

# School Development Plan 2021-22

## Leadership and Management

**Leaders at all levels create a sustainable approach to ensure the right climate for learning**

To monitor and measure the impact of our curriculum

Phase leaders monitor the progress of year groups

To identify and address underachievement particularly those children who experienced barriers to engage in remote learning.

Subject leaders monitor across each year group: progress of children key skill progression coverage across the year

## Quality of Education

**We have an ambitious curriculum which is broad and balanced and fully inclusive ensuring the needs of all groups of learners are met.**

To upskill staff in the mastery approach and firmly embed it into teaching

Teachers plan highly effective lessons with progressive content that demands more of pupils enabling children to acquire age appropriate skills

To deepen teachers' knowledge and understanding of assessment to ensure consistency of pupil outcomes.

## Personal Development

**For children to build up a love of learning by being enthusiastic and inquisitive learners, having the opportunity to explore the world around them**

To continue to build on the 'No Outsiders' curriculum and revised PHSE curriculum to reflect British Values, SMSC, SLL and RSE

To continue to develop responsible, respectful active citizens who contribute to our school community

To support physical and mental health and well-being of pupils and staff

## Behaviour and Attitudes

**For children to develop the correct attitudes, values and behaviours to equip them for their futures**

To secure impeccable behaviour both in the classroom and outdoors

To develop the children's positive attitudes to learning using SLL as our main drivers

Align safeguarding policies, practices and procedures with Keeping Children Safe in Education 2021

