



THE ST. MARY'S PARTNERSHIP

Rhythm of the Year (RoY) Framework

Term 1 of 6 2024 – 2025



High expectations • No excuses • Whatever it takes



RoY - Autumn Term 1 2024-25 (8-weeks)

Aut 1/Term 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<p style="text-align: center;">Headteacher</p> <p style="text-align: center;">Note: all referenced plans to be sent to EHT to QA and send to governing boards</p>	<p><u>Specific W1 items:</u></p> <ul style="list-style-type: none"> Non-core assessments to be completed – so that teachers can pre-teach missing elements Transition and Practice makes Perfect. Reading Focus – books, records and expectations. MTC gaps plan Y3 Year 1/2 failed phonics plan. Website compliance – statutory plus KOs Y6 testing all week and Y1 PiXL interview <p><u>Meetings</u></p> <ul style="list-style-type: none"> Nursery meeting – Recruitment and settling. Minuted and notes sent to EHT. SLT walk. Learning Environments checked. Working walls – feedback. Weekly grounds and shared areas walk and report. <p><u>Foci B&A/PD</u></p> <ul style="list-style-type: none"> Worship/Assembly QA+ Golden Rules Quality of play at breaks and lunchtimes – feedback. Behaviour Analysis Rotas ready. <p><u>QofE:</u></p> <ul style="list-style-type: none"> Physical education 	<p><u>Specific W2 items:</u></p> <ul style="list-style-type: none"> Non-core starts School Council – SMART set up New teacher check-ins. Ensure HR Week 1 complete/filed. <p><u>Meetings</u></p> <ul style="list-style-type: none"> DSL.Attendance review with officer: below%? PA%? Fines? Weekly grounds and shared areas walk and report. Nursery meeting – numbers. Behaviour calls home for high reds. Summer off-track data shared. Key foci for LWalks. <p><u>Foci B&A/PD</u></p> <ul style="list-style-type: none"> Worship/Assembly QA+ Golden Rules Quality of play at breaks and lunchtimes – feedback. Behaviour analysis report. <p><u>QofE:</u></p> <ul style="list-style-type: none"> Reading Book Scrutiny Reading Pupil Voice – inc at home reading Phonics LW – inc disad and KS2 catch up QLA due Y6 and Y1 	<p><u>Specific W3 items:</u></p> <ul style="list-style-type: none"> Fire Drill. Check New YR baseline is complete. Target setting all years. Teacher Perf Man set up – targets set <p><u>Meetings</u></p> <ul style="list-style-type: none"> DSL/Attendance review with officer: below? PA? Fines? Weekly grounds and shared areas walk and report. Nursery meeting – numbers. Parent events – open day. Behaviour calls home – high reds Data conference Y1 & Y6 <p><u>Foci B&A/PD</u></p> <ul style="list-style-type: none"> Worship/Assembly QA+ Golden Rules Quality of play at breaks and lunchtimes – feedback. <p><u>QofE:</u></p> <ul style="list-style-type: none"> Maths Book look in Maths. Standards, evidence of AFD 2 and justifying in maths. Pupil Voice – recorded on Perspective Year 1 – non GLD – how are they settling? Across all core. 	<p><u>Specific W4 items:</u></p> <p style="background-color: yellow;">Prepare agenda items, Partnership SLT: Tuesday 24 September 7:30am</p> <ul style="list-style-type: none"> HR caseload (Rob) <p><u>Meetings</u></p> <ul style="list-style-type: none"> DSL/Attendance review with officer: below%? PA%? Fines? Weekly grounds and shared areas walk and report. Nursery meeting – numbers. Behaviour calls home - high reds. Performance management targets for Perspective migrated to all accounts. HR Week 4 filed. <p><u>Foci B&A/PD</u></p> <ul style="list-style-type: none"> Worship/Assembly QA+ Golden Rules Quality of play at breaks and lunchtimes – feedback. <p><u>QofE:</u></p> <ul style="list-style-type: none"> Writing Book scrutiny Look at the exposition of the work against the LAT standards for Autumn Term across the domains of writing. 	