

Strategic Area 1 QUALITY OF TEACHING - CURRICULUM ALIGNMENT					
PURPOSE: We believe effective partnership work between schools - sharing good curriculum practice and expertise will ensure parity in quality and continuity in learning for all our children					
No.	Key Levers	Success Criteria	Actions: Sept - Dec 2023	Actions: Jan to April 2024	Review Summer 2024
1.1	Curriculum Alignment Plan	<p>Clear understanding of how St Mary's and The Batt Curriculum reflect and interact with each other.</p> <p>Consistent long-term planning documentation established.</p> <p>Consistent medium-term planning documentation established.</p>	<p>Planning agreement of common subjects</p> <p>Long Term Planning grids completed for Reception, Year 1 and Year 2</p> <p>Termly Medium Term Planning Grid consistent across both schools</p>	<p>Strategy meeting to review curriculum alignment actions / outcomes at mid-point Spring 1</p>	<p>SLT review curriculum at both schools – looking to changes for 2024-25 academic year.</p>
1.2	Core Subject Alignment	<p>Subject Leaders in Phonics, English, Maths and Science work across both schools.</p> <p>Planning is aligned and assessment processes consistent in all core subjects.</p>	<p>Phonics, English, Maths and Science Leads review planning and provision in Autumn 1</p> <p>Agree common formats and approach to planning for EYFS – Autumn 1</p> <p>Agree assessment strategy for core subjects common to both schools – Autumn 1</p> <p>Book looks and observations in KS1 at both schools to review parity in provision – Autumn 2</p>	<p>SLT review and compare data for core subjects across both schools – informing adaptations – Jan 24</p> <p>Year 1 & 2 class teachers moderate outcomes in core subjects through book looks – Spring 1</p>	<p>Moderation of EYFS outcome judgements - Summer 2</p> <p>Moderation of KS1 outcome judgements in core subjects -Summer 2</p>
1.3	Wider Curriculum Alignment	<p>It is clear which subjects are taught from the same schemes at both schools.</p> <p>Subject leads in both schools assist the partner school where subjects are fully aligned.</p> <p>Where schemes of work are separate alignment grids ensure coverage of appropriate core skills</p>	<p>Share scheme resources and access to subscriptions shared</p> <p>Subject leaders support with planning documentation in both schools where subjects are shared Autumn 1</p>	<p>Subject leads at St Mary's / SLT create alignments grids of different subjects – and highlight any gaps in core skills - Spring 1</p> <p>Subject leaders in shared subjects compare parity in provision through book looks and classroom observation. Spring 2</p>	<p>Review outcomes of non-aligned subjects through book looks and pupil voice to compare efficacy – Summer 1</p>

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1.4	Development and Alignment of Reception Curriculum and quality of provision	<p>Core curriculum alignment in content and approach exist for phonics, early reading and writing and maths.</p> <p>Consistent assessment approach agreed across both settings</p> <p>Consistent transition programme agreed across both settings</p> <p>Agreed set EYFS leadership documents across both settings</p> <p>Well designed and resourced learning environment promotes learning and supports inclusion</p> <p>Effective continuous provision supports learning in both settings</p>	<p>SLT, Core subject and EYFS leads agree curriculum expectations and assessment strategy for key early learning - phonics, reading/writing, maths</p> <p>SLT & EYFS leads agree phase leadership documents required</p> <p>St Mary's reception class and outdoor area redesigned and updated (in line with SIA advice)</p> <p>Monitoring by Core Subject leads - Phonics / English / Maths in both settings (comparison of approach, learning and assessment)</p> <p>On-going CPD opportunities Inc. visits to other settings, inclusion and SEND training)</p>	<p>SLT and English lead to review provision for boys within each setting (linked to data review)</p> <p>Reciprocal visits by EYFS teachers to one another's settings to support best practice Transition programme agreed by EYFS leaders - Spring Term</p> <p>On-going CPD opportunities Inc. visits to other settings, inclusion and SEND training)</p>	
1.5	Communication of Curriculum	<p>Curriculum Intent Statement written and published for St Mary's.</p> <p>School Websites fully reflect taught curriculum at St Mary's The Batt</p>	<p>Whole school Curriculum Intent statement agreed – Autumn 1 (St Mary's)</p> <p>St Mary's school website stripped of out of date curriculum content</p> <p>The Batt school website updated with new RE, History, Geography and PE content</p> <p>New curriculum content uploaded on St Mary's website as available – ongoing</p> <p>Exec HT communications detail work on Curriculum at St Mary's - ongoing</p>	<p>Exec HT communications detail work on Curriculum at St Mary's</p>	<p>Review Curriculum Intent statements and curriculum efficacy – both schools in light of planning for 2024/25- Summer 2</p>

