



# Charter 2017 - 2019

Mission Statement	Our P.R.I.D.E. Vision	Values
<p><i>Poipoia te kakano kia puawai</i> Nurture the seed and it will blossom</p>	<p>A confident, connected and actively involved community of lifelong learners</p>	<p><b>P. R. I. D. E.</b>  <b>P</b> – partnership  <b>R</b> – respect  <b>I</b> – integrity  <b>D</b> – determination  <b>E</b> - empathy</p>
<p>The mission statement succinctly describes what we do at Upper Hutt School.</p>	<p>The vision describes what we want for every learner at our school. The word learner refers to both child and adult. At UHS we are all lifelong learners.</p>	<p>Our values are encouraged, modelled, explored and celebrated as an integral part of life at our school.</p>

## School Description

Upper Hutt School is located in central Upper Hutt. We are a U5, decile 6 school. Students at Upper Hutt School take P.R.I.D.E. in themselves, their learning, their school and their community. We believe that genuine and respectful collaboration with children, families, staff and the community will help achieve ‘a confident, connected and actively involved community of lifelong learners’.

At Upper Hutt School our school charter is shaped and governed by:

- [National Educational Guidelines](#)
- [National Administration Guidelines](#)

### Recognising and Valuing Cultural Diversity

Within the Education Act our charter:

1. Develops the school's, policies and practices so that they reflect New Zealand's cultural diversity and the unique position of Maori culture
2. Ensures all reasonable steps are taken to provide instruction in Tikanga Maori and Te Reo Maori

Our school's policies and practices will provide opportunities for students to respect the diverse ethnic nature and cultural heritage of New Zealand people with acknowledgement of the unique place of Maori. The school currently takes the following steps:

- Having high expectations for all students, including Maori and Pasifika
- Providing instruction in Tikanga and Te Reo Māori
- Regular whanau hui and evenings
- Strengthening partnerships/ collaboration through consultation with our Maori community
- Establishing a Lead Whanau Team to guide the school
- Collaboratively create a 'cultural' plan with our whanau
- Providing Kapa Haka instruction for students
- Employing a Te Reo and Tikanga Teacher to work in the school, providing direct instruction, mentoring and professional learning for staff
- Analysing Maori and Pasifika student achievement data and developing plans to address areas of identified need and build on the strengths

### Upper Hutt School Evaluation Indicators

Upper Hutt School aims for equity and excellence for every student, through culturally responsive teaching and learning. To help with this focus, we use the School Evaluation Indicators to identify where we are, where we are heading, how we know and what evidence we can use to show it. The six domains below help guide our vision, goals, pathway and evidence.

*Stewardship - Leadership for equity and excellence - Educationally powerful connections and relationships - Responsive curriculum, effective teaching and opportunity to learn - Professional capability and collective capacity - Evaluation, inquiry and knowledge building for improvement and innovation.*

## Upper Hutt School's Strategic Aims 2017 – 2019

*These strategic areas of focus have been collaboratively identified with students, whanau, staff and the Board of Trustees. The process to identify our foci was through hui, consultation, analysis of school wide achievement and progress data, the analysis of variance, self-review and Teaching as Inquiry. The school community identified these four 'change priorities' to focus on to ensure **success for all**.*

