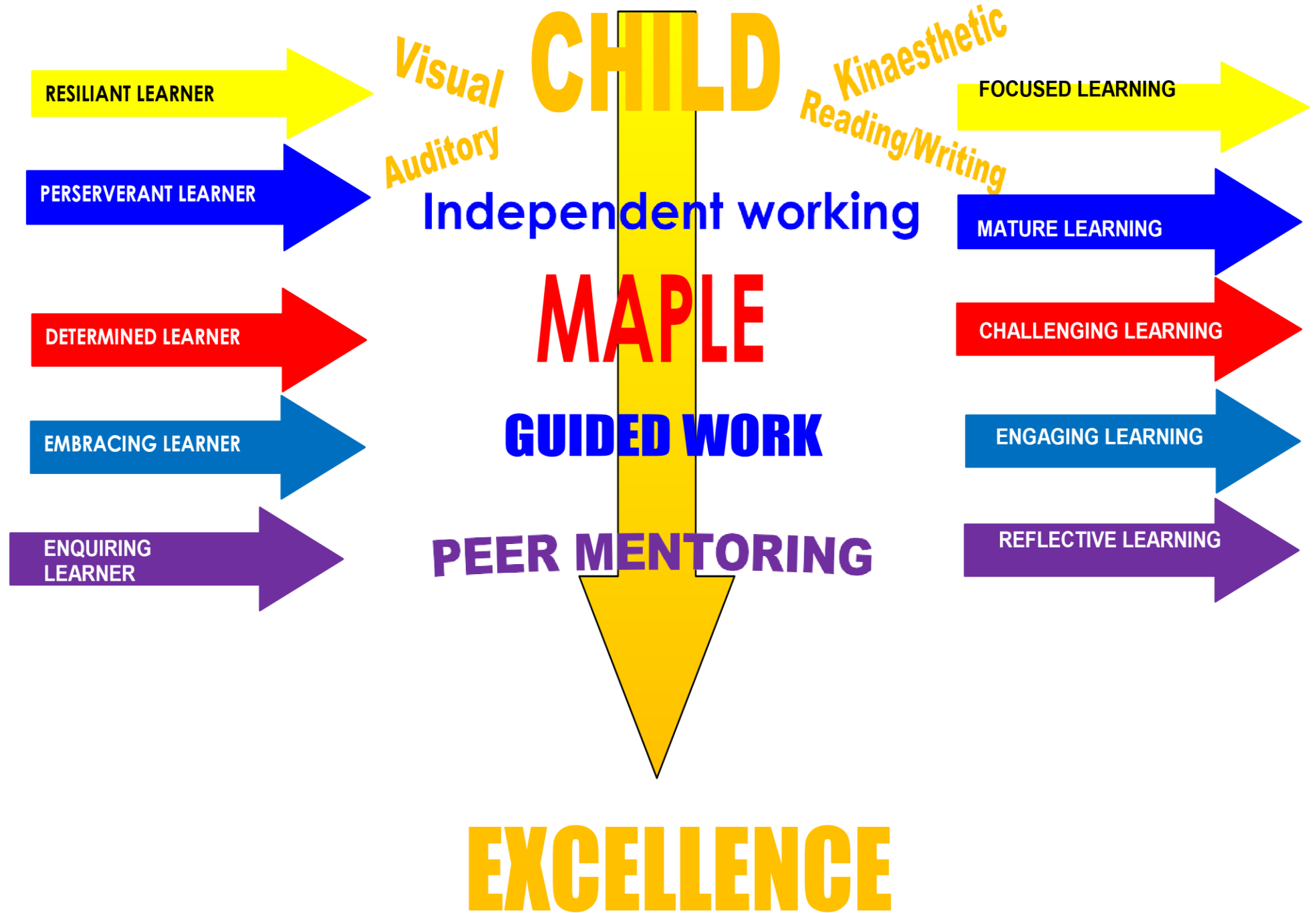


## School Improvement and Development Plan 2023-24



Outlined below are Gascoigne Primary's priorities for the entire school community as we strive towards excellence:


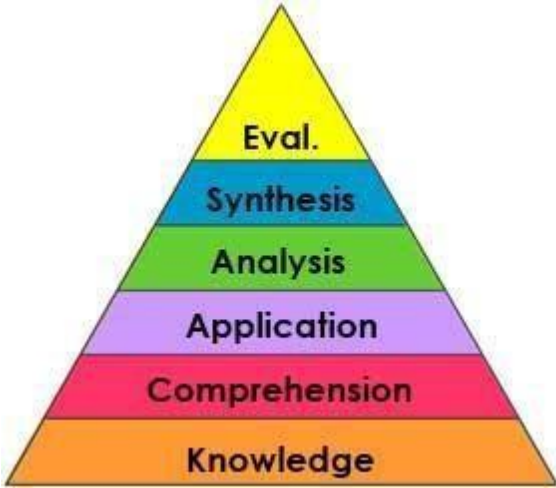
1. **Pupil Wellbeing** – voiced by parents and in response to the perceived pressure on children from assessments and tests. Although parents understand that the school must maintain high expectations, they have queried how this may be managed in a way that supports pupil's mental health and wellbeing.
2. **Out of School Hours Opportunities** – although our pupils have many opportunities to attend clubs and that our team provides well in this respect, parents and pupils have suggested a strategy to be developed where there is a broader range of clubs which develop children's artistic and creative talents for example.
3. **Outdoor Provision, Learning and Resourcing** – staff and pupils have voiced a need to improve the external areas and provide well-resourced zones for use at lunchtimes and linked to the curriculum and used during lesson time.
4. **Home Learning** – voiced by parents, who have suggested that there are inconsistencies in what is expected from one year group to another; some parents want more sent out and other parents want less. Questions were raised regarding how home learning is checked and how feedback is given back to pupils.



## GASCOIGNE PRIMARY SCHOOL PRIORITIES

### Which methods underpin our learning community at Gascoigne Primary

Following the introduction of the New National Curriculum, year group expectations have changed considerably for all primary school aged children. It would be fair to say that the “bar” has been raised and learning expectations for English and Maths, in particular, are greater. We, at Gascoigne Primary, are taking Bloom's Taxonomy principles in helping our young learners to embrace these varied skills and being able to apply them in a range of contexts in order to prepare all children for jobs that don't exist yet.... Using technologies that haven't been invented... in order to solve problems we don't even know are problems yet!

 <p style="text-align: center;"><b>New Version</b></p> <p>The diagram shows a pyramid divided into six horizontal layers. From top to bottom, the layers are: yellow (Creating), blue (Evaluating), green (Analyzing), purple (Applying), pink (Understanding), and orange (Remembering).</p>	<p>In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behaviour important in learning. During the 1990s, a new group of cognitive psychologists, led by Lorin Anderson (a former student of Bloom), updated the taxonomy to reflect relevance to 21st century work. The two graphics show the revised and original Taxonomy. Note the change from nouns to verbs associated with each level.</p> <p><i>Note that the top two levels are essentially exchanged from the traditional to the new version.</i></p>	 <p style="text-align: center;"><b>Old Version</b></p> <p>The diagram shows a pyramid divided into six horizontal layers. From top to bottom, the layers are: yellow (Eval.), blue (Synthesis), green (Analysis), purple (Application), pink (Comprehension), and orange (Knowledge).</p>
<p><b>Remembering:</b> can the children recall or remember the information?</p>	<p>define, duplicate, list, memorise, recall, repeat, reproduce state</p>	
<p><b>Understanding:</b> can the child explain ideas or concepts?</p>	<p>classify, describe, discuss, explain, identify, locate, recognise, report, select, translate, paraphrase</p>	
<p><b>Applying:</b> can the child use the information in a new way?</p>	<p>choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.</p>	
<p><b>Analysing:</b> can the child distinguish between the different parts?</p>	<p>appraise, compare, contrast, criticise, differentiate, discriminate, distinguish, examine, experiment, question, test.</p>	
<p><b>Evaluating:</b> can the child justify a stand or decision?</p>	<p>appraise, argue, defend, judge, select, support, value, evaluate</p>	
<p><b>Creating:</b> can the child create new product or point of view?</p>	<p>assemble, construct, create, design, develop, formulate, write.</p>	

