

SCHOOL DEVELOPMENT PLAN

2021-22

Autumn Term Update Spring Term Update Summer Term Update

PRIORITY 1: DEVELOPING A CONTINUING COVID-19 RECOVERY CURRICULUM FOR LEARNING AND WELLBEING

- Continue to identify the gaps that children have following Covid-19 school attendance restrictions and continue an intervention curriculum to bridge the gaps and ensure children achieve their full potential.
- Ensure that a robust plan for supporting the Mental Health and Well Being of children and staff is in place – links to PSHE curriculum and behaviour policy
- Provide a broad and balanced curriculum with wider cultural opportunities

Specific actions	Success criteria	Timescale <small>Start / Review / End</small>	Lead	Actions / Monitoring	Resources & Costings	Evaluation of impact on pupil achievement
Carry out formal PIRA, PUMA and GaPS and Y1 Phonics assessments to give autumn term baseline with termly reviews	<ul style="list-style-type: none"> • Most children demonstrate progress through the assessment cycle • Children who are not making progress are identified and interventions put in place 	S 09/21 R 12/21 R 3/22 E 7/22	EM	Termly PIRA / PUMA / Gaps assessments and monitoring Aut Spring Summer Y1 Phonics assessments with Y1 and Y2 Termly teacher assessment for writing Federation Assessment of English 7.3.22	Rising Stars assessment package £1000	Progress seen during Autumn Term particularly in KS1. Variation in flexi schooling pupils' attainment identified.
Provide 1:1 and small group targeted support in response to identified gaps in learning (through formal and informal assessment)	<ul style="list-style-type: none"> • Children identified as having "gaps" are given opportunities to access 1:1 or small group targeted support • Pupils accessing support demonstrate progress in identified areas 	S 09/21 R 12/21 R 3/22 E 7/22	EM	Pupils identified and Intervention groups/activities set up within class structures. National Tutoring Programme - School Led Tutoring - process initiated.	Resources to be produced eg phonic rapid recovery	Pupils work in very small groups. Delay in additional interventions due to staff absence
Provide pastoral support through targeted interventions and "drop-in" provision with ELSA TA	<ul style="list-style-type: none"> • Pupils take up opportunities to access ELSA support (self-referred – drop-ins) • Children identified as needing ELSA support targeted through 	S 09/21 R 12/21 R 3/22 E 7/22	EM/ JE	4 sessions per week ELSA HLTA for the academic year	JE HLTA ELSA support 0.6 day x 38 weeks	Pupils feel supported and enabled to access learning HLTA support held in very high regard by pupils and parents.

	intervention programmes					
Relaunch Christian values for life linked to worship and behaviour policy. Provide support for emotional literacy and behaviour management.	<ul style="list-style-type: none"> Pupils and staff will have a strong mutual understanding of the behaviour system and ethos Pupils learn skills to manage their emotions/ behaviour; pupils feel supported in their mental health Staff are upskilled in positive behaviour management 	S 09/21 R 12/21 R 3/22 E 7/22	EM/NB	<p>Use of PSHE and Christian values to reinforce school behaviour and support emotional literacy and mental health.</p> <p>Introduce new worship cycle and resources. Communication Group to be launched</p> <p>Training in positive behaviour management for all pupil facing staff Vision and values made accessible to wider community through newsletters</p> <p>HT to undertake DMHL training 23.2.22</p>	Big Start assemblies cost Cost of materials Federation training provided by NB	Well organised week of worship events. Values launched and explored with pupils. Core value of 'Courage' reinforced regularly. 'Emotion coaching' training given staff additional tools to use to support .
Promote resilience, independence and leadership	<ul style="list-style-type: none"> Pupils develop independence, confidence, leadership skills, and a sense of collective responsibility 	S 09/21 R 12/21 R 3/22 E 7/22	KS/GB/EM	<p>Reintroduce events that develop leadership such as organising fundraisers, charity events. Reintroduce the school 'House' system and monitors for different areas of school life. Spiritual Ambassador day for selected Y4/5 Courageous Advocacy linked with Class topics (and debating club)</p>		Enjoyment of pupils eg organising Christmas fair, pricing, running stalls etc
Provide a broad and balanced curriculum with the development of wider cultural activities.	<ul style="list-style-type: none"> Pupils experience a balanced curriculum based on the National Curriculum, and enriched by wider cultural activities 		EM/KS	<p>Diwali dance workshop Autumn 21 Islam workshop Spring 22 (17.2.22) Islam Teacher CPD Feb 22</p>	£250 £270	Whole school Diwali theme enjoyed New RE curriculum ensures similar themes are covered at same times so can be whole school immersive theme
Create an effective system for assessing non core subjects	<ul style="list-style-type: none"> Teachers will have an effective but time efficient method of assessing foundation subjects. 	Autumn Term 2	EM/teaching staff	<p>Research existing proformas, discuss and adopt Autumn 2. still to be done (Time spent on developing schemes of work and steps of progression, and working with new staff on our assessment of core subjects plus Y2/6 statutory assessments.</p>	Time	
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PRIORITY 2: DEVELOPING CONSISTENCY IN THE QUALITY OF TEACHING AND RESOURCES USED IN ENGLISH