Aims	Our Learning	Our Teaching	Our Whanau
<p style="text-align: center;"><b>Culture</b></p> <p>Acknowledge, respect, value and promote the diversity of all cultures and the unique position of Maori within New Zealand</p>	<p><i>All learners who have a sense of belonging and feel valued for who they are.</i></p>	<p><i>Developing highly effective and culturally responsive pedagogy that supports and promotes learning through deep respectful relationships that are inclusive.</i></p>	<p><i>A place where all feel welcome, connected and culture is recognised, valued, celebrated and respected.</i></p>
<p style="text-align: center;"><b>Collaboration</b></p> <p>Develop a teaching and learning culture that values the uniqueness of every learner and acknowledges the power of collaboration to achieve success for all</p>	<p><i>Learners participate, engage and learn in caring, collaborative, inclusive, learning communities.</i></p>	<p><i>Collaborative teaching and learning that ensures success for all children through equity and excellence.</i></p>	<p><i>Whanau are valued and supported as an integral part of children's learning.</i></p>
<p style="text-align: center;"><b>Curriculum</b></p> <p>An Upper Hutt School Curriculum that is inclusive, purposeful, relevant and responsive to all learners and ensures success, equity and excellence</p>	<p><i>Learning that is inclusive, relevant, authentic, responsive and 'stretches all learners'.</i></p>	<p><i>A curriculum that is purposeful, has clarity, consistency and flexibility to meet the needs of every learner.</i></p>	<p><i>A curriculum that is based on the community's aspirations and expectations for their children.</i></p>
<p style="text-align: center;"><b>Agency/ Empowered Learners</b></p> <p>To raise achievement and engagement levels for all students through high quality teaching and learning Learners who make positive and informed choices to experience success.</p>	<p><i>Learners who are active and empowered.</i></p>	<p><i>Teachers who are active, empowered and continually inquire into their own effectiveness, while developing individual and collective capability to meet the needs of every learner.</i></p>	<p><i>Whanau who know the progress, achievement and next steps for their child and how they can support through highly effective communication.</i></p>

# Strategic Plan 2017-2019

Aim	2017 Goals	2018 Goals	2019 Goals
<p><b>Culture</b></p> <p>Acknowledge, respect, value and promote the diversity of all cultures and the unique position of Maori within New Zealand</p>	<p>Draft a Year 1-6 Te Reo and Tikanga curriculum</p> <p>Explore and develop an understanding of culturally responsive teaching and learning</p>	<p>Finalise Year 1-6 Te Reo and Tikanga teaching and learning progression/ curriculum</p> <p>Further develop confidence and cultural competency across all staff</p> <p>Embed the P.R.I.D.E values across the school</p>	<p>All teaching reflects cultural confidence and culturally responsive pedagogy</p> <p>All staff and students using the Te Reo and Tikanga progressions/curriculum to ensure success for all</p> <p>Review the P.R.I.D.E values across the school with students, staff and families</p>
<p><b>Collaboration</b></p> <p>Develop a teaching and learning culture that values the uniqueness of every learner and acknowledges the power of collaboration to achieve success for all</p>	<p>Participate in the Upper Hutt School Cluster Project on Agency. Focus is on collaboration and professional learning for all staff across all Upper Hutt schools</p> <p>Explore how collaboration supports all children and staff to achieve and succeed (including the use of digital devices)</p> <p>Create innovative learning environments in Rooms 1-5</p>	<p>Participate in the Upper Hutt School Cluster – collaborative and professional learning for all staff across the schools</p> <p>Further develop collaborative teaching and learning</p> <p>Create innovative learning environments in Rooms 6/7, 8/9</p>	<p>Review involvement in and impact of the Upper Hutt School Cluster Project on Agency – collaboration and professional learning for all staff across the schools</p> <p>Embed collaborative teaching and learning</p> <p>Review innovative learning environments and make decisions about next steps and spaces to develop</p>
<p><b>Curriculum</b></p> <p>An Upper Hutt School Curriculum that is inclusive, purposeful, relevant and responsive to all learners and ensures success, equity and excellence</p>	<p>Design the Writing, Numeracy and Reading curriculum and CAAP to reflect effective, relevant, inclusive and culturally effective pedagogy and purposeful teaching and learning</p> <p>Strengthen school wide moderation systems in writing and maths</p> <p>Explore the PE/ Health Curriculum</p> <p>Embed the iLearn learning model / vision</p> <p>Develop inclusion of ORS funded children</p>	<p>Design the PE/ Health and Art curriculum and CAAP to reflect effective, relevant and purposeful teaching and learning</p> <p>Review the school learning model/ vision to ensure it supports learning to be purposeful and relevant</p> <p>Strengthen inclusion of ORS Funding children</p>	<p>Review, update and finalise the Upper Hutt School Curriculum and CAAP to ensure it is purposeful, relevant, responsive and flexible to meet the needs of all learners and ensure success for all</p> <p>Embed inclusion of ORS Funding children</p>
<p><b>Agency/ Empowered Learners</b></p> <p>To raise achievement and engagement levels for all students through high quality teaching and learning Learners who make positive and informed choices to experience success.</p>	<p>Embedding a visible learning progression focus for all chn and whanau</p> <p>Explore 'Play Based' learning in Year 1-3 learning as a way to further enhance engagement and learning levels for children</p>	<p>School wide focus on Best and Accelerated practice in all curriculum areas</p> <p>Embed Teaching and Inquiry</p> <p>Embed school wide moderation systems in writing and maths</p>	<p>School wide focus on highly effective teaching and learning in all curriculum and the focus on accelerated learning and use of Teaching as Inquiry</p> <p>Embed school wide moderation systems in writing, reading and maths</p>