<p><u>Specific W5 items:</u></p> <ul style="list-style-type: none"> School council – meeting Reception baseline data in. Report to understand outcomes and plan Salford Reading TestA <p><u>Meetings</u></p> <ul style="list-style-type: none"> Ensure governors attending the book scrutiny upload visit to GovHub. DSL/Attendance review with officer: below%? PA%? Fines? Weekly grounds and shared areas walk and report. Nursery meeting – numbers. Behaviour calls home for high reds. Data conference N and R. <p><u>Foci B&A/PD</u></p> <ul style="list-style-type: none"> Worship/Assembly QA+ Golden Rules Quality of play at breaks and lunchtimes – feedback. <p><u>QofE:</u></p> <ul style="list-style-type: none"> Maths – learning walks – pace? Oracy in action (Talk4Maths) Planning in maths MTC/Agility tests Dip sample books. 	<p><u>Specific W6 items:</u></p> <ul style="list-style-type: none"> Early Years focus week. All leaders to spend time analysing early assessment of the children. SEND focus week – interventions and effectiveness overviews. All years. <p><u>Meetings</u></p> <ul style="list-style-type: none"> DSL/Attendance review with officer: below%? PA%? Fines? Report Weekly grounds and shared areas walk and report. Nursery meeting – reflect on term. Meet with inclusion leads. Report prepared for Partnership Board – interventions and lowest 20% <p><u>Foci B&A/PD</u></p> <ul style="list-style-type: none"> Worship/Assembly QA+ Golden Rules Quality of play at breaks and lunchtimes – feedback. <p><u>QofE:</u></p> <ul style="list-style-type: none"> Art and Design 	<p><u>Specific W7 items:</u></p> <ul style="list-style-type: none"> Assessment Y3-Y5 Non-core ends. All non-core units to have assessments in books. Check foundation stage assessments with leads <p><u>Meetings</u></p> <ul style="list-style-type: none"> Upload information from Au1 to Gov Hub – report about curriculum DSL.Attendance review with officer: below%? PA%? Fines? Weekly grounds and shared areas walk and report. Nursery meeting – numbers. Behaviour calls home for high reds. <p><u>Foci B&A/PD</u></p> <p>Share behaviour insights to staff</p> <p><u>QofE:</u></p> <ul style="list-style-type: none"> Maths – adapting planning in the moment. Supporting those with deficits in maths Maths formative assessment driven? How are they using exit tickets to drive gaps in knowledge? 	<p><u>Specific W8 items:</u></p> <p style="background-color: yellow;">Prepare agenda items, Partnership SLT: Tuesday 22 October 7:30am</p> <ul style="list-style-type: none"> HR caseload (Rob) <ul style="list-style-type: none"> Re-cap teaching for Core. Reteach week elements from formative assessment. Pre-assessment week for next term's Non-core inc gaps in prior knowledge. Time will need to be allocated to allow teachers to meet as a team (extended PPA) to get ready for the INTENT INSET (5 November 2024) <p><u>QofE:</u></p> <ul style="list-style-type: none"> Writing Assessment Lowest 20% book look. Head's to decide on the names from the disadvantaged roll register print outs. Ensure that the Deep Dive feedback is delivered to staff. Check Inclusion Team planning for interventions for Term 2. Sign off EYFS areas for Term 2.