## SIDP Priority 2023-2024: Pupil wellbeing



**1. To support all pupils to:**

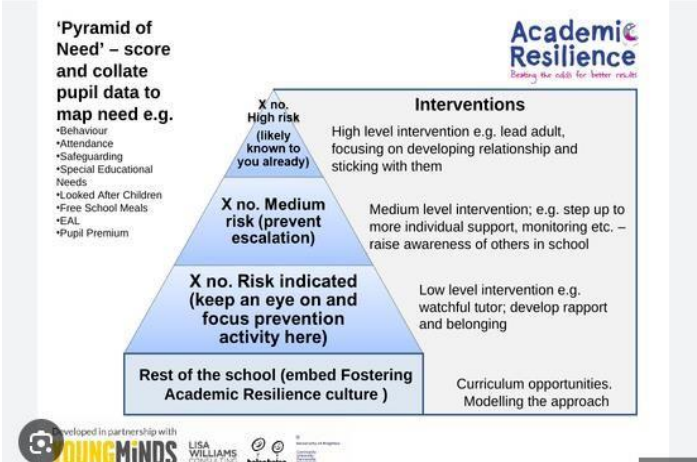
- *understand and manage emotions,*
- *set and achieve positive goals,*
- *feel and show empathy for others,*
- *establish and maintain positive relationships and*
- *make responsible decisions through the process of Social and emotional learning (SEL)*

**2. To establish a whole-school screening approach to identifying pupils' mental health and emotional wellbeing needs.**

**3. To ensure there is an open-door policy for pupils to raise concerns and systems for getting support is easy for all pupils to access.**

Target	Actions	Evaluation	Who is Responsible	Achieved By	Cost	SEF Reference
<p><b>1. Leadership and management</b></p> <p><i>All staff to receive training on strategies to support pupil wellbeing in school and how to further develop pupils' emotional literacy.</i></p>	<ul style="list-style-type: none"> <li>• All stakeholders to complete a Pupil wellbeing survey at the start and end of year: <b><i>“What is it like to be a pupil at Gascoigne primary school?”</i></b></li> <li>• All stakeholders to receive feedback on:                             <ul style="list-style-type: none"> <li>-the outcome of the survey and</li> <li>-actions taken as a result of the survey.</li> </ul> </li> <li>• Behaviour Lead to lead on <i>Staff training</i> related to Class routines and practice that will impact positively on Pupil wellbeing.</li> <li>• Core wellbeing team to share bite-size information (related to pupil wellbeing/mental health) on a regular basis with Staff.</li> </ul>	<p>Pupil wellbeing is at the forefront of school priorities.</p> <p>Completing the survey twice will enable the school to evaluate the impact of support and intervention.</p> <p>The school actively seeks the ongoing participation of the whole school community in its approach to pupil wellbeing.</p>	<p>Senior mental health Lead</p> <p>Behaviour Lead</p> <p>Wellbeing Core team</p>	Autumn ii	None	Leadership and Management

