

**St. Bernadette's Catholic Primary School**  
**SIP 2019 - 2020**

**Area for development:** To develop staff's subject knowledge and expertise in the Foundation subjects

**Rationale:** Following the new Ofsted Framework, there will be a stronger emphasis on providing a broad and balanced curriculum in which learners' skills and knowledge are enhanced and retained.

Month	Points for action	Person Responsible	Impact	Cost	Evaluation
September	<ul style="list-style-type: none"> <li>Staff to complete Reach Out CPD training prior to teaching unit of work for science</li> <li>Book staff training day where subject specialists from Newman College, BEP and Secondary Schools provide training for staff in areas including DT, Art, History and Geography which include a range of practical ideas that can be used in the classroom.</li> </ul>	Year band teachers  Head	Staff have a better understanding of subject matter they are required to teach .  Staff are provided with a number of inspirational ideas which enthuse and engage children in Foundation subjects		Subject leads will monitor books and planning to ensure subject matter taught to pupils is accurate and challenges the needs of the learners
October	<ul style="list-style-type: none"> <li>Staff to attend training which focuses on the development of skills across the PE curriculum.</li> <li>PE lead will deliver lessons in year bands where staff lack confidence</li> <li>Planning is reviewed and revised and shared with staff at staff meeting and new scheme of work is purchased for FS.</li> <li>Training is provided for staff in KS2 to develop the skill of sketching and to recognise how this skill should be developed from one year band to the next.</li> <li>Training is provided for staff in KS1 and FS on developing</li> </ul>	A Markham Jones  K Harston  S McGrath	PE lessons are planned and sequenced effectively to ensure skills are developed across the year and across the key stages.  Expectations are raised for all staff and children and there is evidence in sketch books that skills have been taught and  Staff will understand which terms have a map work focus and how the skills are		PE lead will review lesson plans and look at the development of skills across the year band.

	<p>map work skills and knowledge of the world.</p> <ul style="list-style-type: none"> <li>Share an understanding of how chronology is developed across the key stages in history lessons.</li> </ul>	S McGrath and K Harston	<p>sequenced and developed from unit to the next and from one year band to the next. There is a clear expectation of the subject knowledge that is expected to be taught in each year band.</p> <p>Each history unit will begin with the formation of a timeline, in which children will place significant events that have been previously taught , in chronological order</p>		
<b>November</b>	<ul style="list-style-type: none"> <li>Training is provided for staff on using cams and levers (link to topics covered in key stages)</li> <li>PE lead models lessons to staff in FS and KS1 to develop the progression of skills</li> </ul>	D Dorrian	<p>Staff are confident in creating a lesson based on the use of levers or cams. They understand the equipment that will be required and can pre-empt the difficulties that children are likely to experience and how these can be addressed.</p> <p>Staff are confident in delivering games lessons and there is clear progression of skills from one year band to the next across the key stage</p>		
<b>December</b>					
<b>Termly Review</b>					

Month	Points for action	Person Responsible	Impact	Cost	Evaluation
January	<ul style="list-style-type: none"> <li>Staff to attend training which focuses on the development of skills across the PE curriculum.</li> <li>Training is provided for staff on using gears and pulleys linked to units of work covered this term</li> </ul>	<p>A Markham Jones</p> <p>D Dorrian</p>	<p>PE lessons are planned and sequenced effectively to ensure skills are developed across the year and across the key stages</p> <p>Staff are confident in creating a lesson based on the use of gears or pulleys. They understand the equipment that will be required and can pre-empt the difficulties that children are likely to experience and how these can be addressed.</p>		PE lead will review lesson plans and look at the development of skills across the year band.
February	<ul style="list-style-type: none"> <li>Training is provided for staff in KS1 and FS to develop the skill of sketching and to recognise how this skill should be developed from one year band to the next.</li> <li>Training is provided for staff in KS2 on developing map work skills and knowledge of the world.</li> <li>Staff attend training on using historical sources to deduce information about the past</li> </ul>	<p>K Harston</p> <p>S McGrath</p> <p>K Harston and S McGrath</p>	<p>Expectations are raised for all staff and children and there is evidence in sketch books that skills have been taught and developed.</p> <p>Staff will understand which terms have a map work focus and how the skills are sequenced and developed from unit to the next and from one year band to the next. There is a clear expectation of the subject knowledge that is expected to be taught in each year band.</p> <p>Staff use artefacts and other historical resources in their lessons to develop skills in historical enquiry. Children recognise that no single source of evidence gives the full answer to questions about the past.</p>		

<b>March</b>	<ul style="list-style-type: none"> <li>• Subject leads for Foundation subjects scrutinise books to review which skills have been covered effectively and what knowledge the children have developed.</li> <li>• PE lead models lessons to staff in KS2 to develop the progression of skills</li> </ul>	<p>K Harston S McGrath</p> <p>AMJ</p>	<p>A review of topic books allows subject leads to establish if there has been full coverage of the history/ geography and Art and DT curriculum and identify any gaps which will need to be addressed in the summer term.</p> <p>Staff are confident in delivering games lessons and there is clear progression of skills from one year band to the next across the key stage</p>		
<b>April</b>	<ul style="list-style-type: none"> <li>• Subject leads share developments with FGB including progression of skills and subject knowledge.</li> </ul>	<p>AMJ K Harston S McGrath D Dorrian</p>	<p>Governors have an overview of how the Foundation subjects are delivered and assessed.</p>		
<b>Termly Review</b>					

Month	Points for action	Person Responsible	Impact	Cost	Evaluation
May	<ul style="list-style-type: none"> <li>Subject leads for Geography and Art work in class with year bands who request additional support.</li> </ul>	K Harston S McGrath	Subject leads model outstanding lessons to staff in other year bands to raise confidence and develop skills .		
June					
July	<ul style="list-style-type: none"> <li>Review SIP with whole school staff and identify areas for development for next academic year</li> </ul>	A Cowings	Strengths and areas for development are identified across the FS subjects . year band staff are aware of the knowledge and skills that have been shared with children within the year band and recognise which others need to be addressed or revisited .		
Termly Review					