<p>Deputy Headteacher</p> <p>Senior Assistant Headteacher,</p> <p>Assistant Headteacher.</p> <p>Associate Assistant Headteacher</p>	<p><u>PPA focus:</u></p> <ul style="list-style-type: none"> No non-core taught – teachers to focus on prior knowledge and gaps. Coaching to support new teachers with pedagogy – share pedagogy toolkit Coaching for LI/SC grids EYFS planning Mental Agility 1 Test prep <p><u>Monitoring/QofE:</u></p> <ul style="list-style-type: none"> Disadvantaged book sample. Standards of presentation? PE learning walks PE Pupil Voice – how does the learning connect to previous years? (Schema) <p><u>ECT:</u></p> <ul style="list-style-type: none"> Core Pedagogy support All ECTs to complete baseline with their reflections of strengths and weaknesses. <p><u>Foci B&A/PD</u></p> <ul style="list-style-type: none"> Parent calls Attendance below 95% letters Trips, visits Clubs set up and ready. <ul style="list-style-type: none"> Year 6 testing all week Y1 PiXL interview all week N/R baseline 	<p><u>PPA focus:</u></p> <ul style="list-style-type: none"> Focus on wider-curriculum gaps. Prior knowledge and gaps. Coaching for LI/SC grids EYFS planning Check through non-core for exit ticket and feed forward <p><u>Monitoring/QofE:</u></p> <ul style="list-style-type: none"> Disadvantaged book sample. Standards of presentation? Pupil voice – recorded on Perspective. (Disad, SEND) Phonics Year 1 and 6 QLA due in <p><u>ECT:</u></p> <ul style="list-style-type: none"> Core Pedagogy support ECTs to update reflective log. How are they finding things? <p><u>Foci B&A/PD</u></p> <ul style="list-style-type: none"> Parent calls Attendance below 95% letters Trips, visits Clubs set up and ready. 	<p><u>PPA focus:</u></p> <ul style="list-style-type: none"> Coaching for LI/SC grids EYFS planning Check through non-core for exit ticket and feed forward <p><u>Monitoring/QofE:</u></p> <ul style="list-style-type: none"> Book looks – Maths – task design? Evidence of planning for oracy. Manipulatives supporting learning? Pupil voice – choosing children who did not meet ARE last academic year. Data Conferences for Y1 and Y6. Specific focus for Y1 on >GLD in Reception. Key marginals for Y6. Complete Horsforth Quadrant <p><u>ECT:</u></p> <ul style="list-style-type: none"> Core Pedagogy support ECTs to update reflective log. How are they finding things? ECT marking party – do they understand the marking policy? <p><u>Foci B&A/PD</u></p> <ul style="list-style-type: none"> Parent meetings – acceptable attendance contracts Clubs- QA of the provision. 	<p><u>PPA focus:</u></p> <ul style="list-style-type: none"> Coaching for LI/SC grids EYFS planning Check the use of exit tickets. Is it as per policy? Marking and NSL use. Is it leading to children reflecting on their learning? Mental Agility 2 test take place Check through non-core for exit ticket and feed forward <p><u>Monitoring/QofE:</u></p> <ul style="list-style-type: none"> Book looks – disadvantaged writing. Cross-check these books against History and Science. Are standards similar? If not why not? N/R baseline due in <p><u>ECT:</u></p> <ul style="list-style-type: none"> Core Pedagogy support ECTs to update reflective log. How are they finding things? ECT marking party – do they understand the marking policy? <p><u>Foci B&A/PD</u></p> <ul style="list-style-type: none"> Parent meetings – acceptable attendance contracts Clubs- QA of the provision. 	<p><u>PPA focus:</u></p> <ul style="list-style-type: none"> Coaching for LI/SC grids Getting ready for the SEND interventions analysis – do year leads know that they are in place? SENCo discussions – re: lowest 20%. EYFS planning Salford Reading TestA Data Conference R and N – complete Horsforth Quadrant for Prime Areas only Check through non-core for exit ticket and feed forward <p><u>Monitoring/QofE:</u></p> <ul style="list-style-type: none"> Book looks – disadvantaged maths. Checking for justification tasks. Set 3 (lower books) showing slowed down progression (If needed). Checking task design and specificity. <p><u>ECT:</u></p> <ul style="list-style-type: none"> Core Pedagogy support ECTs to update reflective log. How are they finding things? ECT conferencing for core and non core. <p><u>Foci B&A/PD</u></p> <ul style="list-style-type: none"> Parent meetings – acceptable attendance contracts Clubs- QA of the provision. 	