and "one half" are abstract numbers



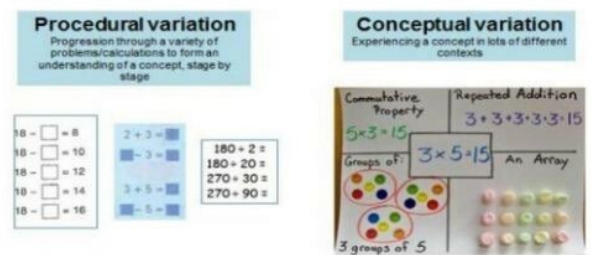
In every maths lesson, we will expect teachers to model how to use precise maths language to explain mathematical thinking and encourage children to discuss their ideas and thinking while they explore maths concepts. Teachers will encourage children to share their thinking to deepen their understanding of a maths idea by questioning; for example: What have you discovered? How did you find that out?

Fluency

Quick and efficient recall of maths facts, for example, number bonds to 10 (numbers that add up to make 10), times tables, days of the week, and months. Each year group has a daily 'maths meet' which helps support the development of fluency, and Times Table Rock Stars will also be in place to support times table fluency.

Variation

The teacher represents the concept being taught, often in more than one way, to draw attention to a particular idea and develop an overall understanding. We encourage children to pay attention to what is kept the same and what changes, connect the mathematics and draw attention to mathematical relationships and structure. For example, if I know $2 + 2 = 4$ then $12 + 2 = ?$

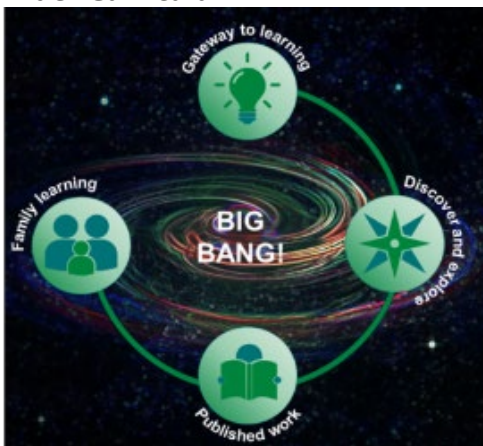


Teaching Calculation

Each year group has an agreed calculation strategy which sets out:

- Progression from EYFS to Year 6 in use of manipulatives, visual prompts in the classroom
- Progression from EYFS to Year 6 in the teaching of place value
- Year group specific examples to support teaching and learning

Wider Curriculum



Every theme starts with a 'Big Bang' in order to capture the children's curiosity and finishes with a Family Learning opportunity to share their published work and learning through the theme. Once a term, we invite parents and carers in to come and explore their child/ren's learning with them.

After the Big Bang, the children's perspective on what they want to learn is gathered ('gateway to learning'), and this will influence the 'discover and explore' section of the theme.

History/Geography/Science

These are the driving subjects for the thematic curriculum and will be taught in a cross curricular way where appropriate, and Science in particular may be taught discretely. All objectives are in line with the National Curriculum and mapped out to ensure iterative learning, consolidation opportunities and progression of knowledge and skills.

Each theme looks at local impact, impact in London, the wider UK, and where appropriate, across the World.

Art/DT

These are taught in a cross curricular way. Art/DT curriculum objectives are in line with the National Curriculum and mapped out to ensure iterative learning, consolidation opportunities and progression of knowledge and skills.

Music

Charanga will be used, supported in some year groups by a music HLTA as the school grows. Any work will be captured on Showbie.

MFL

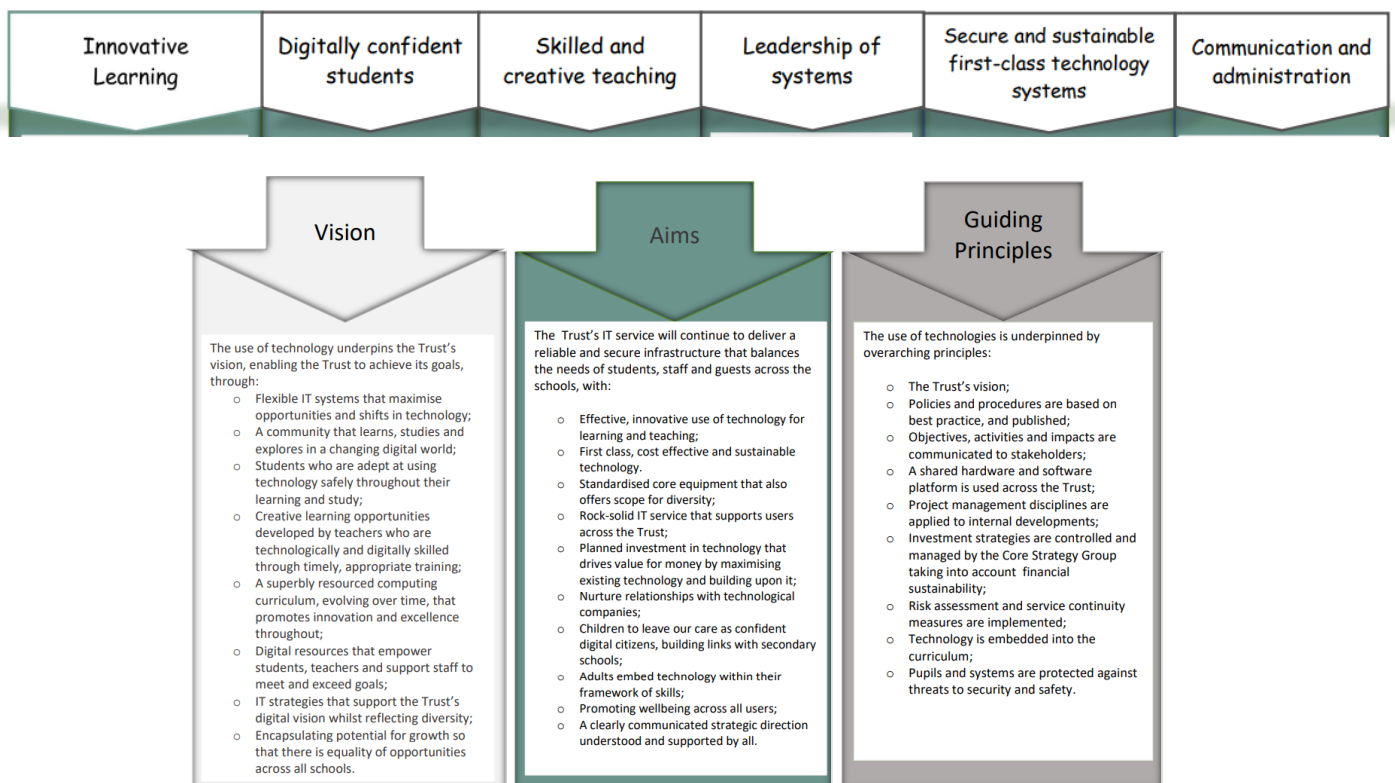
Spanish will be taught online, using Languagenut. Where possible, the delivery in KS2 will be enhanced by Modern Foreign Language Assistants sourced through the British Council.

PE

PE Passport will be used to plan and deliver PE lessons in line with the National Curriculum.