Strategic Area 2 QUALITY OF TEACHING - IMPROVING CLASSROOM PRACTICE TO ENSURE LEARNING 'STICKS'

PURPOSE: We believe children deserve high quality teaching methods (grounded in educational research) which enable them to achieve their best and prepares them for next steps and next stage learning

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No.	Key Levers	Success Criteria	Actions: Sept - Dec 2023	Actions: Jan - April 2024	Review - Summer 2024
2.1	Improve performance management processes – improve not prove	<p>Performance management practice allows individual staff to identify and work on relevant 'next steps' in their professional development.</p> <p>Staff are more personally invested in their own development.</p> <p>Staff development is collaborative and built on an open and supportive approach towards individual improvement.</p> <p>Culture of continuous improvement is established.</p>	<p>INSET training Growing Great People - Sept 23 - Chris Moyse</p> <p>Complete 22-23 Appraisal process (light touch)</p> <p>Plan Appraisal cycle to include leadership, teachers and support staff - delegate responsibilities</p> <p>Documentation shared</p> <p>Target Setting Mtgs</p> <p>Check In Meeting 1</p>	<p>Check In Meeting 2</p> <p>Check In Meeting 3</p>	<p>Final Review Meeting - June 24</p>
2.2	Understanding what good teaching & learning looks like	<p>There is a shared understanding among staff of what good teaching & learning looks like (based on research evidence and beginning with Rosenshine's Principles).</p> <p>Staff have opportunities to reflect on their own practice through observation, partnership working, visiting other settings etc.</p> <p>Staff can identify strengths within their own practice and areas for development.</p> <p>Pupil outcomes improve due to more effective and reflective practice.</p>	<p>Staff meeting to consider Rosenshine's Principles</p> <p>Staff CPD library established - staffroom online</p> <p>Staff visit each others classes as part of Growing Great Teachers Project</p>	<p>Staff visit other schools - to observe practice elsewhere Jan-April 24</p>	
2.3	Understanding importance of memory, cognitive load	<p>In school CPD supports teachers in reflecting on memory, cognitive load theory and metacognition in relation to learning.</p>		<p>Whole School CPD on Memory, Cognitive Load & Retrieval Practice - Spring 1</p> <p>Additions made to Staff CPD library - Spring 1</p>	

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	theory metacognition	<p>Staff understand the process of learning and are able recognise the importance of memory, cognitive load theory and metacognition.</p> <p>Staff make use of this understanding to improve the efficacy in their own teaching.</p> <p>Pupil outcomes improve due to more effective and reflective practice.</p>			
2.4	Retrieval Practice	<p>Knowledge organisers are established in all subjects and used to ensure children learn and retain essential knowledge and vocabulary.</p> <p>Teachers experiment with and share different approaches to encourage retrieval and ensure learning sticks. Teacher employ a range of retrieval practice opportunities within their classroom and across subjects to support children in retaining essential learning.</p>	<p>Review of knowledge organisers in wider curriculum areas through book look - Oct 23</p>	<p>Retrieval practice methods trialed by staff - Spring Term</p> <p>Staff meeting report back on retrieval methods</p>	<p>Effective Retrieval practice methods written into school assessment policy and Subject Intent Statements in preparation for Sept 24 - Summer 2</p>
2.5	Assessment Practice	<p>Assessment practices and recording for core subjects is agreed – including common assessment points, assessment methods at each point and data to be collected.</p> <p>Staff are confident in use of Target Tracker to record assessment – and how data can be used (including effective use of 'groups') to inform next steps for individuals, groups and cohorts and</p>	<p>Core Subject Assessment Timetable Agreed</p> <p>Assessment methods for English, Maths and Science established and formalised - Autumn 1</p> <p>Target Tracker Training at staff meeting - Expectations, groups and reports</p> <p>CAP 1/ Data Review</p> <p>CAP2/ Data Review</p>	<p>Staff meeting to discuss development of retrieval and assessment practice based on knowledge organisers in wider subject areas - Spring</p> <p>CAP 3/Data Review</p>	<p>Assessment Practice in wider subject areas finalised and agreed for Sept 24(incl. expectations around retrieval practice) - June INSET 24</p> <p>CAP 4/ Data Review / Statutory Data Review (DS) - June 24</p>

