




Carlisle Infant School Development Plan 2021-2022



'Love Learning, Love Life'



Dear Marcus Rashford you are
a amazing role model! Don't
listen to bad people. your
colour skin doesnt matter. I
think your skin is lovely. you are
the best football player in the
world you do every thing rite
I am proud of you. you
showed determination never
give up. I stand with you
and you are a hero. you are
the best X X X Love 

Chair of Governors : Billy Day

Headteacher : Zoe Brittain

Carlisle Infant School Development Plan 2021-2022

Overarching Aim: To develop an understanding and respect of the diversity within our school community to prepare our children to be good global citizens who make a difference to the diverse society in which we live.

Key Priorities for 2021-2022

To develop an understanding and respect of diverse race within our school community

Why was this chosen as a priority?

- Increased national and international focus on racism and representation of diverse ethnic heritage
- Celebrating and representing the diversity which makes up our school community
- Our staff/governing body reflects limited racial diversity as role models for our pupils.
- Staff share insecurities around discussions about race/racism and the appropriate language to use around diverse ethnic heritage
- Carlisle community voice suggests that we should further develop positive views about racial diversity and self-identities
- Need to diversify the significant individuals/texts studied and made available in our school

What will success look like by the end of this year?

- By the end of year 2, children will know what racism is, understand why skin colour difference exists and be aware of the need to be little allies to each other.
- Increased understanding and awareness of race by participating members of the Carlisle community
- Increased positive self-identities
- Diverse mix of texts and individuals studied in our curriculum
- Staff have an improved understanding of positive language to discuss race, racism and diverse ethnic heritage with the children in their classrooms

What is our intent?	How will we implement it?	When will it happen and who will it be completed by?	What will the impact be/Success criteria?	Cost	How and when will this be monitored?	Actual Impact		
						Dec '21	April '22	July '22
Increase staff confidence talking about race with children and parents.	Julia Edwards to deliver initial training session on talking to children about race. Using staff feedback plan support session-	JE 1.9.21 Nov 21 ZB JE	• Staff have identified areas they need support with and feel more confident in how they talk about race with children.	£0	Staff questionnaire following first and subsequent training sessions shows increased staff confidence			

<p>Staff are aware of the impact of images and texts used reflecting diverse ethnic heritage.</p>	<p>autumn 2 focus on language and how we have conversations with children about race.</p> <p>Key texts are identified for each year group with possible conversation starters and questions.</p>	<p>On-going-all</p>	<ul style="list-style-type: none"> • Images/texts shown in school reflect diversity in our community. • A greater proportion of texts contain characters which reflect the ethnic heritage of children in our school. 	<p>£0- texts on Amazon wish list.</p>	<p>in talking about race.</p> <p>Learning walks/book monitoring shows diversity of images and texts being used.</p>			
<p>Support parents talking about race</p> <p>Develop anti-racist culture</p>	<p>Initial communication re SDP priorities.</p> <p>Ensure anti-racism policy is in place and that as a school staff we share the same definition and understanding of what racism is</p> <p>Links on website to support parents talking about race with their children. Complete anti-racism curriculum review.</p> <p>Parents invited to drop in session as part of</p>	<p>23.9.21 ZB</p> <p>27th Sept 21</p> <p>October 2021 ZB</p> <p>SLT Oct 21</p> <p>Nov 21 ZB/JE</p>	<ul style="list-style-type: none"> • Children and parents understand and respect the values and diversity in our community. • Parents are confident to report incidents to school. • Staff have a shared understanding of different scenarios and how to respond to these. 	<p>£0</p>	<p>Racist incident reporting and actions are reviewed Parent feedback following drop in session.</p>			

	autumn 2 coffee morning.							
To ensure there is a cohesive approach to diversity across 7-year curriculum in place across the federation	ZB to meet HHJS BAME leads to share CIS plan and anti-racism curriculum review Subject leads to meet to look at curriculum under lens of diversity to ensure progression in learning for children	Nov 21 Spring 22	<ul style="list-style-type: none"> • CIS and HHJS BAME and curriculum leaders ensure a cohesive approach from EY through KS1 to KS2 	£0	Subject leader action plans/ reviews. Year group termly curriculum reviews.			