Digital Strategy/ICT to improve learning

Our school vision for Digital Learning falls in line with our Trust Digital Strategy which is set out below:



What the strategy means for users

For All	For Staff	For Parents
<ul style="list-style-type: none"> Fast, reliable online access to resources and services anytime, anywhere and by any device Secure systems that protect against threats Technologies are embraced, embedded and utilized Provision is seamless and paperless. 	<p>Skills:</p> <ul style="list-style-type: none"> Staff know how to use and model technology appropriately; Teachers confidently drop in and out of using technology to help supplement teaching and learning; Digital support as and when needed. 	<p>Digital access:</p> <ul style="list-style-type: none"> Fast, relevant mutual online communications; Timely information about the school ethos and their child(ren); Parents can participate in online school activities and training; Easy online sign-up for activities and events; Online access to key events that showcase the school's rich co-curricular variety; Support and training for online systems.
<p>For Students</p>		
<p>Accessibility:</p> <ul style="list-style-type: none"> to appropriate files ubiquitously; learning materials are available online. <p>Confidence and competence:</p> <ul style="list-style-type: none"> engagement with, and informed choices about appropriate use of digital technologies; Confident and competent preparation for secondary school; Technology helps to personalise learning, so: <ul style="list-style-type: none"> every student is an adept user of technology to support and develop their own learning children with identified SEND are supported through technological accessibility tools children identified as EAL are supported with translation tools gifted and talented students are stretched by tools that enable them to innovate, discover and invent. 	<p>Culture for technology:</p> <ul style="list-style-type: none"> A culture of using digital resources to enrich and engage group and individual learning; Use of technology to plan, teach, collaborate, moderate, assess, communicate, share and learn, reducing workload; Access to fast, relevant, digital training; Users are confident that technologies work. <p>Access:</p> <ul style="list-style-type: none"> Access to information and technologies that complement, enhance and transform teaching; Staying abreast of research and emerging trends to use technologies to promote student learning; Access to tools, based on year groups, individual needs and the curriculum; Enable all staff to deliver their core functions efficiently. 	<p>Information about the school;</p> <p>Information about how technology supports the development of their child(ren);</p> <p>An understanding of online opportunities and risks to help their child make wise choices;</p> <p>Prospective Parents have online access at all stages of the application process.</p>
	<p>For Leadership and Governance</p>	<p>For the school's IT Service</p>
<p>Balancing online risks and benefits:</p> <ul style="list-style-type: none"> Students adopt positive online reputations and relationships and awareness of their digital footprint; Students understand how to participate online safely. <p>Prospective students have an online understanding of the school.</p>	<ul style="list-style-type: none"> Management information to support decisions Communication that is effective, fast and efficient Pioneering Strategic Digital Development based on need and following best practice principles Understand the intent, implementation and impact of the digital strategy. 	<ul style="list-style-type: none"> Controlled, efficient and effective management of resources; A central port of call for IT support, with skilled staff managing users' expectations; Planned and continuous development of systems with reliability, future-proofing and training; Rigorous business continuity and disaster recovery plans.

Computing Curriculum

Throughout Y1, children will be taught how to use all the functions of an iPad correctly and independently. Through basic tools such as accessibility features, children will learn how to personalise their own learning experience to tailor the way they interact with digital devices. From Y2 onwards, children will continue through our Trust' bespoke computing curriculum to develop essential skills across a range of themes, including e-safety, digital literacy, coding, and design. These themes will then be revisited every year to allow students to enhance and develop their skills and knowledge whilst using a range of devices, applications, and operating systems.

Each Autumn, children will complete a unit around online safety which is revisited each half term as part of our safer online relationships education lessons. Our coding and design units provide children with the skills required to move from basic algorithms and presentation platforms, to advanced coding and designing and developing their own applications.

Computing Curriculum Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	e-Safety	My iPad 1	My iPad 2	Camera	Showbie and Pages	Essential Skills
Year 2	e-Safety	Computational Thinking and Coding	Computer Science	Information Technology	Digital Literacy	Essential Skills
Year 3	e-Safety - HTML Heroes	Programming Devices	Search Technologies & Using iPads Guide	Algorithms with Osmo Coding Awbie Level 1	Swift Playgrounds Level 1	Scratch Jr (Light Version - iPad)
Year 4	e-Safety - HTML Heroes	Encryption & Typing Skills	"The Internet & Communication &	e-Safety - HTML Heroes	Encryption & Typing Skills	"The Internet & Communication &
Year 5	e-Safety 1 & Exploring Google Docs	Creating Programs in Micro Bit v1 & Exploring Google Sheets	Hour of Code Level 1 & Exploring Google Slides	App Designer with Keynote	HTML Website Design Level 1	Python Level 1
Year 6	e-Safety 2 & Exploring Google Docs	Creating Programs in Micro Bit v2 & Exploring Google Sheets	Hour of Code Level 2 & Exploring Google Slides	Animation with Apple	HTML Website Design Level 2	Python Level 2

Religious Education

We will use the Bexley Agreed Syllabus across Y1 to Y6. The syllabus is based around a key question approach, addressing three strands across each year group – believing, expressing and living, and sets out the suggested content for learning for each key question. If a particular religion is followed by a child in the class which is not included in the syllabus (for instance being a Sikh or a Jehovah's Witness), then the syllabus can be adapted. In EYFS, RE is interweaved throughout their themes, and does not follow the Bexley Agreed Syllabus.

Throughout the teaching of Religious Education, children will have the opportunities to gain knowledge of how others live their lives, and it will equip them with the appropriate understanding to demonstrate respect for themselves and others as people with their own opinions, rights and social belonging. During our teaching of RE, we will incorporate some or all of the following: the use of religious artefacts, visits to places of worship, visitors to the school from different faiths, teaching approaches that promote Religious Education skills and a variety of ways for children to record their learning experiences.

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1	1.1 Who is a Christian and What do they believe?	1.6 How and why do we celebrate special and sacred times? <i>* focus on Christmas and Chanukah</i>	1.5 What makes some places sacred?	1.5 What makes some places sacred?	1.7 What does it mean to belong to a faith community?	1.7 What does it mean to belong to a faith community?
2	1.3 Who is Jewish and what do they believe?	1.8 How should we care for others and the world and why does it matter?	1.8 How should we care for others and the world and why does it matter?	1.6 How and why do we celebrate special and sacred times? <i>* focus on Easter and Pesach</i>	1.2 Who is Muslim and what do they believe?	1.2 Who is Muslim and what do they believe?
3	L2.1 What do different people believe about God?	L2.1 What do different people believe about God?	L2.2 Why is the Bible important for Christians today?	L2.4 Why do people pray?	L2.7 What does it mean to be a Christian in Britain today?	L2.7 What does it mean to be a Christian in Britain today?
4	L2.8 What does it mean to be a Hindu in Britain today?	L2.8 What does it mean to be a Hindu in Britain today? <i>*include Diwali</i>	L2.3 Why is Jesus inspiring to some people? <i>*not including Easter</i>	L2.9 What can we learn from religions about deciding what is right and wrong?	L2.9 What can we learn from religions about deciding what is right and wrong?	L2.6 Why do some people think that life is a journey and what significant experiences mark this?
5	U2.1 Why do some people think God exists?	U2.4 If God is everywhere, why go to a place of worship?	U2.6 What does it mean to be a Muslim in Britain today?	U2.6 What does it mean to be a Muslim in Britain today?	U2.2 What would Jesus do?	U2.2 What would Jesus do?
6	U2.7 What matters most to Christians and Humanists?	U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity?	U2.8 What difference does it make to believe in ahimsa, grace and/or Ummah?	U2.8 What difference does it make to believe in ahimsa, grace and/or Ummah?	U2.3 What do religions say to us when life gets hard?	U2.3 What do religions say to us when life gets hard?

Personal Development/PSHE

Each year group will have a weekly timetabled Personal Development lesson. Across a half term, the Personal Development lessons incorporate all of the statutory PSHE requirements following the Skill Builders system set out by the PSHE Association, the national association for PSHE education professionals. We will follow the PSHE curriculum which has been developed across our Trust. The delivery of the RSE curriculum is through Personal Development lessons.

Character Education focuses on how to best educate the whole child, beyond the purely academic curriculum and is made up of the unique traits that define a person, their strengths, personal values and behaviours. Character Education helps children discover their unique traits and develop an understanding of how to use them in everyday life to benefit them and the wider community around them.