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		raise issues for whole school improvement. Wider Subject leads are clear on how progress and performance in their subjects can be measured and can monitor children's learning effectively on this basis.			
Strategic Area 3 CONTINUOUS PROFESSIONAL DEVELOPMENT - IMPLEMENT CPD OFFER THAT IMPROVES OUTCOMES FOR CHILDREN					
PURPOSE: We believe our staff deserve high quality, tailored CPD to inspires and enables them to be the best they can be in improving outcomes for children					
No.	Key Levers	Success Criteria	Actions: Sept - Dec 2023	Actions: Jan - April 2024	Review Summer 2024
3.1	Collective CPD	Whole school CPD (ie. Common CPD accessed by all relevant staff) supports SDP targets. Whole school CPD enables Leaders and staff to speak common language around teaching and learning and improvement. Pupil outcomes will improve as staff knowledge and understanding around teaching and learning develop.s	Common CPD timetable established for the Year - Autumn 1 CPD Growing Great People - INSET Sept 23 (Chris Moyse) CPD Rosenshine's Principles - Oct 23 Staff CPD library established - staffroom online - Oct 23 CPD - Collective Teacher Efficacy esp. in relation to vulnerable learners - Nov 23	CPD on Memory, Cognitive Load & Retrieval Practice - Spring 1 Additions made to Staff CPD library - Spring 1	
3.2	Individual CPD contributes to whole school improvement	Individual CPD carries expectation that it will support individual and whole school development. Central record will allow for review of how effective CPD is, how it informs practice of individual and/or others and its impact. Pupils will benefit from impact from external CPD by individual teachers.	Central CPD register established on Drive and communicated Expectations set with regards to individual's undertaking CPD opportunities as part of Growing Great People programme Central Register monitored	Up-keep of Central Register - On going Staff 'cascade' training via staff meetings (ongoing) Classroom visits and Growing Great People Check in Meetings evidence positive impact of CPD - Ongoing monitoring Central Register Monitored - April 24	Up-keep of Central Register - On going Staff 'cascade' training via staff meetings (ongoing) Classroom visits and Growing Great People Check in Meetings evidence positive impact of CPD - Ongoing monitoring Central Register Monitored - June 24

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					Review and Future planning meeting for CPD - June 24 (SLT/Govs)
3.3	Outward focus learning from best practice	<p>Expectation develops that staff will visit other settings / schools as part of their development.</p> <p>Sharing of best practice from both within and outside both schools will become the norm.</p> <p>Culture open to learning and improvement through engagement with other settings/schools/practitioners/ collaborative training will be developed.</p> <p>Pupil outcomes will improve as staff knowledge and understanding around teaching and learning develops.</p>	<p>Expectations set with regards to individual's visiting each other's classrooms as part of Growing Great People programme</p> <p>Expectation set with regards to individual's visiting other settings to observe/share best practice as part of Growing Great People Programme</p> <p>Staff visit each others classes as part of Growing Great People Project</p>	Staff opportunities to visit other schools - to observe practice elsewhere Jan-April	

Strategic Area 4 PROVISION FOR VULNERABLE LEARNERS - INCLUSIVE PROVISION FOR CHILDREN WITH SEND AND DISADVANTAGED CHILDREN

PURPOSE: We believe that there is no ceiling on what can be achieved by our students, regardless of circumstances or background and will work to ensure they reach their potential