- to implement a new high quality Federation phonic teaching scheme and learning tracker throughout the school with resources for delivery by all skilled staff
- to develop a KS2 phonic intervention programme linked to the phonic scheme
- to level and order reading and Guided reading books to match phonic learning, reading ability and age appropriate content
- to audit handwriting and SPAG delivery, schemes of work and resources for effectiveness and continuity

Specific actions	Success criteria	Timescale <small>Start / Review / End</small>	Lead	Actions / Monitoring	Resources & Costings	Evaluation of impact on pupil achievement
Embed delivery of new Federation Phonics scheme	<ul style="list-style-type: none"> • Pupils will experience high quality teaching and use of age appropriate resources • All staff will feel confident delivering the phonic programme 	Sept 21 ongoing	AP/KS	<p>Delivery commencing Sept 21 Monitoring October/December 21</p> <p>Prompt training to take place for any new staff</p>	<p>Subscription to Twinkl</p> <p>Production of resources</p> <p>IT equipment</p> <p>USB storage</p>	
Implement new tracking system for phonics	<ul style="list-style-type: none"> • Gaps in knowledge will be rapidly identified and interventions introduced 	Sept 21 ongoing	AP/KS	<p>All KS1 pupils to be assessed by half term</p> <p>Training needed to use the system to maximum effect</p>	Subscription to Phonics Tracker	<p>Gaps easily identified.</p> <p>Tracking felt to be thorough.</p>
Develop KS2 phonic intervention programme	<ul style="list-style-type: none"> • Pupils will have access to rapid and vigorous intervention to close the gaps 	Begun by EM Summer 21, TBC by class staff Sept 21 ongoing	KS	<p>Class staff to embed new intervention programme and to make additional resources as needed.</p> <p>Twinkl intervention scheme rewritten to incorporate smaller steps</p>	Production of resources	Phonic programme engaging for pupils- much more of a raised profile/common language
Level and order reading books and Guided Reading books	<ul style="list-style-type: none"> • Pupils will have access to phonologically/age and reading ability appropriate books in class and for home • Staff will have a clear system for selecting suitable books for pupils and recording their progress. 	Begun Summer 21 Complete by Christmas	Class based staff/EM	<p>PD day Oct 22nd class staff to continue work on ordering books</p> <p>Staff to share their recording systems and evaluate their efficiency.</p> <p>KS1 CT worked with other Federation staff for advice</p> <p>More books purchased Jan 22 and matched with phonics scheme</p> <p>Group readers shared with other Federation school</p>	Purchase of additional books where necessary	Staff report EYFS/KS1 system working efficiently
Audit SPAG with a view to improving teaching and learning.	<ul style="list-style-type: none"> • 	S:Autumn 21	AP/KS/EM	<p>Audit of current systems in place.</p> <p>Analysis of GAPS. Professional practice to be researched and recommendations made</p>	Staff meeting time	

				Following assessment sweep Aut 21 adjustments made to teaching practice. Both KS1 and KS2 – weekly discrete lesson plus built into units		
Audit handwriting with a view to consistency	<ul style="list-style-type: none"> 	S: Spring 22	AP/KS/EM	Audit of current systems in place. Professional practice to be researched and recommendations made	Staff meeting time	Decision made about scheme – journey to cursive. Writing implements changed in KS2 greater emphasis on HW has led to improvements. (book scrutiny Jan 220
Audit guided reading systems and recording with a view to consistency	<ul style="list-style-type: none"> Robust systems will be in place to ensure access to appropriate texts and learning activities for pupils. 	S: Spring 22	AP/EM/GB	Audit of current systems in place. Professional practice to be researched and recommendations made	Staff meeting time	