To develop an understanding and respect of the diverse families within our school community

Why was this chosen as a priority?

- The families in our community are diversifying
- Children's lives need to be reflected in our curriculum/ethos
- Carlisle community voice suggests that we should further develop positive views about the diversity that reflects our families and self-identities
- Jigsaw PSHE curriculum highlights diverse families

What will success look like by the end of this year?

- Children and community have a broader view of the families in our community and wider and can describe these set ups
- Children join in celebrating festivals and celebrations from a range of faiths within our community
- Texts and significant figures studied in our curriculum refer to families that reflect our community and wider
- Parents feel more empowered to have discussions with their children about the varied families in our community
- Staff have an improved understanding of positive language to discuss the different make up of families with the children in their classrooms

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Understand the diverse families who make up our school community.	Create a labelled family picture/family tree to outline family make up.	Autumn Half term holidays Carlisle families	<ul style="list-style-type: none"> • Staff have an increased awareness of the diverse families in our community. • Conversations about diverse families can include highlighted examples. • Children feel 'recognised' and may feel more confident to discuss their families with their peers/staff. 	£0	Staff feedback Updated class profiles Parent/Pupil voice – survey			
Ensure we have consistency with staff confidence when talking about the diverse families with	Lead CPD about 'families' (including Jigsaw SoW coverage). LI to liaise with PSHE lead at HHJS to ensure	DW/LI – Autumn 2	<ul style="list-style-type: none"> • Staff feel confident with curriculum coverage in regards to 'relationships' and 'families' 	£0	Feedback from staff following CPD Progress from input to CPD			

children and parents.	consistency and progression in our approach.		<ul style="list-style-type: none"> • Staff understand Carlisle's policy on teaching about diverse families 					
Children recognise how their rights link with respect for families	<p>Meet to view training materials and understand responsibilities for obtaining the award</p> <p>Create action plan - agree process and strategies for completing actions. Review progress termly.</p> <p>CPD to inform all staff of RRSA and share action plan.</p>	GC/LI October 21	<ul style="list-style-type: none"> • Staff and children will be aware of 'Right Respecting Schools' and the elements we need to develop in order to achieve the award. • The award is achieved by Summer 2022. • Carlisle children will be more aware of their rights and responsibilities. 	£0 (Paid 2021)	Feedback from pupils as part of pupil voice. School Council feedback. Learning walk focused on PSED			
Recognise the diverse faiths and related celebrations that are celebrated in the school.	<p>Source and produce a outline of key celebrations and practices for Carlisle faiths.</p> <p>Acknowledge celebrations in school displays, assemblies, parent messages, newsletters, Twitter posts etc.</p>	GC – Autumn 1	<ul style="list-style-type: none"> • Children join in celebrating festivals and celebrations from a range of faiths within our community • Families share experiences of celebrations and their faith in school (including the value of faith/celebration in their family) • Families feel their faiths are recognised and represented at Carlisle 	£0	<p>Feedback from varied stakeholders</p> <p>Evidence of displays, assemblies, parent messages, newsletters, Twitter posts etc.</p>			

<p>Equalities and Inclusion Policy/Equalities and Inclusion Guidance clearly reflects Carlisle's emphasis on celebrating diversity and the families in our community</p>	<p>Review policy and guidance documents following the feedback from community in half term 'Diversity project'.</p>	<p>DW – Autumn 2</p>	<ul style="list-style-type: none"> •Policy/Guidance clearly outlines our commitment to promoting understanding and a respect for diversity •Policy/Guidance clearly outlines our stance for anyone who questions our teaching (particularly in regards to R.E./ P.S.H.E./ S.R.E.) 	<p>£0</p>	<p>Ratified by Governors – End of Autumn 1</p>			
<p>Parents are aware of the curriculum coverage in regards to relationships and religious teaching at Carlisle.</p>	<p>Lead a parent workshop to inform them about Relationships Education and Religious Education coverage</p>	<p>LI/GC – Autumn Term</p>	<ul style="list-style-type: none"> •Parents are well informed about curriculum coverage •Parents support children's understanding and respect for the diverse families that make up our community •Families share in the celebration of our diversity. 	<p>£0</p>	<p>Parent feedback Evidence in practice</p>			

To continue to develop the wellbeing of children, families and staff to ensure effective outcomes for children

Why was this chosen as a priority?