<p><b>2.Ethos and environment</b></p> <p><i>The school's approach to improve pupil wellbeing, the offer and support available are clearly displayed</i></p>	<ul style="list-style-type: none"> <li>Update Class Mind up areas, Displays, notice boards and website to demonstrate how the school promotes and supports Pupil wellbeing and mental health.</li> <li>Simplify access and processes for pupils to self-refer.</li> </ul> <p><u>Staff training/development:</u> Relaunch whole school approaches: “Zones of Regulation” “Catch me being good” Use of “Guided imagery” after lunch times</p>	<p>Approach is consistent across the school.</p>	<p>Core Wellbeing teams</p> <p>Behaviour lead</p> <p>Nurture team</p> <p>Senior Mental health lead</p>	<p>Autumn ii</p>	<p>None</p>	<p>Quality of Education</p>
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<p><b>3. Identifying need and monitoring impact</b></p> <p><i>There is a wholeschool approach to identifying pupils' mental health and emotional wellbeing needs.</i></p> <p><i>All children's wellbeing and involvement to be screened regularly to identify needs.</i></p>	<p>Based on the Pyramid of needs: <b>Young minds</b></p>  <p>To embed processes to screen all children's wellbeing and involvement during the academical year:</p> <p>EYFS: Leuven scales KS1: Interviews with pupils KS2: Pupils in year 3 and 4 to be screened using the 3 Houses (small groups of pupils following on from whole class session)</p>	<p>Early identification enabling a quicker response to addressing Mental health/Pupil wellbeing needs</p> <p>Trends from worries/concerns to be inserted into assembly planning and PSHE curriculum, circle time. Assembly themes to be reviewed overall, including class assembly.</p> <p>An ongoing review process is in place, which evaluates the support provided by school and external organisations.</p> <p>A screening process has taken place and a vulnerability map has been developed to</p>	<p>Core Wellbeing team</p> <p>Senior Mental Health Lead</p> <p>School Counsellor</p> <p>Behaviour lead</p> <p>Nurture team</p>	<p>Autumn ii and Summer i</p>	<p>None</p>	<p>Behaviour and Attitudes</p>
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	<p>Pupils in year 5 and 6 to be screened using the 3 Houses (individuals complete following on from whole class session). In addition, to also refer to: <a href="https://www.corc.uk.net/outcome-experience-measures/">https://www.corc.uk.net/outcome-experience-measures/</a></p> <p>Stress buckets: <a href="https://www.youngminds.org.uk/professional/resources/understanding-what-your-pupils-behaviour-iscommunicating/">https://www.youngminds.org.uk/professional/resources/understanding-what-your-pupils-behaviour-iscommunicating/</a></p> <p>The screening process will include opportunities for pupils to self-refer.</p>	<p>monitor and support pupils</p>				
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**4. Curriculum, teaching and learning**

*1. The PSHE curriculum is reflective of the current cohort's concerns and tailored to meet the needs of all pupils*

**Table 1: Core Skills at the heart of SEL**

Core competency	Definition	Associated skills
Self-awareness	The ability to accurately recognise one's own emotions, thoughts and values and how they influence behaviour. The ability to accurately assess one's strengths and limitations with a well-grounded sense of confidence and optimism.	<ul style="list-style-type: none"> <li>Identifying emotions</li> <li>Accurate self-perception</li> <li>Recognising strengths</li> <li>Self-confidence</li> <li>Self-efficacy</li> </ul>
Self-management	The ability to successfully regulate one's emotions, thoughts and behaviours in different situations – effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work towards personal and academic goals.	<ul style="list-style-type: none"> <li>Impulse control</li> <li>Stress management</li> <li>Self-discipline</li> <li>Self-motivation</li> <li>Goal setting</li> <li>Organisational skills</li> </ul>
Social awareness	The ability to take the perspective of and empathise with others. The ability to understand social and ethical norms for behaviour and to recognise family, school and community resources and supports.	<ul style="list-style-type: none"> <li>Understanding emotions</li> <li>Empathy/sympathy</li> <li>Appreciating diversity</li> <li>Respect for others</li> </ul>
Relationship skills	The ability to establish and maintain healthy relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively and seek and offer help when needed.	<ul style="list-style-type: none"> <li>Communication</li> <li>Social engagement</li> <li>Relationship building</li> <li>Teamwork</li> </ul>
Responsible decision making	The ability to make constructive choices about personal behaviour and social interactions. The realistic evaluation of consequences of various actions and a consideration of the wellbeing of oneself and others.	<ul style="list-style-type: none"> <li>Identifying problems</li> <li>Analysing solutions</li> <li>Solving problems</li> <li>Evaluating</li> <li>Reflecting</li> <li>Ethical responsibility</li> </ul>

**Education Endowment Foundation: Improving social and emotional learning in school.**

- To provide regular opportunities for pupils to learn self-help strategies to reduce e.g anxiety and improve wellbeing through e.g breathing exercises, relaxation, etc
- To teach Social and emotional Learning skills explicitly.