# Upper Hutt School – Action Plan 2017

## Culture

Goals	Actions	Personnel	Resources	Timeframe	Measure/ monitoring	Review - termly April, June
<p>Draft a Year 1-6 Te Reo and Tikanga teaching and learning curriculum</p> <p>Explore and develop an understanding of culturally responsive teaching and learning</p>	<ul style="list-style-type: none"> <li>● Create a Cultural Lead Team, clear job description and KPI's</li> <li>● Draft a Year 1-6 Te Reo and Tikanga curriculum</li> <li>● Apply for PLD support to get an external facilitator to co-lead PD around culturally responsive pedagogy</li> <li>● Unpack and create teaching series for 'empathy'</li> </ul>	<p>Cultural Team</p> <p>Cultural Team</p> <p>P/ DP</p> <p>Cultural Team/ Senior Staff</p>	<p>2 FT Units</p> <p>Apply for facilitator through MoE PD (funded). School will commit to funding if this is not avail - \$2000</p>	<p>By Week 5 Term 1</p> <p>Term 2,3 &amp; 4</p> <p>Term 2</p> <p>Term 2</p>	<p>Team appointed - clear KPI's, termly review meetings &amp; eval end of year</p> <p>Draft Maori Curriculum by end of Term 3, in consultation with whanau</p> <p>External Facilitator working in the school</p> <p>Shared understanding of empathy across school and how we teach it</p>	

## Collaboration

Goals	Actions	Personnel	Resources	Timeframe	Measure/ monitoring	Review - termly April
<p>Participate in the Upper Hutt School Cluster Project on Agency. Focus is on collaboration and professional learning for all staff across all Upper Hutt schools</p>	<p>Full participation in UH Agency Cluster</p>	<p>P - Lead Principal/ Planning Team</p> <p>DP - Zoe will lead across UH School</p>	<p>\$4k (\$250 per teacher)</p>	<p>Terms 1,2,3 &amp; 4</p>	<p><i>Currently being decided at cluster level</i></p> <p>Me &amp; My School Survey - Year 4-6 - start and end of year, Year 1-3</p> <p>Learning Maps of target</p>	

Explore how collaboration supports all children and staff to achieve and succeed (including the use of digital devices)	CRT caters for the ability to collaborate  Funding for planning and relevant courses/ visits to other schools	DP's & Team/ Leaders  Class T eLearning Leader	\$2 k PD \$5 k Digital Consumables		children - time 1 & 2 Teacher Appraisal shows evidence of collaboration and impact on student achievement 'Learning' from visits and courses shown in 'changes of practice' with teachers Effective use of Hapara	
Create innovative learning environments in Rooms 1-5	Rebuild of Rooms 1,2,3,4 & 5	Led by P	Funding Confirmed \$1,000000	Term1/2/3	Building completed to expectation	