Personal Development	Autumn – Relationships			Spring – Living in the Wider World			Summer – Health and Wellbeing		
	Families and Friendships	Safe Relationships	Respecting Ourselves and Others	Belonging to a Community	Media Literacy and Digital Resilience	Money and Work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for.	Recognising privacy; staying safe; seeking permission.	How behaviour affects others; being polite and respectful.	What rules are; caring for others' needs; looking after the environment.	Using the internet and digital devices; communicating online.	Strengths and interests; jobs in the community.	Keeping healthy; food and exercise; hygiene routines; sun safety.	Recognising what makes them unique and special; feelings; managing when things go wrong.	How rules and age restrictions help us; keeping safe online.
Year 2	Making friends; feeling lonely and getting help.	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour.	Recognising things in common and differences; playing and working cooperatively; sharing opinions.	Belonging to a group; roles and responsibilities; being the same and different in the community.	The internet in everyday life; online content and information.	What money is; needs and wants; looking after money.	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help.	Growing older; naming body parts; moving class or year.	Safety in different environments; risk and safety at home; emergencies.
Year 3	What makes a family; features of family life.	Personal boundaries; safely responding to others; the impact of hurtful behaviour.	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite.	The value of rules and laws; rights, freedoms and responsibilities.	How the internet is used; assessing information online.	Different jobs and skills; job stereotypes; setting personal goals.	Health choices and habits; what affects feelings; expressing feelings.	Personal strengths and achievements; managing and reframing setbacks.	Risks and hazards; safety in the local environment and unfamiliar places.
Year 6	Relationships and marriage.	Relationships and marriage.	Relationships and marriage.	Relationships and marriage.	Relationships and marriage.	Relationships and marriage.	Relationships and marriage.	Relationships and marriage.	Relationships and marriage.

Enrichment programme

We aim to offer a wide and varied enrichment programme through the delivery of after school clubs, eventually from an internal offer whereby all of our teaching staff will be asked to provide a provision for one half term per academic year as well as external paid opportunities. In addition, we aim to participate in cross-Trust events such as, sporting competitions and Times Table Rock Stars competitions. Recently, our Trust launched a computing design competition for all Year 5 and 6 children to participate in. Over time, as the school grows, this will be developed. We aim to find out what our school community feel that they would like the school to offer and hope to build these opportunities in. Finally, we have already been in talks with a local football club – Erith Town FC – who would like to use our site for their community programme. We will continue to seek opportunities to develop relationships and partnerships with local groups to extend the variety of provision on offer. As children progress throughout the school, there will be leadership opportunities available to them.

Trips and Visits:

The school is located in the London Borough of Bexley which qualifies children to receive free travel from Transport for London. We will endeavour to plan low-cost opportunities and take advantage of the museums, heritage centres and local areas of interest that are part of our wider community. The children will be able to walk to the nearest sports centre for swimming lessons. Appropriate and well-vetted visitors will be invited to the school to support the delivery of the curriculum.

Provision for Special Educational Needs & Disabilities (SEND), Gifted & Talented (G&T), English as an additional language (EAL) and LAC & Learning Support

SEND

We will value all pupils and their families through celebrating diversity of experience, interest, and achievement. All pupils need to experience praise, recognition and success, and pupils with SEND have equal entitlement to this.

Our school is committed to:

- following the graduated approach outlined in the DfE's 'SEND Code of Practice: 0 to 25 years'
- monitoring the progress of all pupils to aid the earliest possible identification of SEND

Our Graduated Approach

Quality First Teaching (QFT):

This is the essential foundation of all teaching, assessment, and intervention for all pupils. We will utilise Bexley's SEN Toolkit which outlines that Quality First Teaching:

- Seeks to engage and support the learning of all children and young people.
- Builds on pupils' prior learning and responds appropriately to the 'pupil voice'.
- Builds from the skillful design of learning.
- Is re-constructed as children and young people progress in their learning.
- Involves a curriculum that is methodically constructed and renewed to deliver small and efficient steps of progression.
- May need teacher directed class-based interventions.

Additional School Intervention and Support (ASI) (building on QFT):

An assessment and intervention process which is coordinated by the SENDCo working alongside other school staff. Interventions at this stage will be additional and may be different to those provided through classroom support; this is relevant for children from the least able to gifted and talented.

- Teaching Assistants will be trained to deliver a range of interventions to support pupil access to the curriculum. Provision maps identify which interventions are suitable for each pupil based on the area and level of need
- Support for learning might include Teaching Assistants supporting pupils on a 1:1 basis and in small groups

In addition to this, the school will deploy staff from its wellbeing team to communicate directly and effectively with families and other agencies.

External Support (ES):

Generally characterised by the school requesting the involvement of relevant external services and agencies. This is a more detailed assessment and development of intervention programmes for a child. This level of intervention is for pupils with more complex and/or enduring difficulties and whose progress is considered insufficient, despite carefully planned interventions at the previous levels.

The graduated approach will support schools in meeting pupil's needs by:

- Establishing a clear assessment of the pupil's needs.
- Planning, with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- Implementing the interventions, with the support of the SENDCo.
- Reviewing the effectiveness of the interventions and making any necessary revisions.

We will also have access to a range of external professionals, such as an educational psychologist, speech and language therapist and a school counsellor.

Adaptations

We make adaptations to ensure all pupils' needs are met, some of these are listed below:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, accessibility features (iPad)
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud

LAC

Our school is committed to:

- Encourage pupils to reach their potential and to make good progress in relation to their professional, social and emotional development.
- Ensure that pupils enjoy high quality teaching and a curriculum which meets their needs and the requirements of legislation.
- Plan support for LAC realistically and use the school's resources efficiently to ensure the school meets their needs.
- Promote a positive culture in all aspects of school life.
- Help pupils develop their cultural, moral and social understanding.

In the first instance, the Headteacher will be the Designated Teacher for LAC. As the school grows this will fall under the roles and responsibilities of the Deputy Headteacher for Inclusion. In the same way, as outlined above for SEND provision, the school will review the learning needs and targets set within a child's PEP in order to determine support, provision and intervention.

EAL

Any child entering our school who speaks EAL will be assessed using our provision and progress guidance. This will allow us to determine which stage of language provision a child is working at as well as identify support strategies and approaches to quality first teaching.

For example -

Stage	Skills	Support Strategies and QFT approaches
Proficiency Level A: Pre-production Silent Period which can last up to 6 months. Up to 500 words in receptive vocabulary. Not yet fully able / confident in speaking. Some may parrot.	<ul style="list-style-type: none"> • Can listen attentively for 10 mins • Can respond to pictures • Understands and duplicates gestures and movements to show comprehension • Can link sounds to letters; initial blends / CVC words 	<ul style="list-style-type: none"> • Adult support during group work in the class • Build receptive vocabulary – focus on nouns and verbs. • Vocabulary scrap books with pictures • Place with more able buddy • Offer opportunities to join clubs etc. to hear good language models and friendship • Immersion • Recasting mispronounced language (repeating the utterance using the correct form) • Tests are inaccessible
Proficiency Level B: Early production May last up to 6 months. Receptive and active vocabulary of about 1000	<ul style="list-style-type: none"> • Can listen attentively for 10-20 mins • Can follow simple 1 step instructions – 'describe' 'tell-me' 'add' 	<ul style="list-style-type: none"> • Ask yes/no and either/or questions • Accept one or two word responses • Place with good language models and other students who speak L1 • Use visual clues to support listening – storyboards, video and role play • Record in their own vocabulary scrapbook; focus nouns, adjectives and connectives











Other aspects of support include:

- Visual aids to support learning
- Pre-teaching of subject specific vocabulary before the lesson
- Mini plenaries to check understanding

