

Responsibility
Global, Sustainable, Aspirational



Overall aim

Supporting children to take responsibility for themselves and their wider world
Using action research to develop pedagogical thinking and improve outcomes for all

Strategic aim	Key tasks	Accountabilities, timescales and measureable milestones						Desired impact	Evidence	
		T1	T2	T3	T4	T5	T6			
R1. To further develop children's understanding of the opportunities available to them and how they can make a difference in the local community	a. Curriculum leader and key members of staff to look at curriculum map and identify key professions that fit with each unit b. Contact charities to make links in order to provide voluntary opportunities in the community c. Year 6 to complete 'job project' d. Investigate and set up an 'Outdoor Classroom' e. Make curriculum links in order to promote further outdoor learning opportunities f. Continue to develop the garden (see Garden project Action Plan) and work with the established team	b. Ongoing PHP		09.02.18 a.KB/RS/PHP/SM →					<ul style="list-style-type: none"> Children will have a wider knowledge and depth of understanding about jobs Children are aware of the impact charities have Children will feel equipped in knowing how to achieve their aspirations and will be confident in their abilities to achieve this 	<ul style="list-style-type: none"> Updated Curriculum Framework and Units of learning Connections with local charities and organisations Garden established and providing links to the community
R2. To empower children to make informed choices that will have a positive impact on the future of their world	a. Work with the Geographical Association to begin the process of the Global Learning Programme b. Investigate the SSAT Leading Teacher Accreditation c. Embed cross curricular links to geography and PSHE within the curriculum units d. Make links with international schools in underdeveloped countries e. PDM to organise a whole school international week leading up to international evening f. Research possibilities of a teacher	a. RS →	b. RS →						<ul style="list-style-type: none"> Staff will develop a deeper understanding of the expectations of the SSAT/JASS Curriculum map reflects cross curricular links Children will develop a deeper understanding about learners around the world A strong link with 	<ul style="list-style-type: none"> Global learning programme established SSAT Lead teacher Accreditation in place

	<p>exchange programme</p> <p>g. Set up a recycling initiative</p> <p>h. Include recycling and sustainability on the assembly rota</p> <p>i. To research JASS (Junior Award Scheme for Schools) and identify how it will be established in our school</p>		<p>g. KB →</p> <p>i. SM/PHP →</p>	<p>29.03.18 →</p> <p>h. KB/CK</p>		<p>parents established across the school community</p> <ul style="list-style-type: none"> Children and staff will take more responsibility for their environment 	
<p>R3.</p> <p>To facilitate smooth transitions across each academic year and phase of school life to prepare children fully and enable them to deal with change</p>	<p>a. Ensure transition plans/booklets are in place and being used</p> <p>b. Year 6 secondary transition – booklets to be created and distributed</p> <p>c. Provide parent workshops linked to transition</p> <p>d. Meet the teacher sessions</p> <p>e. Continue to run home visits for new starters to EYFS</p> <p>f. Establish clear procedures and of communication to relevant staff re new arrivals</p> <p>g. Lead the Nurture Transition project for children moving from FS to Year 1</p> <p>h. Plan for the transition of all children with ASD and/or 1 to 1 support to new year groups including Transition Booklets/ STEPS resource pack.</p> <p>i. Make transition arrangements and share information with SENCO/Inclusion Leaders at Secondary Schools and lead Secondary Transfer Annual Reviews (BT/FH)</p>	<p>c. and d. KB/SM/CK →</p> <p>e. KB/KP/PH P/MG 20.12.17 →</p> <p>f. CK/JM/BM →</p>			<p>a. KB/SM →</p> <p>b. SM →</p> <p>c. KB/SM/CK →</p> <p>g. BT/FH →</p> <p>h. BT/FH</p> <p>i. BT/FH</p>	<ul style="list-style-type: none"> Children will feel prepared for their change each year and easily settle the next year Year 6 children will be supported in their secondary choices and feel prepared for their journeys Teachers will gain a deeper understanding of the new intake of children and new arrivals throughout the year 	
<p>R4.</p> <p>To provide Children to take an active role in leading the school leadership skills</p>	<p>a. Year 5 and 6 to create a rota for helping EYFS/KS1 lunch time on the playground and in the hall, gardening etc.</p> <p>b. School tour monitors to be established and given responsibility of giving tours to governors/visitors etc.</p> <p>c. Children to be given opportunity to interview potential new members of staff.</p> <p>d. Year 6 children to sort out ball court timetables</p> <p>e. Year 4 library monitors to be established for KS1 and KS2 library</p> <p>f. Child governor to be nominated and attend appropriate governor meetings and write a section for the</p>	<p>20.10.17</p> <p>b. SM/HB →</p> <p>20.10.17</p> <p>c. SM/HB →</p> <p>d. SM</p> <p>e. SM/RG →</p> <p>20.10.17</p> <p>f. YC/HB/RS/SM →</p>	<p>a. SM →</p>			<ul style="list-style-type: none"> Children will feel a sense of ownership over their school and how it runs They will be confident in speaking about how the school runs and who will be being employed. Children will develop organisational skills Children will develop leadership and communication 	

	<p>g. governor's report. Fundraising committee to be decided upon and events they want to hold throughout the year and nominated charity they wish to support throughout the year.</p> <p>h. Year 6 children to be given the opportunity to help run lunchtime clubs.</p> <p>i. School council to be looked at and help carry out assemblies/ more presence in all classes/</p> <p>j. More able Yr 2 children to be linked with EYFS readers</p>		<p>SM →</p>		<p>KB/YC →</p>	<p>PHP/ND/LS →</p>		<p>skills</p>	
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