<p><u>PPA focus:</u></p> <ul style="list-style-type: none"> Coaching for LI/SC grids Getting ready for Week 7 assessments – are they printed? What is assessment telling us? Formative? EYFS planning Mental Agility 3 test Check through non-core for exit ticket and feed forward <p><u>Monitoring/QofE:</u></p> <ul style="list-style-type: none"> Art learning walks Art Pupil Voice – how does the learning connect to previous years? (Schema) Can chn make connections to wider curriculum. Intended curriculum delivery – does it match? <p><u>ECT:</u></p> <ul style="list-style-type: none"> Core Pedagogy support ECTs to update reflective log. How are they finding things? ECT conferencing for core and non core. Supporting them with their focus group. Wk2 <p><u>Foci B&A/PD</u></p> <ul style="list-style-type: none"> Parent meetings for those entering behaviour contracts. 	<p><u>PPA focus:</u></p> <ul style="list-style-type: none"> Coaching for LI/SC grids Check the use of exit tickets. Is it as per policy? EYFS planning <p><u>Monitoring/QofE:</u></p> <ul style="list-style-type: none"> Assessment Y3-Y5 LI/SC planning in maths Scrutiny of MIRO This report needs to be compiled, based on Perspective feedback. <p><u>ECT:</u></p> <ul style="list-style-type: none"> Core Pedagogy support ECTs to update reflective log. How are they finding things? ECT conferencing for core and non core. Supporting them with their focus group. Wk2 <p><u>Foci B&A/PD</u></p> <ul style="list-style-type: none"> Parent meetings for those entering behaviour contracts. 	<p><u>PPA focus:</u></p> <ul style="list-style-type: none"> Check planning with teachers and leaders. Are they considering the individual needs of pupils? Are there massive gaps from books that could be plugged? All teachers to have completed the pre-assessment prior knowledge quizzes and to complete feedforward sheets Mental Agility 4 test <p><u>Monitoring/QofE:</u></p> <ul style="list-style-type: none"> Lowest 20% and SEND pupil check of books. Are the Inclusion Team focusing on the right next steps for Term 2? PDM/Staff meeting to discuss the Deep Dive. Teachers off track – Teacher improvement plan? QLA due in Y3-Y5 <p><u>ECT:</u></p> <ul style="list-style-type: none"> Core Pedagogy support ECTs to update reflective log. ECT conferencing for core and non core. Supporting them with their focus group. Wk2
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EYFS	<ul style="list-style-type: none"> Begin R baseline N1 and N2 NELI/BLAST assessments. R BLAST starts. Team Walk – displays and areas ready. Parent workshops – new to R. Target setting N and R. 	<ul style="list-style-type: none"> Meeting with SENCo – concerns from first few weeks settling in. (SENCo and SEND Lead Teacher) Writing and Reading standards check – look at MIROs and the activities planned. Parent and Carer welcome sessions – invite in. 	<ul style="list-style-type: none"> Early Maths – learning walk with SLT. Focus on number skill development and extension for those able to apply. How does this move forward between N and R. Phonics learning walk R Baseline complete – collate report. 	<ul style="list-style-type: none"> Writing focus – setting set up. Writing table and focus – engagement. Specific learning walk to see input. Links to core text? Language and vocabulary exploration? R Baseline- Report to DCP and SLT. % passed in diff areas. 	<ul style="list-style-type: none"> Early Maths – work in pupil books. Is this of a solid standard? Can we see the push for number skill and application? Does the ambition of maths match the learning areas? Can we see a golden thread of assessment and changes to the environment? 	<ul style="list-style-type: none"> Expressive arts and design focus. Focus: self-expression. Children choosing a range of materials to make/build. Check on the area for wider creative thinking – e.g. music to expand stimulation? Small world? 	<ul style="list-style-type: none"> N1 and N2 and R Assessments of BLAST. Phonics learning walk – including N and foundations for phonics and sharing stories. Role play areas – how do they lead to further exploration? Schema – writing? Creative? 	<ul style="list-style-type: none"> Report to SLT with curriculum overview. How successful has the term been? Referrals made externally to the appropriate services to provide additional support. Inc** where the schools have made requests to the LA for additional funding.