7. Quality of teaching

Approaches to pedagogy and expectations

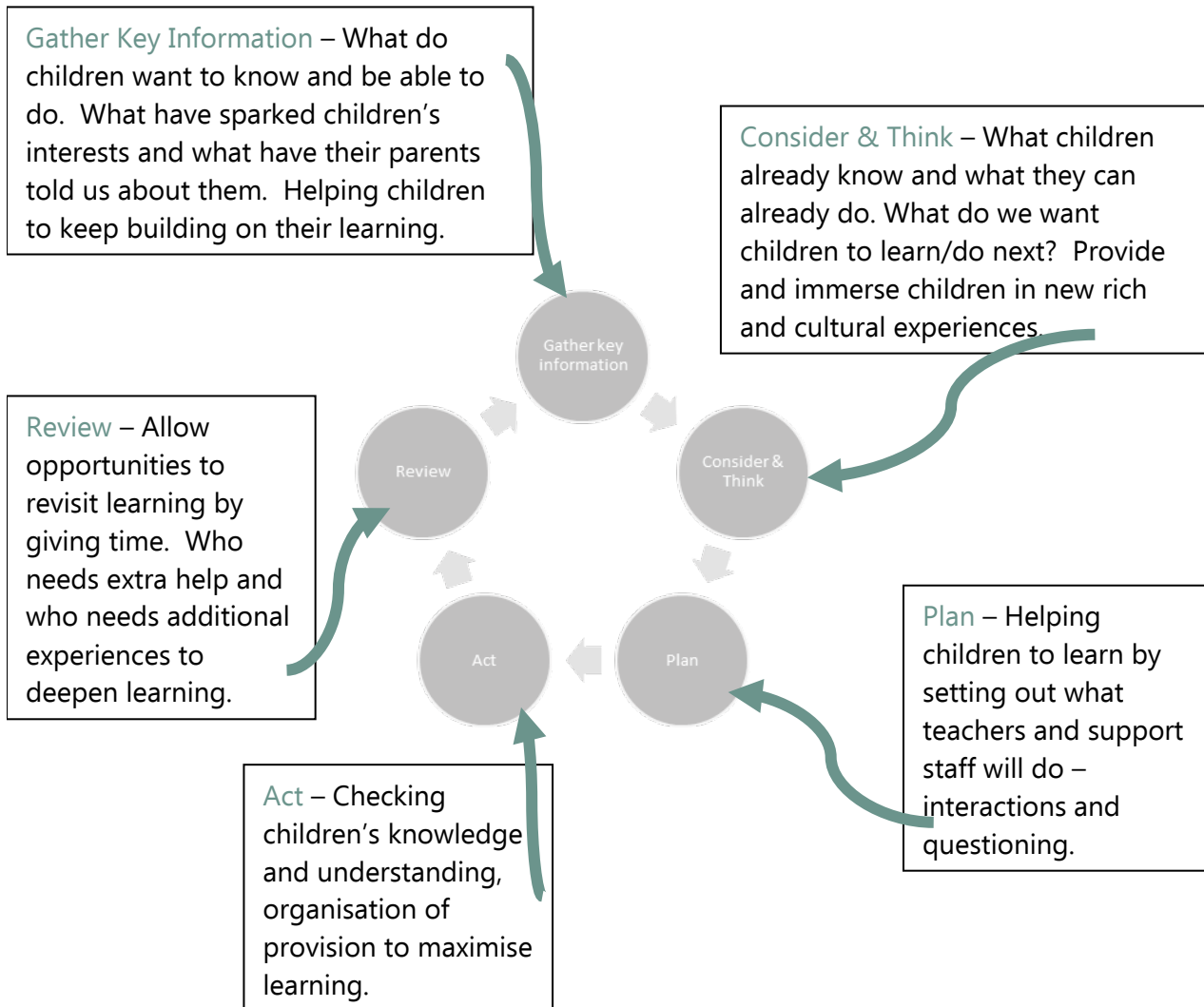
Our teaching and learning model is based on Rosenshine Principles and we will utilise the 5 stage models found in Teaching Walkthrus by Tom Sherrington & Oliver Caviglioli.

Daily Review		Daily review helps to strengthen connections between materials learned. Automatic recall frees working memory for problem solving and creativity.
New material in small steps		Our working memory is small; avoid any overloading. New material should be presented in small steps, do not move on until first steps are mastered.
Ask questions		Questions allow the teacher to determine how well the material is learned. Spend most of your time modelling, explaining and asking questions.
Provide models		Pupils need cognitive support to help them learn how to approach and solve problems. <ul style="list-style-type: none"> - Provide models - Share worked examples - Think out loud to clarify steps
Guide student practice		Build in time for pupils to rephrase, elaborate and summarise new material in order to store it in their long-term memory.
Check understanding		Check on every pupil, even if they have not asked any questions or sought any clarification from you.
Obtain high success rate		Pupils should be challenged by being taught in small steps followed by practice. <ul style="list-style-type: none"> - Optimum 80%
Provide scaffolds		Use scaffolds to assist learning: <ul style="list-style-type: none"> - Modelling - Teacher thinking aloud - Cue cards - Checklists
Independent practice		'Overlearning' – a necessary process for new material to be recalled automatically. This ensures no overloading of pupils' working memory.
Weekly & Monthly Reviews		The more this happens, the easier it is for pupils to connect new material to prior knowledge. Recalling recent learning embeds into the long-term memory.

Lesson planning and adaptive strategies

Short Term

EYFS – an example of our planning cycle adapted from Julien Grenier, 'Working with the new development matters'



In EYFS we will use a weekly planning template, which includes an area to plan out the sessions for each day around a core theme, both for literacy and for direct maths teaching. This will allow teachers to consider and think as well as ensure adaptive teaching opportunities are planned for according to the needs of our children.

Our planning process will also include planned enhancements for indoor and outdoor sessions and opportunities for teachers to Review.

Class	Term/Week	Topic	Core Text		
Weekly Notes (Staffing changes, key events, visitors...)					
Direct teaching: Literacy					
Day	Area of focus:	Input (including differentiation and deployment of other adults)	Key Vocab/additional resources	Enhancement ideas/opportunities to develop within provision:	Key Children during provision time:
Mon		Input: Adaptive teaching opportunities: Adult deployment:			
Tue		Input: Adaptive teaching opportunities: Adult deployment:			
Wed		Input: Adaptive teaching opportunities: Adult deployment:			

Planned enhancements: Indoor

As an area is identified for enhancement, you may find it useful to note idea/ suggestions for provision enhancements here. Whilst there is no expectation that every area will have daily/weekly enhancements, this will help you to monitor which areas are may need to be enhanced over the next week/s.

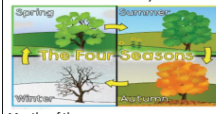
Communication and Language	Physical Development	PSED
Understanding the World	Expressive Arts and Design	Phonics (ensure matched to taught phase)
Enhancement:	Enhancement:	Enhancement:
Vocab/questions:	Vocab/questions:	Vocab/questions:
Key children:	Key children:	Key children:
Enhancement:	Enhancement:	Enhancement:
Vocab/questions:	Vocab/questions:	Vocab/questions:
Key children:	Key children:	Key children:

Use this space to note any consideration points for next week (particular interests, areas for development, resources needed, potential enhancements, things that didn't work...)

Medium Term

Each theme or half termly subject delivery will include a medium-term plan which sets out the knowledge required to deliver the curriculum – this will be split into:

- Core Knowledge
- Pre-requisite Knowledge (Revision)
- Key Subject Specific Vocabulary

Year 1 – Spring 1 – Science – Changes in the seasons		
During this unit of work, the children will begin to learn about the changes experienced in different seasons. By the end of this unit, the children will be able to articulate the weather patterns we would expect to see in each season. They will also begin to develop their scientific enquiry skills through collecting data from a thermometer and a rain gauge. This unit consists of six lessons.		
Core Knowledge	Pre-requisite Knowledge (Revision)	Key Subject Specific Vocabulary
<p>Lesson 1</p> <p>Students must know/Remember: In autumn the amount of time it is light becomes less. In winter we have colder weather, sometimes snow and frost and the amount of time it is light during the day is at its shortest. In spring the weather usually turns warmer and young animals such as chicks and lambs are born. In summer the weather is usually warm and the amount of time it is light for during the day is long Spring runs from March to May; Summer runs from June to August; Autumn runs from September to November and winter runs from December to February. Describe deciduous local trees at this time of year.</p>	<p>The four seasons are spring, summer, autumn and winter and know the order of the cycle:</p>  <p>Months of the year</p> <p>Students can identify the structural features of a tree (leaves, trunk, branch, flower, roots, crown) Identify the following: Deciduous trees: London Plane, English Oak, Common Beech Evergreen trees: Scot's Pine, Fir tree (Christmas tree), Yew Tree</p>	<p>Seasons, spring, summer, autumn and winter, the months of the year</p>
<p>Lesson 2</p> <p>Students must know: That trees and plants can look different depending on the seasons. In autumn the leaves start to change colour and fall off the trees. In winter the trees have no leaves In spring, trees begin to grow their leaves, In summer the weather is usually warm, trees have full green leaves and the amount of time it is light for during the day is long</p>	<p>In autumn the amount of time it is light becomes less. In winter we have colder weather, sometimes snow and frost and the amount of time it is light during the day is at its shortest. In spring the weather usually turns warmer and young animals such as chicks and lambs are born. In summer the weather is usually warm and the amount of time it is light for during the day is long</p>	<p>rain gauge, wind vane, thermometer, tools, measure, observe, record, precipitation</p>
<p>Lesson 3</p> <p>Students must know: A rain gauge measures how much rain has fallen. A wind vane shows which way the wind is blowing. A thermometer measures the temperature. What data is. Students should collect data at a consistent time in the week using a rain gauge and thermometer.</p>	<p>Spring runs from March to May; Summer runs from June to August; Autumn runs from September to November and winter runs from December to February Stereotypical weather of the seasons</p>	<p>Data, rain gauge, wind vane, thermometer, temperature</p>
<p>Lesson 4</p> <p>Students must know: Data can be represented in a variety of ways. Students should present data from rain gauge and thermometer, in an appropriate way. That from data, predictions can be made and questions can be asked.</p>	<p>A rain gauge measures how much rain has fallen. A wind vane shows which way the wind is blowing. A thermometer measures the temperature. In autumn the amount of time it is light becomes less. In winter we have colder weather, sometimes snow and frost and the amount of time it is light during the day is at its shortest. In spring the weather usually turns warmer and young animals such as chicks and lambs are born. In summer the weather is usually warm and the amount of time it is light for during the day is long</p>	<p>Data, rain gauge and thermometer, predictions</p>
<p>Lesson 5</p> <p>Students must know: The number of hours of daylight varies depending on the season. This is because the sun sets and rises at different times throughout the year. Students should present data on the average hours of sunlight from across the seasons in an appropriate way</p>	<p>Assessment: Teachers should design an assessment activity that can test for the knowledge and understanding of the unit.</p>	<p>Sun set, sun rise, average, data</p>
Links across subjects and across year groups		