Aims	Actions	Time	Cost	Impact
<p><b>Leaders at all levels create a sustainable approach to ensure the right climate for learning</b></p>	<ol style="list-style-type: none"> <li>1. Subject Leaders continue to monitor and measure the impact of COVID on our curriculum by closing gaps and identifying needs of staff for CPD.</li> <li>2. All staff continue to monitor technical accuracy and presentation across all areas of the curriculum.</li> <li>3. Subject leads to monitor medium term planning and SMART notebooks to ensure skills and knowledge progression.</li> <li>4. Subject leads to share action plan and later their end of year report with SLT and governors highlighting areas for development and how gaps have been closed.</li> <li>5. Governors identify areas of challenge and agree a focused agenda.</li> <li>6. Subject leads to begin to consider how to assess and monitor progress across foundation subjects. Spring to summer phase leaders discuss with teams</li> <li>7. Subject Leaders produce working displays which show progression across the year and across year groups (in the LRC)</li> <li>8. Staff develop their skills in supporting a range of SEN within the classroom through timely support and CPD.</li> <li>9. Assessment lead to meet termly with year group leads to identify next steps in identifying target groups</li> <li>10. <b>Assessment lead to monitor the closing of the gaps between identified groups</b> Year 3 – boys and girls</li> <li>11. Assessment lead to identify trends in the progress of children that did not attend school during Lockdowns as opposed to the children that did attend.</li> </ol>			<ol style="list-style-type: none"> <li>1. Precise professional development that encourages challenge and supports high quality teaching for all.</li> <li>2. Subject leaders monitor and evidence technical accuracy and progress from pupils' books/voice identifying and addressing any areas for improvement.</li> <li>3. Clear progression can be evidenced from beginning to end of topic.</li> <li>4. Leaders evidence monitoring activities and are confidently able to justify outcomes and impact on pupil progress and attainment.</li> <li>4. Phase Leaders provide regular reports to SLT covering impact, actions and progress.</li> <li>4 &amp; 5. Link Governors report progress against actions to the relevant committees. Governors challenge senior leaders to set ambitious targets to secure at least expected progress for all.</li> <li>6. Subject leads can measure outcomes for pupils for their subject (qualitative/quantitative)</li> <li>7. Subject leads to have a clear understanding of the progression of their subject across all year groups.</li> <li>8. A range of training sessions will ensure that classrooms will be inclusive to meet a variety of needs</li> <li>9 &amp; 10. Year group leads monitor target group across their year group. With a view to steadily closes gaps.</li> <li>11. Class teachers and phase leaders are aware of the impact of nonattendance during COVID lockdowns opposed to those attending school.</li> </ol>
<p><b>We have an ambitious curriculum which is broad and balanced and fully inclusive ensuring the needs of all groups of learners are met.</b></p>	<ol style="list-style-type: none"> <li>12. <b>To improve the pupils' technical accuracy so that more attain the higher / expected standard of writing at end of KS1</b></li> <li>13. Embed teachers' understanding of a maths mastery approach across the school (continue to display maths vocabulary and sentence stems)</li> <li>14. Teachers plan highly effective lessons with progressive content that demands more of pupils showing the progression of key skills and their application through medium term plans, supported by <b>comprehensive</b> SMART notebooks</li> <li>15. Teachers check pupils' understanding systematically and effectively in all lessons, offering clearly directed and timely support, (review marking policy) interventions identified from the children's needs</li> <li>16. Vulnerable groups and children with SEN are identified and targeted support is implemented</li> <li>17. Developing effective approaches to delivering services to vulnerable, learners and those learners who have statements of special educational need;</li> <li>18. Cross moderate writing to ensure consistency across year groups both in school and across the Trust, staff to moderate across year groups</li> <li>19. Children are identified for catch up / school led tutoring</li> <li>20. Develop re-drafting in KS1 to ensure a higher percentage of children are writing at greater depth across KS1 and KS2</li> <li>21. <b>Continue to reduce difference in attainment and progress between boys and girls in reading and writing in</b> Year 3</li> <li>22. All year groups to concentrate on the key words alongside the relevant spelling patterns. Discrete teaching sessions to continue to develop spelling and grammar across the school. Support spelling using word banks and redrafting in all areas of the curriculum.</li> <li>23. Continue to develop presentation in all subjects across all key stages through firmly embedding Letter Join and consistent high standards. <b>Pupils form their letters correctly and develop a good standard of handwriting</b></li> <li>24. To begin to teach children in Key Stage 2 to effectively engage with the 'I can' and begin to self-mark their work.</li> <li>25. To develop whole class reading in conjunction with the Reading Dogs to enhance guided/independent reading.</li> <li>26. To review the teaching of systematic phonics across the school in order to develop consistent high-quality teaching.</li> <li>27. To develop 'non-negotiables' of spelling key subject vocabulary across the school.</li> <li>28. To further enhance parental engagement to support children's learning e.g. newsletters, videos and school policy for calculation etc.</li> </ol>			<ol style="list-style-type: none"> <li>12. Technical accuracy has improved giving more children greater depth in writing across all areas of the curriculum.</li> <li>13. Children have access to a challenging curriculum in maths and use technically accurate vocabulary in maths during their explanations</li> <li>14. Medium term plans show progression of skills and knowledge and daily SMARTs are detailed with effective questions to ensure consistency for all</li> <li>15. Children receive effective and timely feedback impacting on progress and where necessary, interventions are put in place to ensure all children make expected progress.</li> <li>16. Majority pupils make at least expected progress across the year.</li> <li>17. Effective CPD sessions implemented to ensure all staff can resource and deliver high quality teaching.</li> <li>18. Moderation and assessment of writing ensures that children in all groups maintain progress across year groups and staff develop an awareness of expectations within in their year group to make accurate judgements. Target PP and low attainers (20%) to bridge the gap between the impact of Covid</li> <li>19. Children identified for catch up / school led tutoring are able to close gaps in their learning and make expected progress</li> <li>20. A higher percentage of children are writing at greater depth across the year groups.</li> <li>21. Expectations of pupils is consistent across all year groups ensuring children build upon skills and understand expectations</li> <li>22. Children will use key words, spelling patterns and grammar more accurately across the curriculum</li> <li>23. The high expectations agreed for presentation are non-negotiable and visible in pupils' work across all subjects.</li> <li>24. Teachers offer immediate feedback to enable the child to engage in their next steps and correct repeated mistakes. Pupils become more independent in being able to identify their mistakes and learn from them.</li> <li>25. Consistent whole school approach to whole class reading ensures all children experience high quality sessions in which teachers and peers model good reading skills in which children access a range of genre.</li> <li>26. A whole school approach ensuring consistency of the delivery of phonics.</li> <li>27. Staff will assess more consistently and have progressive use of subject vocabulary across each year stage. Staff will carry out interventions focusing on spelling rules etc will have a greater awareness of the interventions needed to close gaps and raise attainment.</li> <li>28. Parents and teachers working together to close gaps and celebrate children's achievements.</li> </ol>