- Impact of COVID19 – increased anxiety and difficulties with self-regulating emotions and concerns relating to anxiety and wellbeing from families
- Staff have worked through pandemic and made many changes to their practice in a time of high anxiety, support needed as school starts to operate under more normal conditions to ensure wellbeing is supported
- Cohort of children in our school/wider range of needs including those with complex needs
- New staff teams – CPD needed to support new roles
- To develop positive language used by the community to interact with and discuss learning needs, emotions and disabilities

What will success look like by the end of this year?

- All children are better equipped with tools to support self-regulation and self-esteem
- Children with learning needs or disabilities will have developed positive self-identities
- Increased awareness of peers with needs within their class and across the school and how to support them
- Staff have an improved understanding of positive language to interact with and discuss learning needs and disabilities and are confident in using a range of access strategies to develop pupil's independence

What is our intent?	How will we implement it?	When will it happen and who will it be completed by?	What will the impact be/Success criteria?	Cost	How and when will this be monitored?	Actual Impact		
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Staff are aware of how to support self-regulation in children and are trained to use emotion coaching	Key staff attend Attachment Aware training funded by AfC Virtual School – key messages disseminated in staff CPD to rest of teaching staff.	Attachment Aware Schools Award Launch on Wednesday 6th October 9.30-12.30pm ZB + Other designated professionals	<ul style="list-style-type: none"> • Children are able to express their feelings using a greater range of language to describe their emotions • Children (and adults) have a greater toolkit of regulators for their emotions • Children have seen/heard a variety of stories to normalise their emotions. • Children become more resilient and able to 	£0	Self-evaluated – Sliding scale from introduction to following training Learning walks, observations, pupil voice focused on wellbeing and behaviour			

			cope when things don't go as expected.					
Staff are better equipped to manage wellbeing and are supported in this through our whole school approach to wellbeing	Wellbeing team to meet to plan priorities for 2021-22 and analyse summer responses to survey. Wellbeing links/training shared as appropriate. ZB to share tools from peer supervision with YGLs to support teams.	Oct 21 On-going Oct 21	<ul style="list-style-type: none"> Wellbeing surveys are carried out every half-term to gain an insight into the feelings regarding wellbeing from our Carlisle community An action plan is in place to develop wellbeing effectively Wellbeing policy is shared with staff and outlines the structures in place to support and improve wellbeing for all 	£-Training Resources to be identified	Termly – Action plan reviews Outcomes of meetings			
Parents and carers are better equipped to support children's wellbeing and manage anxiety	ZB to highlight links with MHST and how children are supported in school MHST to support parents with workshops to support self-regulation and manage anxiety.	Oct 21 Nov 21 and on-going	<ul style="list-style-type: none"> Children and families are better supported in managing emotions and behaviour. Children use similar tools to support self-regulation at home and in school Parents know how to access support on school website and through DMHL. 	£0				

To continue to develop leadership at all levels

Why was this chosen as a priority?

- New staff teams
- Two YGLs accessed support from SIP Emma Smith 2020-21 which will continue autumn 21 which focused on developing and supporting their teams
- All YGLs are new to YG
- Y2 Lead is new to role and is being supported by Deputy headteacher
- Curriculum leads need to develop confidence supporting and challenging colleagues
- New SENCO to be appointed for Jan 21
- To enable Subject leads to re-develop links with HJS to ensure continuity and progression

What will success look like by the end of this year?

- All children are better equipped with tools to support self-regulation and self-esteem
- Children with learning needs or disabilities will have developed positive self-identities
- Increased awareness of peers with needs within their class and across the school and how to support them
- Staff have an improved understanding of positive language to interact with and discuss learning needs and disabilities and are confident in using a range of access strategies to develop pupil's independence
- Subject leads will work together across the federation and be clear about children's starting points and where children are moving on to in each subject area

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Review and agree job descriptions	Job descriptions updated, shared and agreed as part of Performance Management process.	ZB/DW/DF/VT Nov 21	<ul style="list-style-type: none"> • Expectations of roles are clear. • Staff understand line management structure and who to go to for support. 	£0	Learning walks			
YGLs are able to support and challenge teams effectively.	YGLs to access coaching support from Emma Smith and as part of Spark coaching programme.	ZB/DW On-going	<ul style="list-style-type: none"> • Teams in each year group work effectively together. • All team members contribute to planning, learning environments 		YGL 1:1 meetings/YGL action plans and review of impact.			