No.	Key Levers	Success Criteria	Actions: Sept - Dec 2023	Actions: Jan - April 2024	Review Summer 2024
4.1	Understanding our vulnerable learners	<p>All staff are fully aware of vulnerable children within their cohort and their needs.</p> <p>Pupil and parent/carer voice informs our understanding of and practice with vulnerable learners.</p> <p>Vulnerable learners are championed in our school – with enhanced opportunities to participate.</p> <p>Robust monitoring of progress and outcomes for vulnerable learners ensures we are meeting their specific needs.</p>	<p>Central systems correctly record status of children (SEN/PPG/Medical) as appropriate</p> <p>Groups are set on Target Tracker so effective monitoring of progress of vulnerable groups can take place</p> <p>Class Audits undertaken by SENCo to records SEND & Vulnerabilities in each class - Autumn 1</p> <p>Vulnerable Groups are monitored at CAP1 & 2 in Oct / Dec 23</p>	<p>Vulnerable Groups are monitored for progress and attainment at CAP3 in March 24</p> <p>Termly attendance monitoring and follow up with families takes place</p> <p>Ongoing monitoring of parent engagement (parent/teacher meetings etc) / pupil engagement in clubs etc with strategies to encourage greater take up developed across year</p>	<p>Vulnerable Groups are monitored for progress and attainment at CAP4 in June 24</p> <p>Termly attendance monitoring and follow up with families takes place</p> <p>Ongoing monitoring of parent engagement (parent/teacher meetings etc) / pupil engagement in clubs etc with strategies to encourage greater take up developed across year</p> <p>Monitoring informs PPG Strategy Report Dec 24</p>

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		Attendance, engagement and outcomes of vulnerable learners is improved.	Termly attendance monitoring and follow up with families takes place Ongoing monitoring of parent engagement (parent/teacher meetings etc) / pupil engagement in clubs etc with strategies to encourage greater take up developed across year PPG Strategy developed and published - Dec		
4.2	Collective Teacher Efficacy	Existing culture, expectation and language used in school with regard to vulnerable learners by all stakeholders is challenged. Focused strategies in practice and funding (PPG/LAC/EHCP/Sports grants) are developed to better support engagement and achievement by vulnerable learners. Inclusion Team works together to champion children and robustly monitor outcomes of vulnerable learners to inform future strategy. Effective partnerships built with external agencies in support of vulnerable learners. Attendance, engagement and outcomes of vulnerable learners is improved	CPD - Collective Teacher Efficacy esp. in relation to vulnerable learners Quick win engagement strategies (e.g. 10% kinder / 2x10) are established - Autumn 2 Inclusion 'team' established to champion needs of vulnerable learners - Autumn 2 'Measures' for success agreed by inclusion team - Autumn 2 Directory of supportive agencies developed in school	Learning Walk reviews provision for disadvantaged learners - Spring Term Pupil Voice collected from vulnerable learners Inclusion Team Meeting - reviews individual outcomes and targets strategy - Spring 1 Review of funding spend and impact to date - Feb 24 Inclusion Team Meeting - reviews individual outcomes and targets strategy - Spring 2	Parent Voice collected from vulnerable learners Inclusion Team Meeting - reviews individual outcomes and targets strategy - Summer 1 Inclusion Team Meeting - reviews individual outcomes and targets strategy - Summer 2 Monitoring informs PPG Strategy Report Dec 24 Review of funding spend and impact - July 24
4.3	Reviewing SEND provision	Role of SENCo is clearly defined – and interactive with children, staff and parents.	Parent forum allows feedback on issues - identification of needs, transitions, communication, reviews, provision & support - Autumn 1	Learning Walk reviews provision for learners with SEND - Spring Term Pupil Voice collected from vulnerable learners	SEND strategy re-developed for Sept 24