## Curriculum

Goals	Actions	Personnel	Resources	Timeframe	Measure/ monitoring	Review - termly April
Design the Writing, Numeracy and Reading curriculum and CAaP to reflect effective, relevant, inclusive and culturally effective pedagogy and purposeful teaching and learning	Create a Lead ALL Team  Update the Numeracy, Writing and Reading Curriculum and ensure it aligns with culturally responsive pedagogy	ALL Team  ALL Team	ALL Funding \$15k  1 Unit allocated	Terms ½ are the focus. Curriculums and CAaP completed Term 3	Lead Team with clear job description & KPI's  ALL running effectively across the school  Achievement of 2017 Literacy targets	
Strengthen school wide moderation systems in writing and maths	Strengthen school wide moderation systems in writing and maths	ALL Team/ DP's/ TL		Terms 1/2/3/4	Updated Assessment /Moderation Plan  Moderation happening regularly in writing and maths	
Explore the PE/ Health Curriculum	Create a Board/ P/ PE & Health Team and parents group to	P & PE Leader		Term 2	Community created	

Embed the iLearn learning model / vision	explore the curriculum and draft the Health Curriculum School and Team planning iLearn planning	Team Leaders			Term 1/2/3/4	draft Health Curriculum iLearn planning evident in all learning
Develop inclusion of ORS funded children	Create a SIP plan (School Inclusion Plan)	ORS Leader/ Senco/ SIP Team	\$5k		All year	Close tracking of actions met and targets achieved in SIP plan

### Agency/ Empowered Learners

Goals	Actions	Personnel	Resources	Timeframe	Measure/ monitoring	Review - termly April
Embedding a visible learning progression focus for all chn and whanau	Agree on and use school wide learning progressions in reading, writing and maths	DPs/ Team Leaders		Term 1/2/3/4	Children able to articulate their learning focus, next step and SC using learning progressions Whanau able to access learning progressions	
Explore 'Play Based' learning as a way to further enhance engagement and achievement for children	2 staff Attend Play Based course - visits to schools using this model Trial a 'play based' approach during lunchtime and in some Year 1-3 classes Leaders learn how to coach staff	Junior DP Junior School Senior Staff	PD Budget \$1k Resources \$1k \$500 - Books	1/2/3/4	Learning Maps Time ½ Develop a 'Play Based ' Learning exploration plan and rationale Leaders coach staff	

Develop a 'coaching' culture to enable/empower staff						
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Upper Hutt School Annual Plan for 2017				Writing																																										
Strategic Aims		2016 Baseline Data																																												
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Annual Goal		2017 Target				Review/ Monitoring																																								
To raise the engagement, acceleration and achievement levels in writing		<ul style="list-style-type: none"> <li>Raise the number of all students achieving at or above the National Standard in Writing</li> </ul>																																												

		<ul style="list-style-type: none"> <li>● <i>Increase the engagement level of the two targeted 'priority' learner groups - Maori Boys and Boys below in writing</i></li> <li>● <i>The two targeted 'priority' learner groups - Maori Boys and Boys below, will make accelerated progress in writing</i></li> </ul>		
<b>Actions to achieve target</b>	<b>Led by</b>	<b>Resourcing</b>	<b>Timeframe</b>	<b>Review Monitoring</b>
<ul style="list-style-type: none"> <li>● Identify Maori boys and Boys currently 'below' in writing to create our targeted priority learner group (tier one and two) as per CAaP</li> </ul>	DP's		By Week 5, Term One	
<ul style="list-style-type: none"> <li>● Learning Maps completed for all target at the start of the year, mid year and end year and this is shared with families and collate data from time one and two</li> </ul>	T		By Week 6, Week 9 Term 2, End of Term 3	
<ul style="list-style-type: none"> <li>● Implementation of ALL project (Year 2) and whole school writing inquiry</li> </ul>	DP's ALL Team	Release and teacher support - ALL Funding	From Week 7 Term 1 - End of Term 2	
<ul style="list-style-type: none"> <li>● Unpack, explore, research on creative writing programmes that engage boys with a focus on Maori boys</li> </ul>	DP's/ ALL Team	ALL Budget	Term 1,2,& 3	
<ul style="list-style-type: none"> <li>● Unpack and explore what culturally responsive practice is and how it informs our maths and writing programmes and curriculum.</li> </ul>	DP's/ Cultural Leaders	PD Budget	Terms 2,3 & 4	
<ul style="list-style-type: none"> <li>● Write a clear expectation and outline in the maths and writing curriculum around best practice and accelerated teaching and learning in writing and how collaboration can enhance this for many</li> </ul>	ALL Team		Term 2 & 3	
<ul style="list-style-type: none"> <li>● Chn being able to articulate their progress, next learning step in writing and how they will, achieve</li> </ul>	T	PD Budget	Term 1,2,3,4	