PSHE lessons are of a high quality, with expected knowledge / skills content being learned and retained by pupils

PSHE Lessons around emotional health and mental health are monitored and evaluated for impact and pupil progress is assessed.

Pupils emotionally literate

PSHE Lead

Core Wellbeing team

Senior Mental health lead

Summer ii

None

Quality of Education

<p>2. <i>The PE curriculum offers a range of opportunities for</i></p>	<p>To provide a range of opportunities for pupils to engage in physical activities during <b>Lunch times</b>, by</p>	<p>Lunch times offering a range of physical activities that will engage all pupils.</p>	<p>PE Lead and PE team</p>	<p>Summer ii</p>	<p>None</p>	<p>Quality of Education</p>
<p><i>pupils to engage in physical activities.</i></p> <p><i>To provide a range of physical activities during lunch break times</i></p>	<ul style="list-style-type: none"> <li>• Auditing and reviewing the current provision</li> <li>• Providing training for Midday Staff</li> <li>• Introducing playground zones</li> <li>• Working alongside the Pupil Leadership team (focusing on PE) to further develop the provision at lunch times.</li> <li>• Monitoring the impact of Lunch time clubs</li> </ul>	<p>The PE offer promotes a healthy lifestyle</p>				
<p><b>5.Pupil voice</b></p> <p><i>There is an open door policy for pupils to raise concerns and/or the system for getting support is easy for all pupils to access.</i></p>	<ul style="list-style-type: none"> <li>• Regular School Leadership meetings are held, which actively drive change related to the Pupil wellbeing improvement plan.</li> <li>• All pupils receive feedback on the actions taken as a result of questionnaires and pupil voice activities.</li> <li>• Systems set up, e.g. <b>Worry boxes and the effective use of the Zones of Regulation display boards</b> in classes/shared spaces, making it easy and accessible for all pupils to self-refer and to get support when needed.</li> </ul>	<p>Pupil wellbeing at the forefront of school priorities and pupils playing an active role in promoting wellbeing messages across the school.</p>	<p>Leadership Team Leads</p> <p>Core Wellbeing team</p> <p>Nurture team</p> <p>Behaviour Lead</p>	<p>Summer ii</p>	<p>None</p>	<p>Behaviour and Attitudes</p>
<p><b>6.Parents, carers and families</b></p> <p><i>To further develop Parents' knowledge and understanding on how to keep children safe online</i></p>	<ul style="list-style-type: none"> <li>• A robust school – home agreement / declaration is shared with parents and pupils at the start of the year. (linked to online safety)</li> <li>• Monthly Online safety newsletters shared with parents.</li> </ul> <p>Online safety workshops offered to parents and other stakeholders, such as Governors.</p>	<p>Partnership between school and home is significantly strengthened, in relation to online safety</p> <p>Parents/Carers confident to support and monitor children's online activity</p>	<p>Computing Lead (Online safety)</p> <p>Core Wellbeing team</p> <p>Family Liaison team</p>	<p>Summer ii</p>	<p>None</p>	<p>Quality of Education</p> <p>School Context</p>

<p><b>7. Targeted support and appropriate referral</b></p> <p><i>All staff are aware of the school's processes and procedures for support and referral where needed.</i></p>	<p><u>Staff training:</u></p> <p>-Whole school approach to processes and procedures for support and referral when concerns arise</p> <ul style="list-style-type: none"> <li>SMHL to share information with staff about local support services available</li> </ul>	<p>All staff are aware of processes and procedures for support and referral when there are concerns about a child's emotional health and wellbeing.</p> <p>School counsellor providing individual support as appropriate.</p>	<p>Inclusion Team Behaviour Lead School Counsellor Senior Mental health lead</p>	<p>Summer ii</p>	<p>None</p>	<p>Quality of Education</p> <p>Behaviour and attitudes</p>
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### SIDP Priority: Out of School hours opportunities

To offer a range of opportunities for pupils to experience out of school hours.