Year 1 - Plants

Links to the National Curriculum	
<p>Sc1/1.1 Working Scientifically Sc1/1.3 Identifying and classifying Sc1/1.6 gathering and recording data to help in answering questions. Sc1/4.1 Seasonal Changes Sc1/4.1a observe changes across the 4 seasons Sc1/4.1b observe and describe weather associated with the seasons and how day length varies.</p>	<p>Experiences to compliment Teaching and Learning Collect and measure data relating and rainfall and temperature/ watch a weather forecast</p>

In addition, each subject will be supplemented with a progression of skills document to ensure teachers can plan to build on key skills and revisit these over time.

National Curriculum Key Stage 1		National Curriculum Key Stage 2				
Pupils should be taught: -To use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination -To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space -About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.		Pupils should be taught: -To create sketch books to record their observations and use them to review and revisit ideas -To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] -About great artists, architects and designers in history				
Making						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Drawing	-Experiment with line (wavy, horizontal, vertical, cross hatching, scumbling) -Use a variety of medium to draw (pencil, charcoal, colouring pencil, pen, felt tip pen, paint) -Use line to replicate the work of another artist (Bridget Riley) -Use line to create a	-Begin to use a range of pencil grades to draw (HB, B, 2B, 4B) -Begin to create a range of tones using light and dark (from lightest to darkest with a range of pencil grades) -Use pattern and texture (stippling, back and forth,	-Use a variety of pencil grades (2H, HB, B, 2B, 4B, 6) -Use a variety of lines to create texture (smooth, hard, rough, soft, hatching, cross hatching, smudging) -use texture for a purpose (hard/soft line, hatching, cross hatching) -Create a range of	-Draw simple objects by using marks and lines to produce texture (shade, hatching, cross hatching, stippling, back and forth) -Use line and tone to create reflections (observational drawings, where is the light source,	-Increase detail in drawings (range of line, shape, texture, tone and shade) -Successfully use shading to create mood and feeling (artist study) -Create reflections using a range of line, tone and shade (Observational drawings, Monet)	-Use shadows to create mood and depth (observational drawings, lighting) -Drawings communicate expression and a sense of self with accuracy and imagination (develop own style, observational drawings)

Long Term

EYFS – We will have an overarching long-term plan for themes – these will be developed and adapted in line with children’s interests and knowledge. The long-term plan will set out:

- Theme e.g. our first theme will be linked to starting school, and, finding out about the cohort
- Core Texts
- Seasonal aspects e.g. according to time of year, local interests and events
- Continuous Provision focus e.g. Phonics

KS1/KS2

Example long term thematic overview with science links

Year	A1	A2	Sp1	Sp2	Su1	Su2
1	All Around the 'Tom Tom' Plants (Part 1)	What Big Teeth you Have? Animals Including Humans	No Place like Home Seasonal Changes	London's Burning Materials (Part 1)	Tickets Please! Materials (Part 2)	Eco Warriors Plants and Seasonal Changes
2	On the High Street Animals Including Humans	Awesome Planet Living Things and their Habitats	Shiver me Timbers! Everyday Materials (Part 1)	Rain in Kapiti Plain Plants	Maybe it's because I'm a Londoner Everyday Materials (Part 2)	Dungeons, Dragons and Castles Living Things and their Habitats
3	Romans: Invaders or Settlers? Light	Y Viva España Plants and Animals	Disaster! Rocks	Stone Age to Iron Age Forces	Feed the World Animals Including Humans	Fish 'n Fjords AFL to fill gaps/Retrieval of previous learning/WS objectives (must come from content previously studied)
4	Rivers of the World Living Things and their Habitats	Friend or Foe? Electricity	Marvellous Medicine States of Matter	The Greeks of Olympia Sound	Where do we go from Here? Animals Including Humans	Our Blue Planet Three-week recap (based on prior assessments) on areas that pupils need more time to explore through investigations
5	Six! Animals Including Humans	To Infinity and Beyond! Earth and Space	Secrets of a Sun King Properties and Changes of Materials	The Vanishing Rainforest Living Things and their Habitats	Hola Mexico! Forces	Super Volcanoes AFL to fill gaps/Retrieval of previous learning/WS objectives (must come from content previously studied)
6	Spies and Lies Electricity	Frozen Kingdom Living Things and their Habitats	Beating the Blitz Animals Including Humans	Beating the Blitz Light	Darwin's Delights Evolution and Inheritance	All the World's a Stage AFL to fill gaps/Retrieval of previous learning/WS objectives (must come from content previously studied)

Improving the quality of teaching

School improvement processes as outlined in section 2 will inform next steps of support for teachers and support staff. This may include cross Trust support; for example, teachers will have the opportunity to observe good practice in our other schools as well as receive support from skilled colleagues across the Trust. Performance Management reviews will also form a part of this process.

Quality Assurance (monitoring practice)

We aim to ensure that all staff feel that they can contribute to a culture where quality improvement is a continuous cycle, in effect; 'what we do'. As outlined in Section 2, some of these processes will be internal and include strategies such as quality assurances of quality of education in books, on Showbie, via pupil voice as well as external quality assurances through audits of provision (linked to Safeguarding, SEND and teaching and learning). We will ask our staff key questions throughout the year in order to contribute to this process:

- What is going well? How do you know?
- What do we need to do to improve? How do you know?
- What would make the greatest difference to children? To staff?
- How can we all contribute to school improvement?

8. Quality of learning

Approaches to learning and expectations

Universal Design for Learning

Children will be provided with access to a variety of mediums in which they can demonstrate their learning, from sending a voice note, to making a short film or presentation, or simply to write in their book. By providing children with options, they are able to engage with and demonstrate their learning in a way most suited to them. This removes the need for any child to feel isolated from a task or unable to achieve.

We will use Showbie as an online interactive platform, whereby teachers can easily send out documents for children to interact with and quickly return for personalised feedback. This is directly linked with Socrative – an online assessment tool which quickly allows teachers to address misconceptions and identify any targeted intervention. Augmented Reality applications will be used to provide children with engaging interaction with 3 dimensional objects in the classroom, and features such as Apple Maps allow children to understand their place as a global citizen in context with their own community.

Baseline testing, on entry and mid-year/phase

EYFS

The school will, in line with statutory requirements, complete baseline testing for all students entering into reception within the first 6 weeks of their arrival. These baseline assessments will be an activity-based assessment of the students starting point in language, communication & literacy and mathematics. The short narrative statements received from these assessments will inform the teaching in the first term.

At the end of the second term and the fourth term the teacher will make an assessment of where the child is working in terms of GLD standards before the final assessment at the end of the reception year.

KS1/KS2

When a child joins our school as a casual admission, we will complete baseline assessments in line with a previous cohort assessment in order to determine and inform teacher planning as well as identify if a child requires additional support and intervention.

