

SCHOOL DEVELOPMENT PLAN 2020-21

Autumn Term Update Spring Term Update Summer Term Update

PRIORITY 1: To develop an effective recovery curriculum to enable children to reintegrate into school successfully.

Specific actions	Success criteria	Timescale Start Review End	Lead	Actions / Monitoring	Resources / Costings	Evaluation of impact on pupil achievement
To focus on children's mental health related to the return to school following the extended period of absence (due to COVID) through PSHE, ELSA and worship.	<ul style="list-style-type: none"> • Children feel safe at school and understand the reasons for the adjustments to teaching and learning • Children re-establish good relationships with peers and staff • Children feel supported by staff and understand that they can raise any concerns with them at any time 	Sept Dec Ongoing as necessary	IM JE	<ul style="list-style-type: none"> • Protocols shared with children and parents • PSHE sessions to focus on impact of COVID • Planned opportunities for children to re-establish peer friendships • Weekly ELSA sessions timetabled for those children that need additional emotional support 	N/A	
To assess children's academic needs and bridge the learning gaps that have occurred as a result of COVID.	<ul style="list-style-type: none"> • Gaps in children's knowledge are addressed from the previous year whilst moving them forward with this year's curriculum 	Sept Autumn Half Term Dec Ongoing as necessary	IM	<ul style="list-style-type: none"> • Formative assessments of children by end of first week in key areas • Weekly intervention sessions for children identified through formative assessment • PUMA/PIRA/GAPS assessments completed termly and used to inform planning and intervention 	£700	

Notes:

PRIORITY 2: To deepen pupils' understanding of maths concepts through problem solving opportunities.

Specific actions	Success criteria	Timescale Start Review End	Lead	Actions / Monitoring	Resources / Costings	Evaluation of impact on pupil achievement
To introduce weekly reasoning sessions with extension activities for the most able learners in class.	<ul style="list-style-type: none"> Children demonstrate a greater understanding of key maths concepts. Children are more able to tackle reasoning-based maths questions. The most able are sufficiently challenged and engaged in their learning. 	Sept Dec July	IM	<ul style="list-style-type: none"> Reasoning activities researched and shared with staff Staff to plan a weekly reasoning session into their class-based timetable 'Drop in' observations and book trawls Staff meeting to share findings and assess impact 	Problem solving resources researched and collected for all age groups and abilities	
To introduce 'Mega Maths Masterminds' whole school problem solving weekly session.	<ul style="list-style-type: none"> Children have the opportunity to engage in practical problem-solving activities with both peer/teacher/parent support 	Autumn Term II Dec	IM	<ul style="list-style-type: none"> Weekly whole school session 'MMM' planned and implemented with parents invited to attend (dependent on COVID restrictions) 	Practical problem-solving resources created for all learners	
To use LBQ resources to deepen the understanding of pupils (KS2)	<ul style="list-style-type: none"> Children in KS2 to have used the LBQ resources during maths sessions and demonstrated a deeper understanding of a range of key maths concepts 	Sept Dec July	IM	<ul style="list-style-type: none"> Teaching staff in KS2 introduced to LBQ materials 	Sign up to free access of LBQ materials	
<i>Notes:</i>						

PRIORITY 3: To place a greater emphasis on reading across the school.

Specific actions	Success criteria	Timescale Start Review End	Lead	Actions / Monitoring	Resources / Costings	Evaluation of impact on pupil achievement
To create an engaging and ability matched reading spine that runs through the whole school.	<ul style="list-style-type: none"> Children have access to an engaging reading spine which enables them to develop a love of reading Children have the opportunity to read texts that are sufficiently stimulating and matched to their ability 	Sept Dec July	IM GB AP	<ul style="list-style-type: none"> Audit current reading spine and order additional books as necessary 	£500-£750	
To introduce 'Reading Rocks!' weekly session.	<ul style="list-style-type: none"> School/children/parents engaged in reading together and have a shared understanding of the value and impact of reading 	Autumn Term II Ongoing	IM	<ul style="list-style-type: none"> Weekly whole school 'Reading Rocks!' planned and implemented with parents invited to attend Storyteller booked (dependent on COVID restrictions) 	£250	

Notes:

PRIORITY 4: To ensure the teaching of phonics is effective and precise.

Specific actions	Success criteria	Timescale Start Review End	Lead	Actions / Monitoring	Resources / Costings	Evaluation of impact on pupil achievement
To ensure that the teaching of phonics is planned using a coherent sequence.	<ul style="list-style-type: none"> Children in the EYFS/KS1 are engaged in daily phonics sessions that are ability matched and planned as part of an ongoing 	Sept Termly July	IM AP	<ul style="list-style-type: none"> Clear timetabled structure for daily phonics introduced by class teacher Sequence of planning for each group produced and implemented for all children 	N/A	

	sequence of learning					
To use assessment to clear up any misconceptions and inform future learning.	<ul style="list-style-type: none"> Children's misconceptions are identified and dealt with in phonics sessions and as a result of data analysis 		IM Acorns staff	<ul style="list-style-type: none"> Staff involved in delivery of phonics teaching to closely monitor each child's progress and deal with misconceptions as they may occur Assessment data analysed by class/head teacher and used to guide teaching and learning 	N/A	
To ensure that children are provided with reading books that reinforce the letters and patterns that they are learning.	<ul style="list-style-type: none"> Children's books correspond directly to the phase/letters that they are learning about 		IM Acorns staff	<ul style="list-style-type: none"> Reading spine to be audited and sorted to ensure that children's reading books match the phonics learning they have been subject to 	N/A	
<i>Notes:</i>						

PRIORITY 5: To design and implement a broad and balanced curriculum that builds on the knowledge, understanding and skills of all children, and which considers the needs and interests of our pupils.

Specific actions	Success criteria	Timescale Start Review End	Lead	Actions / Monitoring	Resources / Costings	Evaluation of impact on pupil achievement
To audit the current curriculum looking for areas that meet the above priority and areas that need to be developed.	<ul style="list-style-type: none"> Whole school curriculum audited and areas of strength/areas to be developed agreed upon by teaching staff 	Spring Term July	IM AP GB	<ul style="list-style-type: none"> Teaching staff to review and audit the current whole school curriculum 	N/A	
To develop a two-year curriculum plan for KS1 and a four-year curriculum plan for KS2 that considers the knowledge and skills each learner should gain.	<ul style="list-style-type: none"> Two distinct curriculums that make the knowledge and skills explicit for both Key Stages designed and ready to be implemented 	Spring Term July	IM AP GB	<ul style="list-style-type: none"> Teaching staff to research school curriculums in similar settings and curriculum planning Teaching staff to consider and agree upon the knowledge and skills that each learner should be given within each subject area 	N/A	

To involve the wider school community in an aspect of curriculum design.	<ul style="list-style-type: none"> Children and parents involved in a particular aspect of the curriculum 	Summer Term	IM	<ul style="list-style-type: none"> Children and parents to be given a short list of potential learning options in one subject area, for example history, and asked what their preference would be. The most popular area would then be delivered. 	N/A	
<i>Notes:</i>						