it. This will be developed through use of a shared writing progression.				
<ul style="list-style-type: none"> <li>Workshops/ resources/ ideas for parents on how they can support their children as writers. Capture this on our website and through use of See Saw</li> </ul>	DP's/ ALL Team		Term 2 & 3	
<ul style="list-style-type: none"> <li>Moderation - writing and maths moderation across the teams and with another school(s)</li> </ul>	DP's/ ALL Team		Terms 1,2,3,4	
<ul style="list-style-type: none"> <li>Use of digital tools to support and motivate writers, writing and maths to aid collaboration (Hapara)</li> </ul>	ELearning Leader	\$5k Computer Consumables	Terms 1,2,3 & 4	
<ul style="list-style-type: none"> <li>Detailed analysis of writing (and maths) at individual, class, team level and the developing of a subsequent KSS plan created by teachers. This will include a section on '<i>Shifts in practice</i>' to make this explicit.</li> </ul>	DP/ Team Leaders, Class T		Terms 1,2,3,4	
<ul style="list-style-type: none"> <li>New mantra at school - every minute counts</li> </ul>	ALL		All year	
<ul style="list-style-type: none"> <li>Regular Puzzle of Practice (POP) meetings to collaboratively problem solve</li> </ul>	Team Leaders		Terms 1,2 & 3	
<ul style="list-style-type: none"> <li>Regular observations (use of video) to capture and analyse teaching. One observation in Term One will be on maths - to ensure practice is embedded. Term 2 &amp; 3 will focus on writing.</li> </ul>	Team Leaders/ DP		Terms 1,2,& 3	
<ul style="list-style-type: none"> <li>All ORS IEP's will have a communication target aimed at supporting each child to develop their communication</li> </ul>	ORS Leader and SENCO		Terms 1,2,3 & 4	

Upper Hutt School Annual Plan for 2017		Reading	Review/ Monitoring
Strategic Aims	2016 Baseline Data		
<p><b>Culture</b> Acknowledge, respect, value and promote the diversity of all cultures and the unique position of Maori culture within New Zealand</p> <p><b>Collaboration</b> Develop a teaching and learning culture that values the uniqueness of every learner and acknowledges the power of collaboration to achieve success for all</p> <p><b>Curriculum</b> An Upper Hutt School Curriculum that is inclusive, purposeful, relevant and responsive to all learners and ensures success for all</p> <p><b>Agency/ Empowered Learners</b> To raise achievement and engagement levels for all students through high quality teaching and learning To enable/ empower students to have the 'power to act' whereby they make positive and informed choices to experience success</p>	<p><b>Year 1:</b></p> <ul style="list-style-type: none"> <li>• 26/50 - 52% Year 1 achieved at or above</li> <li>• 11/27 - 41% Boys achieved at or above</li> <li>• 15/23 - 65% Girls achieved at or above</li> <li>• 5/13 - 38.5% Maori boys achieved at or above</li> <li>• 2/5 - 40% Maori girls achieved at or above</li> </ul> <p>2014 - 26/42 - 62% achieved at or above after one year at school 2015 - 36/56 - 64% achieved at or above after one year at school 2016 - 26/50 - 52% achieved at or above after one year at school</p> <p>2014 - 13/21 - 62% <b>BOYS</b> achieved at or above after one year at school 2015 - 17/30 - 57% <b>BOYS</b> achieved at or above after one year at school 2016 - 11/27 - 41% <b>BOYS</b> achieved at or above after one year at school</p> <p>2014 - 6/13 - 46% <b>MAORI</b> achieved at or above after one year at school 2015 - 8/15 - 53% <b>MAORI</b> achieved at or above after one year at school 2016 - 7/18 - 39% <b>MAORI</b> achieved at or above after one year at school</p>		
<b>Annual Goal</b>	<b>2017 Target</b>		