SENCo and Inclusion Teams	<ul style="list-style-type: none"> EHCs to be shared in folders with all teachers (inc set teachers). Overview of the EHC targets. SENCo observation of those new to settings – inc EHCs in EYFS. Handover of old IEPs to new teachers. Set up and review HLTA roles. Send out rotas for Inclusion Staff. 	<ul style="list-style-type: none"> Year 1 inclusion focus – review groupings and consider those who were below GLD. Referrals for those who are struggling post-transition (EYFS to Y1) Ensure that free-flow still available for bottom 20%. Set up of IEPs Set up of interventions. Graduated response due in (13 September) 	<ul style="list-style-type: none"> Bottom 20% list circulated to all staff. Foci for: <ul style="list-style-type: none"> Handwriting Spelling age (HAST) Reading (based on reading age Salford) SENCo drop-in PM TA training HLTAs for behaviour – report to Inclusion Team – regarding key children accessing R&R and support. 	<ul style="list-style-type: none"> Year R and N – settling in. Referrals external Report to DCP re: Statutory Assessment referrals. EP check in – list for the half term. SEND Lead teacher: checking in on Task D and E. 	<ul style="list-style-type: none"> Pupil observations – those recently referred and any EHCs of concern SEND parent forum. Check in on Lowest 20% /SEND reading records. Feedback. QA the inclusion staff rotas – including spot checks on interventions. 	<ul style="list-style-type: none"> Pre-key stage 1 standards – training for TAs. Checking the Pre-Key Stage 1 standards. Interventions for phonics – how well are these working? Staff training around SEMH graduated response. 	<ul style="list-style-type: none"> Prepare for the Inclusion Leads Training day (TBC) IEPs need to be reviewed for the first few weeks. Dip sample. Ensure that EHC targets are in operation in classrooms – what is the provision like? SEND Lead support with analysing Pre-Key Stage 1 assessments. 	<ul style="list-style-type: none"> Whole school provision map ready for interventions and support required for Term 2. Lowest 20% and SEND book look with SLT. Consistency of support, including task design and threading of the IEP/EHC targets. Ensure that classroom provision is ready for Term 2.
DSL	<ul style="list-style-type: none"> PPNs Action logs for CPOMS entries – ensure actions have been completed. Weekly review of concerns. New starters induction completed for those who did not attend INSET. 	<ul style="list-style-type: none"> PPNs Action logs for CPOMS entries – ensure actions have been completed. Weekly review of concerns. 	<ul style="list-style-type: none"> PPNs Action logs for CPOMS entries – ensure actions have been completed. Weekly review of concerns. 	<ul style="list-style-type: none"> PPNs Action logs for CPOMS entries – ensure actions have been completed. Weekly review of concerns. 	<ul style="list-style-type: none"> PPNs Action logs for CPOMS entries – ensure actions have been completed. Weekly review of concerns. 	<ul style="list-style-type: none"> PPNs Action logs for CPOMS entries – ensure actions have been completed. Weekly review of concerns. 	<ul style="list-style-type: none"> PPNs Action logs for CPOMS entries – ensure actions have been completed. Weekly review of concerns. 	<ul style="list-style-type: none"> PPNs Action logs for CPOMS entries – ensure actions have been completed. On-call for half term sorted.