To develop the range of creative and artistic activities available for pupils to access.



Target	Actions	Evaluation	Who is Responsible	Achieved By	Cost	SEF Reference
<p><b>1.To offer an extended range of clubs across a range of curriculum areas</b></p> <p><i>All children to have the opportunity to access a range of extra-curricular opportunities out of hours.</i></p> <p><i>Increase the availability of 'creative'</i></p>	<ul style="list-style-type: none"> <li>All pupils to complete a survey identifying what extra-curricular areas pupils would like to attend</li> <li>Utilise external providers to offer different extra-curricular clubs across the curriculum (e.g. Fizz Pop science)</li> <li>Subject leaders to be consulted to identify opportunities that will enrich their curriculum areas (e.g. Art, DT, Science, Maths)</li> </ul>	<ul style="list-style-type: none"> <li>Pupil/parent voice surveys</li> <li>Identify the extra-curricular opportunities most requested by pupils and adapt provision</li> <li>Participation data – identify what demographic of children are attending each</li> </ul>	<p>Rob Reynolds (PE &amp; Extended School Day Lead)</p> <p>Subject leaders</p> <p>School staff</p>	<p>Summer term 2024</p>	<p>£1000</p> <p>(plus parents paying for clubs)</p>	<p>Participation data</p>



<p><i>opportunities such as art, drama and dance for pupils to experience.</i></p> <p><i>Supplement cricket sessions provided for free by the chance to shine foundation.</i></p>	<ul style="list-style-type: none"> <li>• Use school staff to offer extra-curricular clubs using their specialist knowledge</li> <li>• Review of directed time to include an extra-curricular club for teaching staff one half term every school year.</li> <li>• Utilise the 'gym' at Shaftesbury to offer a fitness club</li> <li>• Discuss and review our provision with current after school providers: Essex Cricket (funded by chance to shine foundation), Ultimate Vision, BoxUp &amp; Premier Sports.</li> </ul>	<p>club and adapt as required.</p>				
<p><b>2. To improve lunch time provision (e.g through the use of targeted games and opportunities to play).</b></p> <p><i>Train staff and pupils to lead activities at lunch times, including 'non-negotiables'</i></p>	<ul style="list-style-type: none"> <li>• All pupils to complete a survey to identify activities that they would like to partake in at lunch times.</li> <li>• Create a list of 'non-negotiables' in each zone/area of the playground for Midday Assistants – for example, parachute games, reading area, board games.</li> <li>• Complete training for Midday Assistants based on a range of simple games to engage pupils.</li> <li>• Identify and train year 4 playleaders to lead activities across reception-year 4 at Gascoigne Road</li> <li>• Use staff/parent volunteers to 'referee' games in popular sports to engage children in physical activity.</li> <li>• Offer opportunities for parent volunteers to attain coaching/referee qualifications to aid in providing games for pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil voice surveys <ul style="list-style-type: none"> <li>- Identify the activities that pupils would like to partake in at lunch times</li> <li>- Evaluate their satisfaction at the offering provided and the service provided by Midday Assistants</li> </ul> </li> <li>• Behaviour data <ul style="list-style-type: none"> <li>- Evaluate correspondence between increase in activities and behavior incidents occurring at lunch times.</li> </ul> </li> </ul>	<p>Rob Reynolds</p> <p>Midday Assistants</p> <p>School Staff</p>	<p>Summer term 2024</p>	<p>Cost of refereeing courses for volunteers</p> <p>DBS applications for parent volunteers</p>	<p>Pupil voice surveys</p>