Tracking system and pupil level data handling

The Woodland Academy Trust currently operates with the Arbor MAT MIS, which is used to manage all aspects of primary school life, from pupil information (including details on specific needs), attendance and behaviour to assessments and progress. This cloud-based system allows schools to function on a day-to-day basis with integrated registers, letters to parents and payment for lunches (where appropriate) but also allows the attainment and progress of the students to be tracked and reported on both at a school and Trust level for monitoring and improvement purposes.

EYFS

Teachers in Reception will input a best fit judgment against the Development 7 Matters bands, once per term. During discussions, children who are identified as working developmentally below their age will become a key focus for practitioners in their planning. If needed, Practitioners can draw on developmental statements from Birth to Five, which will support those children with an identified SEND need, or those who require more focused support. At the end of the Reception year, practitioners will reference the skill and development of all children in reference to the Characteristics of Effective Learning when communicating with parents and carers. Practitioners will use recent and relevant documents (such as Development Matters, Leuven Scales, Birth to Five) throughout the year to guide their day-to-day practice and support planning for meeting the developmental needs of individual or groups of children. At the end of the EYFS, staff will complete the EYFS profile for each child. Pupils are assessed against the 17 early learning goals, indicating whether they are:

- Meeting expected levels of development
- Not yet reaching expected levels ('emerging')

The profile will reflect ongoing observations and discussions with parents and/or carers. The results of the profile will then be shared with parents and/or carers. Reception teachers will also spend time sharing their

knowledge of the children with their new Year 1 teacher through a professional dialogue meeting. This meeting is key to ensure the Year 1 teacher has a full picture of the unique children who will be joining them.

KS1/KS2

As part of our assessment calendar, children will complete assessments towards the end of each full term. Assessments will include phonics linked to more frequent tracking data and PSC outcomes as well as teacher assessments of pre-key stage standards, WTS, EXS and GDS for Reading, Writing and Maths. All assessments will be recorded on Arbor. It is anticipated that we will incorporate the use of additional assessment strategies such as introducing No More Marking (Writing comparative judgements) from Year 1 to Year 6.

Standards to be attained and achieved

Our staff will work to plan and implement the best lessons and enhancements to ensure that each child reaches their potential and is inspired to learn. This might mean making adaptations for children with specific needs or challenging more able children. In doing so we hope to achieve the results set out in Section 4.

Targets setting process

In line with the assessment system, students will have targets in all Reading, Writing and Maths. Achievement and progress against these targets will be tracked and specific groups will also be closely tracked, e.g. LAC, FSM. After each assessment period, we will hold termly 'Raising Standards Meetings' in order to review the attainment and progress of each child – these meetings will be held with the Headteacher and class teacher. As the school grows, the meeting will include key members of the team such as the Deputy Headteacher for Inclusion.

Assessment, recording and reporting to parents

An annual Assessment Calendar will be published each year, setting out the dates for data to be entered in the MIS, and dates for the analysis of data. Every term, teachers will be asked to report on the progress that pupils have made in their classes. Progress will be reported to parents three times per year, twice through a parents' evening culminating in a written report at the end of the academic year.

EYFS – It is intended that we will utilise Showbie as an online platform tool to share children's learning in Reception directly with parents/carers throughout the year.

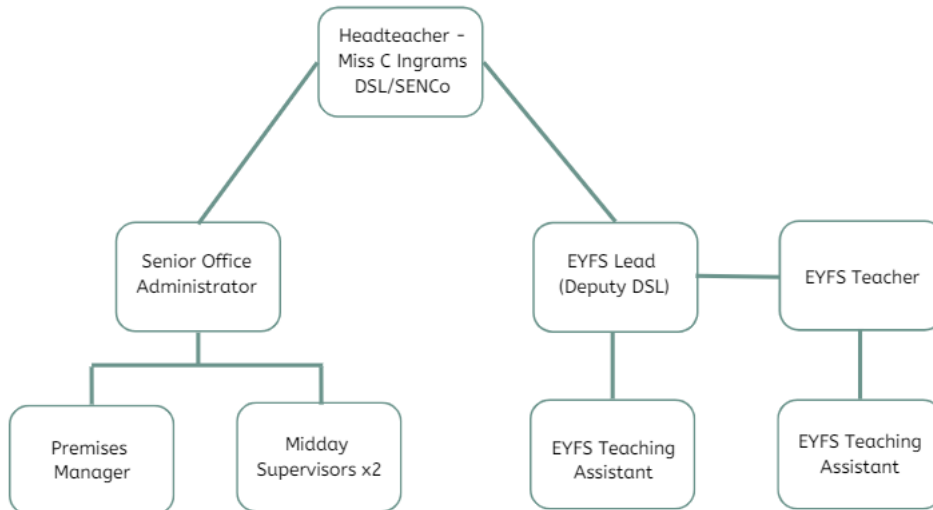
9. Staffing

General principles

In line with legal requirements, we will operate class sizes of no more than 30 children per EYFS and KS1 class. Initially we shall open Lime Wood Primary School with two reception classes. Each class will be managed by a class teacher supported by minimum of one teaching assistant.

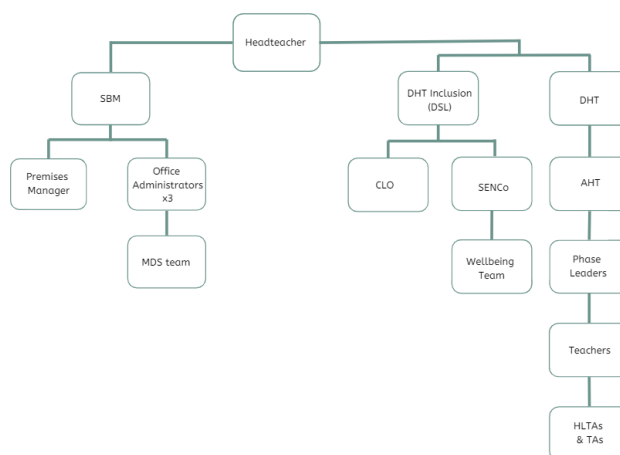
Staffing structure, roles and responsibilities, organisation chart

From September 2023, the staffing structure will be as per the below:



As the cohort grows the team will grow in line with pupil numbers and funding. When the school reaches full capacity, the below structure is anticipated.

Expected organogram when the school is full



Training and development

Training will be given to all staff on induction and through professional learning meetings and professional training days and these are a means of covering matters for our school or the opportunity to work cross-trust with leaders. In addition, in order to support and develop our staff we will utilise the comprehensive CPD programme consisting of both virtual and in person training sessions delivered by the Trust e.g. NASEN SEND

specific training. The training will be optional but open to all staff to attend. The sessions are carried out both by internal staff members as well as specially contracted external trainers. We will also be able to utilise sessions linked to Computing and the Digital Strategy as the Trust is an Apple Regional Training Centre.

Performance management

We will have a Performance Management (PM) Policy and procedures in place for all staff roles. Performance Management is supportive, and the developmental process is designed to ensure that all staff members have, or fully develop, the skills and access to support they need to carry out their role effectively – it helps to ensure that staff are able to continue to improve their professional practice and to develop in their role. During the Performance Management process any needs for CPD training will be identified and a plan put in place to fulfil the training need. Performance Management outcomes will be used to inform pay progression decisions.

Terms and conditions

The school will adhere to the Standard Teacher Pay and Conditions Document.

10. School organisation

The school year and day, timing arrangements including registration timings

The school will open with the following term dates in line with the other schools in Woodland Academy Trust.

