



Personal Development Action Plan
2020 - 2021

Objectives	Actions and Personnel	Resources/ Responsibly (Who)	Milestone 1 December 2020	Milestone 2 April 2021	Milestone 3 July 2021	Monitoring and Evaluation
Work towards embedding the Rights Respecting ethos and achieve RRS Silver	<p>Continue to action the points from the 'working toward silver action plan.' Add to RRS portfolio whilst doing this.</p> <p>Hold elections for a new rights respecting school council.</p> <p>Update classroom displays. Have a 'right of the month' in each classroom. RRS council to do an assembly on the right at the beginning of each month.</p> <p>Make the rights visible throughout school. Add posters of RR Ralph around school where rights are being met. Make a video of this as evidence.</p> <p>To have an established school charter.</p> <p>Teaching staff to refer to the rights of a child when reinforcing high standards of behaviour.</p> <p>Topic webs for each year group to list the Rights of a Child Articles for that term.</p> <p>To achieve the silver accreditation.</p>	<p>UH, RRS council, teaching staff</p> <p>Cost - £0</p>	<p>An established Rights Respecting School council that meet regularly to work towards achieving silver.</p> <p>The rights of a child will be visible in each classroom.</p> <p>RRS council will have started to deliver monthly assemblies.</p> <p>An established school charter.</p>	<p>The rights of a child will be visible in each classroom.</p> <p>The rights will be visible around school.</p> <p>The school charter will be used and referred to by staff and children.</p> <p>A video evidencing the rights around school will be shared with staff, pupils and parents.</p>	<p>The rights of a child will be visible in each classroom and children will be able to discuss them.</p> <p>Children and staff will have a good understanding of our school charter and will be able to confidently refer to it.</p> <p>We will receive the Rights Respecting School Silver accreditation</p>	<p>Milestone 1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>
Create a digital portfolio to evidence Strand A, B & C for the Rights Respecting School award	<p>Create a digital portfolio evidencing strand A, B and C for the RRSA silver criteria. Add everything from the previous academic year and then add to it throughout the year, when necessary. Put this on the website under RRSA tab.</p>	<p>UH</p> <p>Cost -£0</p>	<p>RRSA digital portfolio updated with evidence from last year and Autumn 1 2020.</p>	<p>RRSA digital portfolio updated with evidence from Spring 2021.</p>	<p>RRSA digital portfolio updated with evidence from Summer 2021.</p> <p>Update portfolio on the website.</p>	<p>Milestone 1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>



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			Portfolio on the website.	Update portfolio on the website.		
Monitor teaching and learning of SMSC across school	<p>Add SMSC and British Value objectives as skills on Seesaw.</p> <p>Introducing evidencing SMSC using Seesaw skills to staff.</p> <p>All teachers to evidence SMSC on Seesaw by tagging SMSC 'skills' to relevant posts as well as putting them in the SMSC folder on Seesaw</p> <p>Monitor SMSC evidence by carrying out a 'Seesaw look' each term – provide feedback.</p>	<p>UH & all teachers</p> <p>Cost - £0</p>	<p>All Seesaw accounts to have SMSC and British Value objectives as skills.</p> <p>All staff will know how to access these skills and how to tag these skills onto relevant posts on Seesaw.</p> <p>There will be some evidence of SMSC/BV skills being used on Seesaw.</p> <p>UH to have carried out first 'Seesaw look' to monitor SMSC throughout school.</p>	<p>All year groups will have SMSC evidence on Seesaw. The posts on Seesaw will be tagged to the relevant SMSC objective/objectives.</p> <p>UH to have carried out second 'Seesaw look' to monitor SMSC throughout school.</p>	<p>All year groups will have a range of SMSC evidence on Seesaw. All the posts on Seesaw will be tagged to the relevant SMSC objective/objectives.</p> <p>UH to have carried out final 'Seesaw look' to monitor SMSC throughout school. UH to provide feedback and identify gaps and next steps for the next academic year.</p>	<p>Milestone 1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>
Create a digital SMSC portfolio to evidence/ show case SMSC on the school website	<p>Create a digital portfolio to evidence SMSC at Dean Field. Use Seesaw to create and add to this.</p> <p>Portfolio to be updated on school website termly.</p>	<p>UH & all teachers will contribute evidence on their class Seesaw pages.</p> <p>Cost - £0</p>	<p>SMSC digital portfolio for the Autumn term will be on the website.</p> <p>This will also be shared with staff.</p>	<p>SMSC digital portfolio for Autumn and Spring 2020 will be on the website.</p> <p>This will also be shared with staff.</p>	<p>SMSC digital portfolio for Autumn – Summer will be on the website.</p> <p>This will also be shared with staff.</p>	<p>Milestone 1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>
Monitor teaching and learning of RE across the school	<p>Share RE must knows with teachers. Teachers to share with pupils and post on Seesaw.</p> <p>Carry out an RE book scrutiny.</p>	<p>Book scrutiny & pupil interviews – UH</p> <p>Checking skills progression – all teachers</p>	<p>All RE must knows will have be shared on Seesaw for pupils and parents to see.</p>	<p>UH to have carried out RE book scrutiny to check RE coverage. UH to have provided feedback.</p>	<p>Pupils interviews to be carried out.</p> <p>All teachers to check RE skills progression and highlight coverage.</p>	<p>Milestone 1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>