	<p>at lunch times. Complete a DBS application for regular volunteers.</p> <ul style="list-style-type: none"> <li>• Offer a wide range of activities for children to engage with during lunch time. E.g. Art/Lego club</li> </ul>					
<p><b>3. To ensure adequate resourcing of lunch time and extra-curricular provision.</b></p> <p><i>Train chargehands to utilize ordering system to maintain resources</i></p>	<ul style="list-style-type: none"> <li>• Regularly audit and order equipment for lunch times to ensure it is adequately resourced.</li> <li>• Training for Midday Assistants to identify resource needs and for Chargehands to complete ordering process</li> <li>• Create a chain of resource management: Midday Assistants – Chargehand – Business Manager</li> <li>• Use pupil voice to inform what resourcing is required to engage pupils at lunch time.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil Voice surveys <ul style="list-style-type: none"> <li>- Identify the activities that would engage the pupils the most and order resources accordingly.</li> </ul> </li> </ul>	<p>Rob Reynolds</p> <p>Midday Assistants</p> <p>Chargehands</p>	<p>Throughout the school year</p>	<p>£2000</p>	

# SIDP Priority: Outdoor Provision, Learning and Resourcing



	Actions and Evaluations	Who is Responsible	Timescale	Cost	SEF Reference
<b>Target</b>	<b>To improve the effectiveness and impact of outdoor learning.</b>				
<b>Research</b>					
	DHT / SLT to undertake comprehensive review into best practice around outdoor provision in education – including visiting case study schools.	Mr Fox / Subject Leaders	Autumn1 2023	n/a	
	DHT to explore findings considering: <ul style="list-style-type: none"> <li>the range of learning experiences that may be undertaken outside, and the potential benefits.</li> <li>Links to curriculum design.</li> <li>Balance between enhanced onsite / offsite learning opportunities</li> </ul>	Mr Fox	Autumn1 2023	n/a	
	Define rationale / intended improved outcomes (e.g.: sustainability / oracy / physical activity / social skills) for the project(s), through consultation with pupils / staff	All staff	Autumn2 2023	n/a	
	Share findings through CPD sessions for staff, focusing on outdoor provision to enhance curriculum learning / character development.	Mr Fox	Autumn2 2023	n/a	
<b>Curriculum Expectations / “Quick wins”</b>					
	Conduct Subject Leader consultation regarding wider provision in their subject areas, focusing on how their subject’s profile, and effectiveness could be enhanced through improved outdoor provision.	Mr Fox / Subject Leaders	Autumn1 2023	n/a	

	<p>Further to subject leader consultation, implement “simple” provision enhancements, e.g.:</p> <ul style="list-style-type: none"> <li>• Dressing up / role play opportunities</li> <li>• Performance area</li> <li>• Science areas / mud kitchen</li> <li>• Sport etc.</li> </ul> <p>Consider practical implications, e.g. Health and Safety, storage, working hours etc.</p>	Mr Fox / Subject Leaders	Autumn2 2023	Estimated: £3000	
	<p>Further to findings around best practice and in consultation with subject leads, implement updated expectations for staff around learning outdoors, for example:</p> <ul style="list-style-type: none"> <li>• Staff to regularly plan lessons that take pupils outdoors (both onsite and locally offsite), sparking creativity and supporting pupil engagement.</li> </ul>	Mr Fox / All staff	Spring1 2023	n/a	
	<p>Promote the “Glascoignebury Festival 2024” as a major celebration of the arts and outdoor learning in 2023-24.</p>	Mr Fox / All staff	Throughout Spring / Summer 2024,	Minimal budget	

### **Possible Major Site Improvements**

	<p>Seek further involvement with “Trees for Cities” to enhance green spaces / wildlife onsite</p>	Mr Fox / SBM	Autumn1 2023	n/a	
	<p>Conduct stakeholder survey / consultation around improvements to outdoor areas – how would pupils, parents and staff like to see the school site be developed?</p>	Mr Fox / SLT	Autumn1 2023	n/a	
	<p>Devise a “blue-sky thinking” wish list of potential (major) site developments, for consideration, impact assessment and budgeting.</p>	Mr Fox / SLT	Autumn2 2023	n/a	
	<p>Research funding avenues (eg applications / sponsorship) for landscaping / improved outdoor learning for pupils.</p>	Mr Fox / SBM	Autumn2 2023	n/a	
	<p>Action improvements as appropriate, considering further practical implications (eg: Health and Safety, storage, staff hours etc)</p>	Mr Fox / SLT / SBM	Spring / Summer 2023(and onwards)	TBC / Significant	