	YGLs to have 1:1 sessions with ZB to focus on teams development YGLs to have 1:1 support book looks/learning walks from ZB/DW.		and assessment as indicated by YGL. • Any areas for development are highlighted and plans put in place to support these.					
Subject leads use data from a range of sources to inform their action plan for year-group or subject area	DW to lead SL Action Plan session to support staff with this process.	14 th Oct '21	• Action plans are in place for each subject area and have clear intents and actions to support these. Staff are clear of the rationale behind actions and the success criteria for these.	£0	Subject Lead action plan and review of impact			
Subject leads are confident monitoring planning and practice in their subject area and can offer support to colleagues (English, Maths and Science)	Subject leads to have 1:1 support book looks/learning walks/planning monitoring from ZB/DW.		• Subject leads understand what good planning and teaching looks like in their subject area • Subject leads are able to identify strengths and areas for development when looking at planning, books and learning in classrooms and are confident to share these with colleagues	£0	Learning walks, planning monitoring, book looks and actions from these.			
To further develop strategic leadership knowledge and	Attend SWLSEP 'Aspiring Leadership Programme' x 5 sessions building	November 2021 – June 2022	• DW feels more equipped in his role to deputise for the	£399	Performance Management SIP Visit			

experience of DHT	personal and team capacity and participate in mentoring programme.		headteacher in her absence. • DW is further upskilled with strategic responsibilities		Feedback from varied stakeholders			
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To ensure gaps in reading and phonics are closed to support our aim for every child to leave Carlisle as a reader.

Why was this chosen as a priority?

- Impact of COVID19 – has led to gaps in phonics and has had an impact on children’s reading skills and access to books
- Reading data from the best endeavours EYFSP, phonics tracking and the end of year attainment data for reading has highlighted gaps in children’s learning
- Some parents have found supporting children’s learning in phonics a challenge.
- New reading framework July 2021 and reading audit has highlighted areas for development in staff training and in provision of decodable books

What will success look like by the end of this year?

- Children identified with gaps in phonic knowledge are supported by a mixture of quality first teaching and intervention support as outlined in the Recovery Premium Plan
- Parents have been supported in reading with and to their children with reading at home
- Staff have received training to support with phonics and reading interventions
- Children identified as needing extra support for reading are closely tracked to ensure gaps are closed as quickly as possible

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Year 1 and year 2 with identified gaps in phonics are supported by small group intervention	3x session per week with AP. Baseline and end of half-term assessment used to track progress.	3X per week with AP AO to quality assure	<ul style="list-style-type: none"> • Children use phonic knowledge independently in reading and writing. • Phonics screening data will be above national average and in line with LA average • KS1 Reading end of year outcomes will be above 	Recovery Premium- (see plan)	Intervention tracking and monitoring Moderation			

			national average and in line with LA average					
Children have better access to decodable texts	<p>Audit current provision. Research further decodable texts to support children in learning to read and make recommendation to SLT.</p> <p>Parent workshop to support reading at home/access to Bug Club.</p>	AL AL / DW	<ul style="list-style-type: none"> • Children are better supported with improved access to decodable texts they can access at home and school. Reading fluency is improved. • Children in year R will be at the ELG for reading. 	£CSA have agreed to fund	AL to sample readers from across the school to ensure texts are well-matched to reading ability			
1:1 reading provision is high quality -staff are trained on how to support all readers.	<p>DW train TAs PM benchmark and quality assure</p> <p>AL/VT to model 1:1 reading sessions for TAs supporting identified children</p>	Oct 21 On-going to start Oct 21	<ul style="list-style-type: none"> • Children with identified gaps in reading are able to blend more confidently and independently. 	£TBC	Intervention tracking and monitoring			