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		<p>Paperwork is streamlined and kept to a minimum.</p> <p>Communication with parents and carers is frequent, responsive, direct and built on trusting relationships.</p> <p>Monitoring of provision is robust and ensures individual needs are met.</p>	<p>Review of SENCo Role undertaken with focus on efficacy and sustainability - Autumn Term</p> <p>Review of paperwork kept in school - how do we make this manageable and focused on improving outcomes.? - Autumn Term</p>		
4.4	Developing SEND Base (Batt Only)	<p>Base provides well resourced environment for children with additional needs / interventions outside of classroom.</p> <p>Timetabling is flexible – and supports partnership working between classes SENCo is able to identify and model effective interventions to support needs of pupils with SEND.</p> <p>Engagement and outcomes of pupils with SEND are improved.</p>	<p>SEN Base established - inc. decoration & furnishing</p> <p>Teachers trial use of base - creating intervention groups who will use it and staffing with existing TAs - Autumn 1</p> <p>Timetabled use established - Autumn 1</p> <p>Class teacher/Pupil/Parent voice feedback on SEN Base use - Autumn 2</p>		

Strategic Area 5 PERSONAL DEVELOPMENT - EMBEDDING VISION AND VALUES

PURPOSE: We believe that education is wider than academic study and that values education (grounded in Christian belief) will enable our children to flourish in all areas of life

No.	Key Levers	Success Criteria	Actions: Sept - Dec 2022	Actions: Jan - April 2023	Review Summer 2024
5.1	School Vision/ Values	<p>All stakeholders confident of vision and core values (and school's USP) which are woven into the Development Plan.</p> <p>Vision and Values are 'visible' in school.</p>	<p>Worship in Autumn Term 1 re-iterates vision and values with children.</p> <p>Whole Staff Meeting re-iterates vision with staff - linking to action 'Love' in behavioural approaches, flourishing of adults, inclusive practice - Autumn 1</p>	<p>Community Voice (Parent/Pupil) collected Spring 1</p>	

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			<p>School Websites reflect vision and values Sept 23</p> <p>Displays / Signage in school Entrances / Halls Nov23</p> <p>Documentation all reflect vision of school ongoing</p>		
5.2	Christian Distinctiveness	Collective worship & celebration of community is a strength.	<p>Collective Worship Plan in place making clear pattern of worship and 'themes' for the year and responsibilities for delivering worship</p> <p>Arrangements for church worship across the year established</p> <p>Opportunities for community to join school worship on a regular basis planned for the year</p> <p>Review class worship/reflection areas - Oct 23</p> <p>Worship committee established (involving pupils) with a plan of how pupils can assist and lead in worship on a regular basis - Nov 23</p>	<p>Worship Committee begin regular activity in school (pupil lead worship, prayers, etc) - January onwards</p> <p>Staff / Pupil voice collected re: worship</p> <p>Parent Voice collected re Christian distinctiveness Spring 1</p>	
5.3	Student Service and Courageous Advocacy	<p>Increased opportunities for pupil leadership</p> <p>Pupils plan an active role in school, church and local and global community</p>	<p>School Council Elected</p> <p>House captain Role established</p> <p>Exploration of Global Learning offer (UNISEF - Rights Respecting School / Christian Aid Global Neighbours)</p>	<p>Global Learning offer launched - Jan 24 onwards</p> <p>House Captains run community building charity event Spring 2</p>	<p>Year 2 Archbishops Young Leader Award - Summer 1 - event Summer 2</p> <p>Gather evidence for Global Learning recognition - June</p>

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			House Captains lead on reinvigoration of house system - est. by Autumn 2		
5.4	SIAMS (Batt Only)	(Batt Only) Successful SIAMS Inspection - recognises recent work on developing vision and values in school and in support of flourishing community.	(Batt Only) Complete SIAMS toolkit / self evaluation (supported by ODBE advisor) Establish RE curriculum in line with new local syllabus and suggested ODBE materials Establish expectations around recording and assessment of RE with Class Teachers - Monitor RE teaching and learning (lesson Obs both schools) RE Book Look (both schools) - Dec 23	Continuous evaluation of school performance against SIAMS framework Collect Pupil Voice (& book look) re RE (both schools) - March 24	Review RE teaching & Learning (both schools) to inform curriculum development Complete St Mary's SIAMS self evaluation (supported by ODBE advisor)