PRIORITY 3: DEVELOPING SYSTEMS TO PROMOTE RECALL, REASONING AND FLUENCY IN MATHEMATICS AS WELL AS APPLICATION FOR ENJOYMENT

- to develop
- to develop systems that aid pupils' recall and build on prior knowledge
- to develop reasoning and fluency
- to promote and inspire enthusiasm for maths

Specific actions	Success criteria	Timescale Start Review End	Lead	Actions / Monitoring	Resources / Costings	Evaluation of impact on pupil achievement
To develop a robust teaching and learning strategy for whole KS maths	<ul style="list-style-type: none"> staff will find and implement effective materials and strategy for delivering maths across a whole key stage 	S: Sept 21 R: ongoing E: July 21	GB/KS	Different ways of delivering maths trialled Sept 21 eg whole class or separated Y3/4 and Y5/6 Different schemes/resources trialled Sept/Oct 21. KS1 CT keen to use Hamilton Trust resources Subscription to White Rose resources	Hamilton subscription Classroom secrets subscription £90	KS1 CT reports pupils benefiting from consistency of presentation / resources/ vocabulary used as second year in use.
Use of progression maps in class to aid recall and understanding. Teaching staff to add to central resources of maths areas	<ul style="list-style-type: none"> Staff will have a bank of resources to aid pupil recall 	S: Nov 21 R: March 22 E: July 22	EM	Maths displays to include progression maps Progression maps to be made available electronically. Central resource folders to be made on server.		

To research and share effective resources among staff which improve fluency and understanding	<ul style="list-style-type: none"> Pupils fluency and understanding will be developed 	S: Jan 22 R: March 22 E: July 22	EM	New resources from maths consultant Kate Burton 4.1.22 to include models and images -TT Rockstars subscription renewed. -Introduction of Flashback Four' from White Rose subscription - Maths CPD for subject lead 2.2.22	Maths consultant £210 IT equipment eg I pads TT Rockstars subscription £90	Enjoyment with times tables practice
To use opportunities for the application of knowledge to promote and inspire enjoyment in maths	<ul style="list-style-type: none"> Pupils will enjoy and demonstrate confidence and independence in the application of maths 	S: Jan 22 R: March 22 E: July 22	EM	Activities to be organised such as Maths days, charity events involving maths, maths trails around school, maths orienteering events etc NSPCC Number Day 4.2.22 Christmas fair – running stalls, pricing up items, working out costs & profits of items.	Material for resources, orienteering equipment £1200	Increased profile of and confidence in Maths. Maths as fun and purposeful

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PRIORITY 4: DEVELOPING A MIXED AGE ROLLING CURRICULUM WHICH EMBEDS CURRICULUM PROGRESSION

- to ensure progression of skills in our mixed age curriculum plans
- to monitor and evaluate the implementation of our curriculum in terms of progression

Specific actions	Success criteria	Timescale Start Review End	Lead	Actions / Monitoring	Resources / Costings	Evaluation of impact on pupil achievement
Curriculum leads to develop the monitoring and evaluating of curriculum planning and delivery	<ul style="list-style-type: none"> Subject leads will have a clear understanding of the effectiveness of teaching and planning of subjects 	S: Sept 21 E: July 22	All subject leads	All teaching staff with subject lead responsibility to collate curriculum planning – long and medium term – and evaluate the quality. Subject leads to evaluate implementation. Begun Autumn 21 Begun again Spring 22	HLTA time to cover teaching staff	Learning objectives more focused. Should have long term impact.
Teachers to familiarise themselves with steps of progress to ensure inclusion in schemes of work	<ul style="list-style-type: none"> Teaching staff will feel confident in planning for steps of progress 	S: Autumn 20 R: Autumn 21 R: March 22 E: July 22	Teacher s/ subject leads	All teaching staff with subject lead responsibility to support teaching staff implement steps of progress from progression maps into planning. Ongoing	Staff meeting time	

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