### **Gardening / Planting**

	Review current practices for planting across the school, ensuring that all stakeholders understand their responsibilities to ensure that growing projects are implemented and sustained (eg: Teachers, pupils, parents, FLPs, caretakers etc)	Mr Fox / FLPs / Subject Leads	Autumn 2023	n/a	
	Ensure that the learning benefits of growing projects are enjoyed by every pupil within the school, every year.	Mr Fox / FLPs / Subject Leads	Spring 2023	Estimated £500	
	Ensure that the social benefits of growing projects are harnessed and celebrated within the local community	Mr Fox / FLPs	Spring / Summer 20223	n/a	
<b>Policies</b>					
	Capture improvements / updates to expectations in a dedicated "Outdoor Learning" Policy	Mr Fox	Summer 2023	n/a	
	Capture updated opportunities for pupils / expectations for staff in a "Gascoigne Offer" document / declaration for parents	Mr Fox	Summer 2023	n/a	

## SIDP Priority: Home Learning



1. To ensure consistent approach to home learning across the school
2. To ensure that home learning has a positive impact on learning.
3. To ensure that home learning is streamlined to ensure teacher workload is not increased.
4. To ensure that home learning does not negatively impact family life - including their home-school balance and well-being

Target	Actions	Evaluation	Who is Responsible	Achieved By	Cost	SEF Reference
Stakeholder voice on Home learning – teachers / Parents / children	<p>Pupil, staff &amp; parent voice through questionnaires and SSC on home learning experiences – each group will have specific questionnaire</p> <p>Teaching &amp; Learning Pupil Leadership Team</p>		PV	Oct 2023/End of Autumn 1	n/a	
Quality of home learning (current offering)	<p>Create an overview of what is currently in place across each year group</p> <p>Quality - (included above – what stakeholders feel)</p> <p>Paper based/Projects</p> <p>Online Platforms</p> <p>Frequency</p> <p>Gathering a comprehensive overview of what is given out.</p>		PF, RM, PV	Beginning of Autumn 2	n/a	
Parental Engagement	<p>Support for Vulnerable families – what is currently in place?</p> <p>School Communication</p> <p>Parent Workshops</p> <p>Homework Club – SS + GR site – targeted families</p>		PF, RM, PV, FLP	By Dec 2023		

Online / non-online – access `	Review online accessibility for pupils and families		RP	Nov 23		
Actioning stakeholder's views	<p>Analysing the views of all stakeholders – how does this fit into the current policy. Reviewing what steps forward could be taken – such as;</p> <ul style="list-style-type: none"> <li>• Online tools to support whole school/ multi subject</li> <li>• Hardcopy CPG study guides</li> <li>• Subject specific approach</li> </ul> <p>Ensuring following consideration are considered</p> <ul style="list-style-type: none"> <li>• Teacher workload</li> <li>• Marking &amp; Feedback</li> <li>• Impact on learning</li> <li>• Accessibility</li> <li>• Structure</li> <li>• Sustainability</li> </ul>		PV / PF / RM	January 2024		
Ensure homework impacts on children's learning / progress and does not have negative effect on teacher workload	<p>Analysing impact of different types of homework - trial different types with classes / year groups – feedback from stakeholders</p> <ul style="list-style-type: none"> <li>• Higher participation</li> <li>• Enjoyment</li> <li>• Time to prepare</li> <li>• Measurable impact?</li> </ul>		PV / PF / RM	December 2023		
Policy update	Review the Home Learning Policy – updated with any changes or adaptations		PV, RM, PF	By June 24		