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School Improvement TLR – Year Leads/Phase	<ul style="list-style-type: none"> Reading culture – ensuring all pupils are taking home a reading book/record and there is evidence of input. Attendance of year group. Practice makes Perfect: handwriting, transitioning around the building. Golden Rules Learning Environment checks – vocabulary ready for Term1? Prepare for mental agility 1 (Wk 2 9th Sept) Prepare team. Year/phase leads to check completion of the feed forward sheets and prior assessments 	<ul style="list-style-type: none"> Marking and NSL use. Supporting team members to deliver on expectations. Reading checks. Checking that the reading and writing spine are being delivered as direction. Golden rules. Behaviour analysis in Year Group.-actions? Mental Agility 1 test Year/phase leads to check in on exit ticket completion – how well are they completed? What are teachers using the feed forward sheets to amend in terms of plans? 	<ul style="list-style-type: none"> Checks of the maths provision – including the manipulative resources needed for each year group. Reading checks Homework – spelling and handwriting. Uptake? Incentives? Golden Rules assemblies Behaviour analysis in Year Group.-actions? Year/phase leads to check in on exit ticket completion – how well are they completed? What are teachers using the feed forward sheets to amend in terms of plans? 	<ul style="list-style-type: none"> Support SLT in book looks – disadvantaged writing focus. Feedback to relevant staff members. Feedback from pupils during Pupil Voice. Reading checks Golden Rules Assemblies Mental Agility 2 test EEF research maths – data req for different year groups. Year/phase leads to check in on exit ticket completion – how well are they completed? What are teachers using the feed forward sheets to amend in terms of plans? 	<ul style="list-style-type: none"> Salford Reading Test A Ensure that year team/phase is ready for the learning walks focused on improvements in Maths. Dip sampling books to check if Oracy in Maths and area for development are in action. We are targeting the oracy through task design – can you see this? Is there greater justification in books? MIRO check Maths Year/phase leads to check in on exit ticket completion 	<ul style="list-style-type: none"> All Year Leads/Phase Leads to support with EYFS dive. Upskill their learning in relation to developmental progression. SEND focus week! Ensure that budget is on track – liaise with SBM. Fundraising initiatives for the Year group. Bake sale? Non-uniform event? Cost of trips. (Ps. Each year needs to communicate to spread these out) Mental Agility 3 test Year/phase leads to check in on exit ticket completion 	<ul style="list-style-type: none"> Assessment week for Y3-Y5 Phonic screening R,1,2 Assessments completed for non-core and checked by Year Lead. Ensure these are reflected on by children. Maths planning checks – ensure that year groups are ready and PPA focuses on adapting planning based on formative assessment. 	<ul style="list-style-type: none"> Christmas preparation started – including photocopying of all this years’ carols. Learning environment checks – is vocabulary ready for Term 2? Are IEPs ready and completed by your team? Are all of the feed forward sheets completed for the non core – what are teachers telling you are significant knowledge gaps that need to be plugged?
Governors		Thurs 12 September Governor Subject knowledge session for Quality of Ed (at St Mary’s 6-7pm)	Maths governor – Book scrutiny. Focus on YR, Y2, Y4 and Y6. What do disadvantaged outcomes look like vs non disadvantaged?	Pay Committee reviews for 2023-24. Final decisions on incremental rises.	Tues 1 October Governor Subject knowledge session for Maths (at Bitterne 6-7pm)	Governor Walk with SLT. Focus: Climate, Ethos, Values.		Maths governor – lowest 20% from previous year. Leaders to show progress and discuss focus. UPS application deadline – committee to meet to finalise applicants.
School Business Manager	<ul style="list-style-type: none"> Email out to all budget holders – inc Year Leads. Totals left (financial year April-April) Check in with Nursery and numbers. Current? No on waiting list? If below – strategies for recruitment. Check that all current letters are on the website. 	<p>Fundraising – how are we maximising funding through:</p> <ul style="list-style-type: none"> - Discos - Events - Non uniform <p>Meet with SENCo – applications for EHCs? Additional SEND funding allocated?</p> <p>Parent letter- trips</p>	<p>Send the updated spreadsheet to DCP and Finance Committee ahead of next week’s monthly meeting.</p> <ul style="list-style-type: none"> - Spend vs cost centre? - % on track – conditional formatting. - Brief information as requested/require 	<p>Meeting with Chair of Gobs and EHT – on-track report for spend. Verbal only.</p>	<p>Follow up letter – trips – targeted to non-engagement families</p>	<p>Update to SLT on:</p> <ul style="list-style-type: none"> - Spending for stationery - Trips balance and issues in year groups. <p>(See Year Lead/Phase expectations for this week)</p>	<p>Send the updated spreadsheet to DCP and Finance Committee ahead of next week’s monthly meeting.</p> <ul style="list-style-type: none"> - Spend vs cost centre? - % on track – conditional formatting. - Brief information as requested/require 	<p>Meeting with Chair of Gobs and EHT – on-track report for spend. Verbal only.</p>