<p>To raise the engagement, acceleration and achievement levels in reading</p>	<ul style="list-style-type: none"> <li>● Raise the number of all students achieving 'at or above' expectation in reading after one year at school</li> <li>● Raise the number of BOYS achieving 'at or above' expectation in reading after one year at school</li> <li>● Raise the number of MAORI achieving 'at or above' expectation in reading after one year at school</li> </ul>	
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Actions to achieve target	Led by	Resourcing	Timeframe	Review/ Moitoring
<ul style="list-style-type: none"> <li>● Identify at risk New Entrants from School Entry Data. (5 yr net and ROL)</li> <li>● Check all children at 20 weeks 'below' in reading to create our targeted priority learner group (tier one and two) as per CAP. These students will be monitored fortnightly in both reading and writing</li> <li>● Explore play based learning to help transition children from EC to school, raise levels of achievement through greater engagement, and increase opportunities for developing oral language</li> <li>● Write a clear expectation and outline in the Reading curriculum around best practice and accelerated teaching and learning in Reading</li> <li>● Unpack and explore what culturally responsive practice is and how it informs our reading programmes and curriculum in the first year at school</li> <li>● Regular teacher use of Reading Wedge Graphs to monitor progress - checked monthly at team Meetings</li> </ul>	<p>Senco/ DP</p> <p>Senco/ DP</p> <p>DP</p> <p>DP/ Senco/ ALL Team</p> <p>Cultural Team</p> <p>T/ Team Leader/ DP</p>	<p>School Entry Assessment and ROL</p> <p>20 week tracking and OTJ progress</p> <p>PD Budget</p> <p>PD Budget/ External Facilitator</p>	<p>Fortnightly at Junior DP and Senco meeting</p> <p>Fortnightly at Junior DP and Senco meeting</p> <p>Term 1,2,3,4</p> <p>Term 1 &amp; 2</p> <p>Term 2 &amp; 3</p>	

<ul style="list-style-type: none"> <li>● Embed a Year 1-3 Phonics programme (Yolanda Soryl) and train remaining Junior staff</li> <li>● Chn being able to articulate their progress, next learning step in reading and how they will, achieve it. This will be developed through use of a shared reading progression</li> <li>● Detailed analysis of reading at individual level, and of 6 yr net data to develop a KSS plan created by teachers. This will include a section on 'Shifts in practice' to make this explicit (supported by Reading Recovery Teacher)</li> <li>● Regular Puzzle of Practice (POP) meetings to collaboratively problem solve</li> <li>● Workshops/ resources/ ideas for parents on how they can support their children as readers. Capture this on our website and through use of See Saw</li> </ul>	<p>DP</p> <p>T</p> <p>T and SENCO</p> <p>DP/ Team Leader</p> <p>DP/ Team Leader, Senco</p>	<p>PD Budget - train 3 more staff</p> <ul style="list-style-type: none"> <li>● New format to be used</li> </ul>	<p>Weekly - once a month at Team meetings</p> <p>Term,1,2,3,4</p> <p>Term 1,2,3,4</p> <p>Once 6 year net has been completed for each child Regularly at team meetings</p> <p>Term 1 or 2</p>	
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