SCHOOL TERM DATES 2023 – 2024	
Autumn Term 2023	
<i>Staff Training Days (School Closure)</i> Monday 4 th September 2023 Tuesday 5 th September 2023 Wednesday 6 th September 2023	
First Day of Term	Thursday 21 st September 2023
Last Day of Term	Friday 20 th October 2023
Half Term	Monday 23 rd October 2023 – Friday 27 th October 2023
First Day of Term	Monday 29 th October 2023
Last Day of Term	Tuesday 19 th December 2023
Public Holidays Monday 20 th December 2023 (Christmas Day) Tuesday 26 th December 2023 (Boxing Day)	
Spring Term 2024	
<i>Public Holidays</i> Monday 1 st January 2024	
<i>Staff Training Days (School Closure)</i> Friday 5 th February 2024	
First Day of Term	Thursday 6 th January 2024
Last Day of Term	Thursday 6 th February 2024
Half Term	Monday 26 th February 2024 – Friday 15 th February 2024
First Day of Term	Monday 19 th February 2024
Last Day of Term	Thursday 14 th March 2024
Public Holidays Friday 29 th March 2024 (Good Friday) Monday 1 st April 2024 (Easter Monday)	
Summer Term 2024	
<i>Public Holidays</i> Monday 6 th May 2024 Monday 27 th May 2024	
<i>Staff Training Days (School Closure)</i> Friday 24 th May 2024	
First Day of Term	Monday 13 th April 2024
Last Day of Term	Thursday 23 rd May 2024
Half Term	Tuesday 20 th May 2024 – Friday 10 th May 2024
First Day of Term	Monday 3 rd June 2024
Last Day of Term	Wednesday 26 th July 2024
Public Holidays Monday 26 th August 2024	

On opening we are expecting to have a school day structure as below. This will be for the first year initially and as the school grows lunchtimes will be staggered in order to allow the number of children to be served school lunches.

Our School Day - EYFS

7.30am	Breakfast provision with Jacqueline's Gems
8.50am	School Starts
9.00am	End of Registration
Morning Sessions	
Lunch 11.30am-12.30pm	
Afternoon Sessions	Incl Forest School sessions once per week
3.20pm	End of School
3.20pm-6.30pm	After school provision with Jacqueline's Gems

Our School Day – KS1/KS2

7.30am	Breakfast provision with Jacqueline's Gems
8.50am	School Starts
9.00am	End of Registration
Session 1	Phonics/EGPS
Session 2	Reading
Session 3	Writing
Morning Break	
Session 4	Maths
Lunch 11.30am-12.30pm	
Afternoon Sessions – Theme	Including Science, PE, Modern Foreign Languages, ICT, History, Geography, RE, PSHE, Art and Design plus interventions
Assembly	Minimum of two assemblies per week Monday – Welcome/Core Values/Personal Development/Rules Friday – Celebration Assembly
3.20pm	End of School
3.20pm-6.30pm	After school provision with Jacqueline's Gems

Student organisation/settings/groupings

In the opening year, our two Reception classes (along with all other year classrooms) will be named after a famous tree, forest or wood that can be found in children's literature. Children will be introduced to these texts each year as they join their new classes so that by the time they leave our school they will have had the chance to enjoy and know these texts alongside the core texts that they will enjoy in their thematic learning. The Reception class names will be:

- Hundred Acre Wood Class (From *Winnie the Pooh* by AA Milne)
- Tiny Seed Class (From *The Tiny Seed* by Eric Carle)

The EYFS classrooms will have the opportunity to 'free flow' between the indoor and outdoor environment. The outdoor environment will have a soft play surface which will accommodate some fitted role-play and

small world equipment. These outdoor areas will also have fitted canopies to enable the use of these areas in all weathers.

Additionally, all classes will abide by the Trust expectations that all classrooms will follow these simple guidelines to ensure effective learning environments:

- Resources accessible and clearly labelled.
- Pupils' work marked up to date.
- Pupils responsible for assisting in the tidying of their classroom.
- High quality displays reflecting different areas of the curriculum, valuing pupils' work. Conveying high expectations, inviting response.
- Use of artefacts, plants & drapes to enhance display.
- Print rich environment - variety of captions.
- A well-defined book area which is inviting and promotes an interest in books.
- Word banks - theme linked and otherwise.
- Well organised and labelled maths equipment and number lines.
- Well organised writing materials e.g., a range of media and resources, line guides, exemplars
- Well organised and labelled art materials/ art resource area.
- IT set up for ease of access.
- A rota of classroom monitors.

The layout of the school includes set rooms for intervention opportunities which are located, mostly, in between each year group. This will allow children who require it, a quiet space to complete specific interventions e.g. speech and language.

Eating arrangements

Lime Wood Primary will have a strong emphasis on healthy lifestyles and will incorporate regular opportunities for sport and physical activity, allied to an understanding of healthy eating. This will be supplemented by the onsite allotment area where children will have the opportunity to grow their own herbs and vegetables.

There is a large kitchen onsite where school lunches will be prepared by an external catering firm and in communication to parents any packed lunches will be encouraged to be healthy and balanced.

We are currently going through a retendering process for catering across the Trust including Lime Wood Primary which will see a focus on healthy nutritious meals for children and staff alike with a new company being appointed in September.

11. Student support services






Welfare/pastoral arrangements

Initially we will operate Lime Wood Primary school with a small team, and therefore initially welfare and pastoral arrangements will be handled by the Headteacher with support from the school team. In the first year if therapeutic interventions are needed, these will be outsourced and will be budgeted for, until the school grows and we appoint the pastoral team.

- Miss Claire Ingrams – Headteacher SENCo/DSL

As the school grows, the team will grow alongside it, and will eventually incorporate a Deputy Headteacher for Inclusion, Community Liaison Officer (CLO) and Wellbeing team formed of Wellbeing Coaches who will be able to deliver social, emotional and mental health interventions such as: talk and draw, lego therapy, bereavement support, anger management, social skills and nurture groups.

In order to support our children with their wellbeing we will utilise, where necessary, assessments such as: Strengths and Difficulties Questionnaires, Boxall Profiles as well as the use of the Leuven Scales for Wellbeing (as below):

				
<p>1 Extremely low The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/herself or others.</p>	<p>2 Low The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.</p>	<p>3 Moderate The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.</p>	<p>4 High The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity</p>	<p>5 Extremely high The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He /she is open and accessible to the environment. The child expresses self-confidence and self-assurance</p>

As we get to know our community and cohorts of children, we will determine whether additional external support should be provided such as: counselling and play therapy.

As the school is part of the London Borough of Bexley, any children identified as requiring specialist teacher and Educational Psychologist assessments will be discussed at termly Early Intervention Team meetings in order to request, consider and discuss intervention provision.

Transition arrangements

A successful transition means children settle quickly into school, learning and developing from day one. Therefore, we will have the following in place to aid with the transition into Reception:

- Discussions with the children’s pre-schools and nurseries sharing information about the school and seeing any records or reports that they can share with us
- Settling in sessions including a chance for the child to see and explore their classroom, meet their teacher and peers, and a story-time session with the headteacher
- Home visits where the teacher and teaching assistant will visit the students in their home environment
- A short phased entry allowing pupils to get used to being in school for the whole day
- Transition booklets

Additionally, we shall offer transition support between year groups when it is time for pupils to move onto the next class or Key Stage, with a “transition day” where the class will get to meet their new teacher and see their new classroom ahead of the summer break.

Student, numbers on roll with a chart indicating expected numbers from opening through to year when school will be full

The Lime Wood PAN is 90 children. Each year a cohort of 90 children will be admitted to the school. However, in the initial years, the reception intake will be capped at 60 students until the school is established in the local area.

As the initial cohort move up through the school, more students will start in reception, up to 2029 at which point the school is planned to be operating at full capacity as the example below.

	Sept 2023	Sept 2024	Sept 2025	Sept 2026	Sept 2027	Sept 2028	Sept 2029
Reception	60	60	60	90	90	90	90
Year 1	-	60	60	60	90	90	90
Year 2	-	-	60	60	60	90	90
Year 3	-	-	-	60	60	60	90
Year 4	-	-	-	-	60	60	60
Year 5	-	-	-	-	-	60	60
Year 6	-	-	-	-	-	-	60

Attendance and registration arrangements

Lime Wood Primary School will meet obligations with regards to school attendance by:

- Promoting good attendance and reducing absence, including persistent absence
- Ensuring every pupil has access to full-time education to which they are entitled
- Acting early to address patterns of absence

All children are entitled to receive an effective full-time education suitable to their age, ability and aptitude. It is the joint responsibility of the school and parents/carers to ensure that our children receive that education.

We will also support parents to perform their legal duty to ensure their children of compulsory school age attend regularly and will promote and support punctuality in attending lessons.

Lime Wood Primary School will insist on and support the highest levels of attendance by pupils. We will operate a first day of absence calling procedure and follow up any absence patterns that occur as a result of close monitoring of attendance registers. Registration will be taken at the start of both the morning and afternoon sessions and be recorded in the school's MIS system.