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	<p>Check coverage of RE across school using the RE skills progression.</p> <p>Conduct pupil interviews to check that children can discuss their RE learning.</p>	<p>Cost - £0</p>	<p>All classes will have covered some RE off their year groups coverage document/ RE skills progression.</p>			
<p>Provide children with experiences that enhance their RE/ SMSC knowledge as well as their cultural capital</p>	<p>Plan RE assemblies throughout the year based on relevant religious events. E.g. – Christmas, Diwali, Hanukkah, Ramadan. Some assemblies to be delivered by religious leaders or visitors. (Pastor Doug, children from BH.)</p> <p>Teachers to organise one educational visit to a place of worship for their class.</p>	<p>All teachers.</p> <p>Cost - £200 RE budget</p>	<p>Some RE assemblies will have taken place. Some visits to places of worship may have taken place.</p>	<p>RE assemblies where relevant. Most classes will have visited a place of worship.</p>	<p>A range of RE assemblies will have been held. All classes will have visited a place of worship.</p>	<p>Milestone1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>
<p>Monitor teaching and learning of PSHE (Jigsaw) across school</p>	<p>Train new staff on Jigsaw and how we use it to teach PSHE.</p> <p>Check Jigsaw coverage on Seesaw – use whole school overview to ensure coverage.</p> <p>Conduct pupil interviews to check that children can discuss their Jigsaw learning.</p>	<p>UH</p> <p>Cost - £0</p>	<p>New staff are aware of how to use Jigsaw to teach weekly PSHE lessons.</p> <p>UH to check Jigsaw coverage throughout the school – provide some feedback and share some good practice.</p>	<p>Pupil interviews to be carried out.</p>	<p>UH to check Jigsaw coverage throughout the school – provide some feedback.</p>	<p>Milestone1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>
<p>To ensure the new SRE guidance is integrated into PSHE curriculum</p>	<p>FP, UH and LS to discuss SRE teaching under the new statutory guidelines.</p> <p>Review policy that was created last year</p>	<p>LS, UH, FP, teachers</p> <p>Cost - £0</p>	<p>Share policy with governors.</p>	<p>Hold an information meeting with parents to discuss what will be covered, in each class, in Summer 2 under the Jigsaw unit 'Changing me.'</p>	<p>Teachers to teach 'Changing me' topic in their Jigsaw lessons.</p>	<p>Milestone1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>



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<p>Pupils continue to contribute to school life and promote pupil voice.</p>	<p>Hold elections for new Rights Respecting School Council.</p> <p>Involve RRSC in decision making throughout the year. E.g. – behaviour treats, fayres and other whole school events.</p> <p>RRSC to be involved in SIP priorities – e.g. mini inspections.</p> <p>Wellbeing council to discuss what provisions/ changes they would like to see in school. LS to work with wellbeing council to run one campaign per term.</p>	<p>UH & LS</p> <p>Cost - £200 School council budget</p>	<p>Establish a new RRSC.</p> <p>RRSC to be involved in the decision making for the Christmas fayre and the end of term behaviour treat.</p> <p>Wellbeing council to have carried out one pupil voice campaign.</p>	<p>RRSC to be involved in the decision making for the end of term behaviour treat at the end of the Spring term.</p> <p>RRSC to have conducted a mini inspection and provided feedback to children/ teachers.</p> <p>Wellbeing council to have carried out another pupil voice campaign.</p>	<p>RRSC to be involved in the decision making for the summer fayre and the end of year behaviour treat. Wellbeing council to have carried out their final pupil voice campaign for the academic year.</p>	<p>Milestone1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>
<p>Pupils continue to demonstrate knowledge of our school values and our school motto.</p>	<p>Pupils will still be able to recall our school values and discuss what they mean. Pastor Doug to focus one of his assemblies, per term, on school values so children are constantly reminded of them.</p> <p>Children to complete a simple School Moto related task per term.</p>	<p>UH & Pastor Doug</p>	<p>Pastor Doug to have delivered first values assembly.</p> <p>School motto task of the term to be completed.</p>	<p>Pastor Doug to have delivered second values assembly.</p> <p>School motto task of the term to be completed.</p>	<p>Pastor Doug to have delivered third values assembly</p> <p>School motto task of the term to be completed.</p>	<p>Milestone1:</p> <p>Milestone 2:</p> <p>Milestone 3:</p>
<p>Ensure evidence is in place to demonstrate we meet Ofsted 'Good' criteria for Personal Development</p>	<p>Evidence will be in place that shows we are meeting the Good criteria for Personal Development. Personal development audit to take place – identify strengths and areas of development.</p>	<p>UH, KF, FP</p>	<p>Personal development walk to audit provision against 'good' criteria</p> <p>Identify next steps targets for the spring term</p>	<p>Monitor provisions – check everything is still in place and next steps have been addressed</p>	<p>Monitor provisions</p>	
<p>Projected to be spent:</p>	<p>£400</p>					



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Total Budget Allocated:	£
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