



Outstanding Problems	What we will change	Implementation activities	Implementation outcomes	Impact on children
<p>Calm spaces has been unable to run consistently for more than two years due to COVID.</p> <p>The school champions initiative has not been able to run due to COVID.</p> <p>The school's program of trips/visitors (including our curriculum promise) has been disrupted.</p> <p>The school's penpal scheme has been disrupted, and some classes have found it difficult to embed the scheme into their half-termly plans.</p> <p>The school's garden/pond area is under-used, and children do not gain the benefit from it that they might.</p>	<p>The calm spaces initiative will be restarted and year groups will link to it well within the overall half-term's learning.</p> <p>The school champions initiative will be restarted. Children will understand the responsibilities that come from being part of the school community, but also enjoy the jobs that are involved.</p> <p>The full program of trips/visitors will be restarted, and part of a coherent long-term plan. The children's existing cultural capital will be drawn upon to extend their knowledge and understanding of the world.</p> <p>The penpal scheme will be amended so that there is a set of external penpals which is easier to manage, and so that the work the children send is an integral part of our curriculum instead of being a bolt-on.</p> <p>School will work alongside other community groups in order to regenerate this area of the school to create a community-style garden.</p>	<p>PSHE lead to liaise with church link to restart program and plan for year's visits.</p> <p>PSHE lead to link calm space topics with assembly topics to promote the theme more widely, and help children apply concepts outside sessions.</p> <p>Replace school champion bibs where necessary.</p> <p>Re-launch assembly for school champion roles in Sep 22, to start in Oct 22.</p> <p>Regular assemblies to catch up on champion roles.</p> <p>Year teams to write clear long-term plan for visitors/trips, which feeds into whole school overview. This overview is overseen by the community lead, and links to trip risk-assessments.</p> <p>SLT to investigate how to train more minibus drivers.</p> <p>Outdoor leader training for all staff in Feb 23.</p> <p>Curriculum lead liaises with promise lead, then leads PDM on how unit planning can highlight opportunities to draw upon children's existing cultural capital.</p> <p>SLT and community lead remodel the content of the communication between children and their penpals to ensure it is less work-load heavy for both sides. Ensure staff to use existing outcomes from activities as part of communication. Include deadlines for this communication within diary dates.</p> <p>Source new penpals as and where needed.</p> <p>Set up team of volunteers who are committed to being involved with the project.</p> <p>HT/DHT to write overview for how the gardening scheme will work, including code of conduct for volunteers, dates for touching base, and set up simple template so volunteers can inform school staff what/when they are planning to plant.</p> <p>Investigate options for fencing around the pond.</p>	<p><u>Short Term</u></p> <p>Children will have had at least 2 calm space sessions.</p> <p>Trip/visits have been mapped out for entire year. Timetable sent to parents/carers with expected costs.</p> <p>Minibus training for staff identified and planned-in.</p> <p>Timeline for all penpal events (including writing) set out. Children linked (possibly in groups) with penpals.</p> <p>Some penpals have visited school.</p> <p>HT/DHT have written overview. There is a list of volunteers, who have started working within the garden.</p> <p><u>Medium Term</u></p> <p>Trips and visits are happening regularly, and they are well-embedded into meaningful units of learning.</p> <p>Staff feel penpal workload is manageable, and it is regularly included within half termly planning.</p> <p>Garden is being used regularly, by school community and beyond.</p> <p>There is a simple plan for planting, which is shared with staff.</p> <p>The garden/pond area is safe.</p> <p><u>Long Term</u></p> <p>There is a long-term cycle for trips/visits which is annually evaluated.</p> <p>The garden scheme is run mostly by community members, and feeds into the community pantry.</p>	<p><u>Short Term</u></p> <p>Pupil conferencing will show that children are engaged in the space/sessions and are prompted to think about the concepts involved.</p> <p>Some children in all KS1 classes have been a school champion.</p> <p>Children have been on expected trips for Autumn term.</p> <p>Children can talk about their penpals and what they have sent/received.</p> <p><u>Medium Term</u></p> <p>All KS1 children will have held at least 1 school champion role, which they talk about enthusiastically.</p> <p>Children feel like they have a genuine connection with their penpal(s) and value the correspondence.</p> <p>All children have regular access to garden/pond area and have contributed in some way to growing plants.</p> <p><u>Long Term</u></p> <p>The children get a good balance of experiences on trips.</p> <p>All children get to experience a range of school champion roles over the course of their KS1 years.</p>