<p><b>For children to build up a love of learning by being enthusiastic and inquisitive learners, having the opportunity to explore the world around them</b></p>	<p>29. To plan opportunities for children to explore the world around them in our local community and beyond</p> <p>30. To plan experiences for children that will introduce them to new opportunities to enable them to discover new interests and talents.</p> <p>31. To plan and embed effective discrete and consistent lessons from the RSE curriculum within PSHE</p> <p>32. To further enhance parental engagement in the meaning of SLL to highlight positive behaviour for learning (stickers / I cans)</p> <p>33. To give children the opportunity to share the work they are proud of with their parents alongside SLL certificates (keep consistent wording but please personalise reason).</p> <p>34. To build in time for children to reflect on their work across the curriculum and be proud of what they have achieved.</p> <p>35. To embed opportunities for children to share concerns/opportunities (worry box/special box/worry monster)</p> <p>36. To develop assemblies with a focus on wellbeing, current community and world events</p> <p>37. To continue to use the Calm App to support children's mental health and wellbeing</p> <p>38. To upskill staff and implement Calm Classroom techniques supported by the PSHE Lead.</p> <p>39. To reintroduce Peer Massage</p> <p>40. To use PE assessments and teacher assessments to identify group to access healthy lifestyle classes</p> <p>41. Continue to develop high quality lessons that extends pupils' knowledge of other faiths, cultures, Equality Act, British values, SMSC/SLL and 'No Outsiders' curriculum</p>			<p>29. Children have access to a current and relevant curriculum offering broad and rich experiences to enable them to become responsible citizens and contribute positively to their community.</p> <p>30. Children have opportunities to discover talents and build confidence in themselves to become resilient learners and look to the future.</p> <p>31. Children have access to high quality experiences that enable them to prepare for their future developing positive, respectful and fulfilling relationships.</p> <p>32,33,34 - Children choose the correct behaviour for learning enabling them to successfully access all aspects of the curriculum and share their successes with their parents.</p> <p>35. Children can identify trusted adults and have the confidence to share worries with them.</p> <p>36. Children will have an appropriate awareness of community and world events. Through assemblies, children will have access to empowering and uplifting experiences to enhance and enable well-being. They will be responsible and respectful citizens (evidenced through their impeccable behaviour towards the school life)</p> <p>37, 38, 39 - Children are calm and focussed, ready to learn</p> <p>40 All children have equal opportunities to lead a healthy active lifestyle.</p> <p>41 Pupils develop a deeper knowledge of other faiths and cultures. They demonstrate an ability to discuss similarities and differences between faiths and cultures with respect and tolerance. Pupils talk about the meaning of British values with reference to their own lives and the Equality Act 2010.</p>
<p><b>For children to develop the correct attitudes, values and behaviours to equip them for their futures</b></p>	<p>42 To create a positive and respectful culture where any type of abuse or discrimination is not tolerated. Safeguarding policies, practices and procedures align with Keeping Children Safe in Education 2021</p> <p>43 To continue to provide effective discrete and consistent lessons for E-safety, anti-bullying</p> <p>44 To raise awareness of the school's curriculum drivers and promote these to children and stakeholders</p> <p>45 <b>Provide catch up sessions for staff unable to attend training – Safeguarding for all staff</b></p> <p>46 To continue to use positive behaviour strategies that are in place to support impeccable positive behaviour</p> <p>47 To ensure children are fully committed to classroom promises and live them out.</p>			<p>42 Pupils feel safe and respected and if any issues do arise, staff deal with them immediately and effectively. Pupils understand and can explain how to keep themselves safe. They have a good understanding of different types of bullying and understand how it can be combated. Parents, pupils and staff are positive about both behaviour and safety. Staff are clear on policies and procedures and the changes to KCSIE 2021.</p> <p>43 Pupils are confident and safe in their use of IT in daily life and use their skills to support their learning in other areas of the curriculum.</p> <p>44 Parents are aware of the impact of SLL Curriculum driver statement through support materials (PSHE Lead)</p> <p>45 All staff are clear on the importance of safeguarding procedures and ensure that training is kept up to date.</p> <p>46 Pupils behave impeccably. Questionnaires for pupils and parents, results analysed and appropriate actions developed.</p> <p>47 Children are proud of their achievements and behaviour, expecting positive behaviour of each other. All staff are consistent in the school's policy and will challenge unacceptable behaviour.</p>