The school will share and embed the 5 Foundations of Effective Attendance Practice framework in order to increase school attendance and reduce Persistent Absence.

The 5 foundations are:

- Whole school thinking – developing a strong attendance culture
- Developing and embedding effective policies, systems, and procedures
- Providing staff development and professional learning
- Implementing targeted programmes of support & intervention
- Understanding the root cause of the problem.

This approach is evidence-informed and completely child-centred.

Each Foundation above is supported by five Key Performance Indicators, these are used to ensure the school can embed the Foundations framework and understand the strategic direction regarding attendance improvement.

The framework will allow the school to understand the whole school approach to supporting and improving attendance – everyone belongs at this school.

Our Attendance Principles -

- We create welcoming environments to allow all children to gain a sense of belonging and ultimately achieve academically through regular school attendance.
- The school policy is translated into practise through the processes and systems we follow.
- The escalated approach supports children at each stage, parents who do not engage with support understand why, at times, we must follow this process.

- All staff will receive attendance training to support the whole school approach, so that they understand their role in improving attendance.
- Certain staff are identified to engage in specialist training to continue to support families and children who work with external partners.
- We use data information to support children, this allows us to understand the groups, and individuals, who require specific programmes of intervention.
- Reviewing each programme allows us to understand the effectiveness of support and change what is not working.
- Finally, we train and support all staff to understand the 'root cause' of concerns.
- Staff use the wider curriculum to allow all children to feel valued and accept themselves.
- We celebrate attendance success and ensure children returning from long absence receive a planned transition.

In line with our Attendance Framework, we will follow the Key Performance Indicators as set out below:

Foundation 1	Foundation 2	Foundation 3	Foundation 4	Foundation 5
<p>KPI 1.1 The Attendance Leader follows a structured framework for improving attendance. Aspirations and expectations for all children are ambitious and reinforced by staff.</p> <p>KPI 1.2 The escalated approach is child-centred and supports children. The approach to improving attendance is consistently followed and built on solid foundations of connectedness and belonging.</p> <p>KPI 1.3 The school environment ensures children feel accepted and respected. Familiar and consistent routines build a sense of security and safety for all children.</p> <p>KPI 1.4 Pupil voice allows children to build a sense of belonging. The school builds close working relationships with children and families.</p> <p>KPI 1.5 The Attendance Leader is challenged and supported appropriately by a Line Manager and link Governor for attendance.</p>	<p>KPI 2.1 Systems and processes for making decisions to implement support within the school are clear. The school understands when to involve and refer to outside agencies.</p> <p>KPI 2.2 A systems leadership approach supports continued attendance improvements. Progression and promotion within the school is clear and provides staff with the opportunities to develop.</p> <p>KPI 2.3 The attendance policy communicates the approach towards supporting and improving attendance. The policy meets all statutory and legal requirements.</p> <p>KPI 2.4 Other school policies supporting attendance improvements are reviewed focusing on actual impact.</p> <p>KPI 2.5</p>	<p>KPI 3.1 Training supports staff to identify changes in behaviour or patterns of absence concerns. Staff understand their role in communicating any changes of concern.</p> <p>KPI 3.2 The Attendance Leader has a clear understanding of where specific expertise exists across the school, and how this expertise can be used to share practice and develop future leaders.</p> <p>KPI 3.3 The Attendance Leader and Line Manager meet regularly. Meetings systematically cover the different aspects of performance and improvement.</p> <p>KPI 3.4 Identified school staff receive bespoke training to continue the work of external professionals.</p> <p>KPI 3.5 External partnerships underpin early help support. Identified children are supported through a multi-</p>	<p>KPI 4.1 The Attendance Leader looks beyond headline data to understand variations and trends in performance. Key demographic groups are supported to close variations to other children.</p> <p>KPI 4.2 The MIS system is used effectively to analyse data. Data information is shared widely and informs regular, honest and action focused conversations.</p> <p>KPI 4.3 Early assessment provides an analysis of a child's needs. Intervention programmes identifies precisely how children will be supported. The Attendance Leader plans reviews of the effectiveness of any programme</p> <p>KPI 4.4 Targeted interventions focus on; self-awareness, emotional literacy, self-motivation and social skills development to support improvements in</p>	<p>KPI 5.1 The Attendance Leader recognises that poor attendance may stem from previously undisclosed causes, all of which are understood and supported.</p> <p>KPI 5.2 The wider curriculum focuses on developing life skills to support all children. This approach proactively supports mental health and well-being concerns from escalating.</p> <p>KPI 5.3 School Leaders view continued poor behaviour as a cause of distress. Early identification and intervention support children, reducing the risk of exclusion.</p> <p>KPI 5.4 The school has an effective rewards system in place to support attendance improvements and celebrate success.</p> <p>KPI 5.5 The Attendance Leader proactively identifies the needs, and support</p>

	The Attendance Leader has a manageable set of priorities to achieve targets identified in the Attendance Action Planning document.	disciplinary approach to improve attendance.	attendance. This will prevent initially more minor mental health problems from escalating and becoming of major significance. KPI 4.5 Performance and progress are benchmarked against national data and year on year attendance outcomes.	required, for children new to school or returning to school after a long absence, including suspensions.
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Behaviour for learning and conduct outside the classroom, support, rewards and sanctions

We will strive to create a safe & happy culture where everybody feels valued, included and welcome. We will always model the highest standards of behaviours, using an agreed consistent approach, which includes language & actions.

We will have a clear behaviour policy, based on the Trust's work alongside Paul Dix, which sets out behaviour expected of everyone in the school community (staff, children, parents & visitors).

The whole school community will be expected to follow three simple rules: **respect, listen, ready** and these will be lived and breathed by everyone.

- **Respect** – Listen to others and expect to be listened to, appropriate language and tone, look after the buildings display and equipment, demonstrate positive body language, Represent Lime Wood Primary School at its best both in and out of school
- **Listen** – listen to expectations and instructions, clarify if unsure, show good listening, by stopping, putting down equipment and showing adults/peers that you are actively listening to them
- **Ready** – Listening to adults & peers, coming to school every day and on time, demonstrating that you have understood and follow the instructions/expectations given.

We will have a one-page Behaviour Blueprint which acts as an easy reference guide for everyone, and this includes the details of our behaviour principles and rewards and sanctions as per the below:



12. Working with others

Relationships with parents, carers and families

We will work closely with our parents, carers and families so that they feel very much involved in their child's development and are able to continue the support outside of school. Our school will value the relationships it holds with children, their families, the school and wider communities in order to secure the best outcomes for children at each stage in their primary learning journey. We will pride ourselves on our commitment to communication and inclusion for all and value the contributions made by our children's parents, carers and families. Together this will help us achieve the very best for the children in a mutually supportive partnership between parents, class teachers and the school community.

As a partnership, our parents will understand the importance of a good working relationship to equip children with the necessary skills for adulthood. For these reasons we continue to welcome and encourage parents and carers to participate fully in the life of our school.

Our school will provide planned opportunities to share the lives of their children in school through invitations and attendance to events such as – Family Learning Showcases, class assemblies, parent workshops linked to curriculum and pedagogy as well as adult learning and family learning where possible.

Links with partner and local schools

We will work closely with the other schools within the Woodland Academy Trust and in doing so we will benefit from the wider Trust delivery of CPD, school to school support and leadership support. We aim to continue to build relationships with the local community, local groups as well as local schools.

The local community

We understand that strong community relationships are one of the foundations needed for a successful school; we rely on local links to support our pupils/students and to provide opportunities for developments and for them to realise their future aspirations. In turn we are keen to share our facilities with community organisations and individuals where there is a need, particularly to those who would benefit from our state-of-the-art environment. Facilities at the school will be available for community use, for example the all-weather pitch.

The headteacher has also made initial contact with the school improvement advisor for Bexley LA in order to build strong relationships.

Statutory agencies

We will abide by any instruction to work with any statutory agencies. We will also work on a voluntary basis with other agencies in line with the needs of our pupils, parents and staff.

Annexes:

- A. School Improvement Plan for opening year
- B. Schemes of Work Example
- C. School Policies
- D. Single Central Register
- E. Website Compliance