SAFEGUARDING

PURPOSE: Safeguarding is at the heart of all we do

No.	Key Levers	Success Criteria	Actions: Sept - Dec 2022	Actions: Jan - April 2023	Review Summer 2024
S1	Ongoing review of Safeguarding Procedures	School safeguarding arrangements are robust and in line with expectations of ODST Safeguarding Standard Safeguarding in both school is effective	ESAT / ODST Monitoring Audit - Term 1 LA Section 157/175 Safeguarding Report completed and submitted DSLs monitor safeguarding against ODST Safeguarding Standard at monthly operations meetings Safeguarding Governors monitor Safeguarding Provision at least termly	DSLs monitor safeguarding against ODST Safeguarding Standard at monthly operations meetings Safeguarding Governors monitor Safeguarding Provision at least termly	DSLs monitor safeguarding against ODST Safeguarding Standard at monthly operations meetings Safeguarding Governors monitor Safeguarding Provision at least termly
S2	Safeguarding Training	Staff have necessary training to meet safeguarding responsibilities appropriate to their role. Safeguarding in both schools is effective	Generalist Training carried out in both schools Prevent Training completed by all staff	Generalist Training carried out in both schools Prevent Training completed by all staff	Generalist Training carried out in both schools Prevent Training completed by all staff

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			<p>KCSIE Update Training - followed by quiz completed by all staff</p> <p>Safeguarding Updates are regular agenda item at Staff Meetings</p> <p>DSLs attend ODST Safeguarding Forum meetings termly</p> <p>DSLs attend LA 7 minute briefings regularly and share learning with staff</p> <p>New staff complete safeguarding induction processes as required.</p> <p>Andrew Hall and CASPAR updates shared weekly with staff</p> <p>DSLs review training record at monthly Ops meetings</p>	<p>KCSIE Update Training - followed by quiz completed by all staff</p> <p>Safeguarding Updates are regular agenda item at Staff Meetings</p> <p>DSLs attend ODST Safeguarding Forum meetings termly</p> <p>DSLs attend LA 7 minute briefings regularly and share learning with staff</p> <p>New staff complete safeguarding induction processes as required.</p> <p>Andrew Hall and CASPAR updates shared weekly with staff</p> <p>DSLs review training record at monthly Ops meetings</p>	<p>KCSIE Update Training - followed by quiz completed by all staff</p> <p>Safeguarding Updates are regular agenda item at Staff Meetings</p> <p>DSLs attend ODST Safeguarding Forum meetings termly</p> <p>DSLs attend LA 7 minute briefings regularly and share learning with staff</p> <p>New staff complete safeguarding induction processes as required.</p> <p>Andrew Hall and CASPAR updates shared weekly with staff</p> <p>DSLs review training record at monthly Ops meetings</p>
S3	Safeguarding Records	Record keeping is effective and in line with safeguarding policy Safeguarding in both schools is effective	<p>DSL's review CPOMs daily</p> <p>Regular review of CPOMs recording - with reminders and feedback to staff about good record keeping.</p>	<p>DSL's review CPOMs daily</p> <p>Regular review of CPOMs recording - with reminders and feedback to staff about good record keeping.</p> <p>Staff Safe established as means of recording low level concerns</p>	<p>DSL's review CPOMs daily</p> <p>Regular review of CPOMs recording - with reminders and feedback to staff about good record keeping.</p>
S4	E-Safety and Filtering & Monitoring	E-Safety Policy is updated and incorporates procedures linked to filtering and monitoring Children receive effective E-Safety learning within taught curriculum Children are effectively protected from harm online.	<p>Consultation with IT Support staff with regards to filtering and monitoring requirements introduced.</p> <p>E-Safety Policy updated to include new filtering and monitoring processes and to update user agreements.</p>	<p>Schools participate in Safer Internet Day (6th Feb 2024)</p> <p>School website updated to include effective e-safety sign posting section for children and parents</p>	<p>External support sessions run for older children (and separately for parents?) on internet safety strategies</p> <p>Termly E-Safety sessions take place within the taught Curriculum</p> <p>Ongoing filtering and monitoring checks</p>

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			Termly E-Safety sessions take place within the taught Curriculum	Termly E-Safety sessions take place within the taught Curriculum	
				Ongoing filtering and monitoring checks	

Additional Action Plans for individual schools:

St Mary's CE Infant School

- Behaviour Action Plan
- Early Years Improvement Plan

The Batt CE Primary School

- Subject leads to have individual action plans
- Global Learning Action Plan

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