



# SCHOOL DEVELOPMENT PLAN

## 2022-23

Autumn Term Update   Spring Term Update   Summer Term Update

### QUALITY OF EDUCATION PRIORITIES

- Strand 1 To evaluate and develop a newly implemented two year rolling curriculum programme.
- Strand 2 Continual development of more effective teaching methods to ensure retention of the knowledge and skills contained in the curriculum.
- Strand 3 To raise aspiration and ensure pupils achieve the national average or above.

### Strand 1

#### To evaluate and develop a newly implemented two/four year rolling curriculum programme.

The priority for the next year/two years is on the development of the school's new curriculum and evaluation of its impact, in terms of children's achievement. This is to be developed across the subjects but with particular focus on 4 subjects this year (Science, RE, PSHE and PE), therefore we will:

Success Criteria	Actions	Timescale <small>Start / Review / End</small>	Lead	Monitoring	Resources & Costings	Evaluation of impact on pupil achievement
Develop a systematic approach to reviewing the current curriculum offer in subjects that: <ul style="list-style-type: none"> <li>• Ensure that subject progression is visible in day to day teaching.</li> <li>• Take account of feedback from staff regarding the current sequencing of knowledge and skills.</li> <li>• Provide for teachers' ongoing professional learning in order to develop subject expertise.               <ul style="list-style-type: none"> <li>• Observe the teaching of each subject across the school.</li> </ul> </li> <li>• Evaluate children's achievement in subjects in a meaningful but manageable way such as using qualitative assessment through scrutiny of books, discussions with children and low stakes assessment.</li> </ul>	Each subject lead to have time to review their subject and undertake an audit following curriculum structure changes. <ul style="list-style-type: none"> <li>- Planning review (to include coverage, language, progress of K &amp; S, opportunities to practice)</li> <li>- Implementation review (to include planning documents, observations, book looks, pupil talk)</li> <li>- Findings to be shared with staff through INSET, Governors, &amp; external reviewers as appropriate.</li> <li>- Following review subject leaders to adapt current curriculum offer and all associated documentation.</li> </ul>	Sept 2022	EM/KS subject leads			

## Strand 2

### Continual development of more effective teaching methods and strategies to ensure retention of the knowledge and skills contained in the curriculum.

The priority for the next year is on the development of more effective ways of teaching that enable children to learn more, remember more and retrieve more of the contents of the school's curriculum therefore we will:

Success criteria	Actions	Timescale <small>Start / Review / End</small>	Lead	Monitoring	Resources & Costings	Evaluation of impact on pupil achievement
<p>Ensure teachers incorporate and develop teaching methods and strategies into their day to day teaching that encourage children to undertake retrieval practice to consolidate and deepen their retention of the knowledge and skills contained in the school's curriculum.</p> <p>Ensure teachers demonstrate a growing awareness that the curriculum is built on children's retention of prior learning, beyond their own year group objectives and units.</p> <p>Encourage pupils to be aware of how they learn and how to use this information to best effect.</p>	<p>Staff will be given reflection time to evaluate the success of strategies and share good practice.</p> <p>Whole school models and images will be explored by subject leads</p> <p>Children will be informed of this piece of work and its purpose and pupils will be consulted about what they consider to be effective practice for them.</p> <p>Homework procedures will be tightened to allow parents to support children effectively at home.</p>	Ongoing	HT Subject leads		Staff meeting time	

## Strand 3

### To raise aspiration and ensure pupils achieve the national average or above

The priority is to ensure that classroom practices and additional learning support resources for children are deployed effectively to enable them to access the school's curriculum as fully as possible thus raising attainment, therefore we will:

Success criteria	Actions	Timescale <small>Start / Review / End</small>	Lead	Actions / Monitoring	Resources & Costings	Evaluation of impact on pupil achievement
- Refine and develop classroom routines, practices and approaches that enable all children to access the knowledge and skills contained in the curriculum.	<p>- CTs to implement systems to monitor and address progress more effectively.</p> <p>- CT to identify a more targeted profile of needs for individuals</p>		HT  JE			

<ul style="list-style-type: none"> <li>- Implement a more diagnostic approach to identify gaps in children’s learning matching relevant intervention to support these children with these needs.</li> <li>- Ensure sharper measures of success at the end of intervention programmes.</li> <li>- Evaluate the effectiveness of intervention periods.</li> <li>- Deploy staff according to the range of intervention needed.</li> <li>- Provide professional learning programmes for staff leading interventions as appropriate</li> <li>- Involve pupils in discussions and decisions about their progress and forward direction.</li> </ul>	<p>from assessment data which matches to intervention and a record of subsequent work. CT completes diagnosis and make recommendations for interventions.</p> <ul style="list-style-type: none"> <li>- HLTA oversees the organisation and management of intervention groups, the children and support staff. This to be shared with parents to further understand / offer support at home.</li> <li>- Development of evaluation at the end of intervention measuring the impact of work, including pupil voice.</li> <li>- CT to identify the lowest 20% readers in their classes &amp; implement measures to address.</li> <li>- CTs to conduct pupil progress meetings with pupils</li> <li>- Cross reference to - PPG expenditure document/Catch up document/ Closing the Gap document/ ELSA reports</li> </ul>		<p>CTs</p> <p>JE</p> <p>CTs HT to monitor HT</p>			
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**PERSONAL DEVELOPMENT**

- Strand 1 To raise pupil sense of belonging, ownership and responsibility
- Strand 2 To develop the concept of Community

**Strand 1 To raise pupil sense of belonging, ownership and responsibility**

The priority is to enable pupils to feel fully involved in shaping the school and their place within it, therefore we will:

Success criteria	Actions	Timescale <small>Start / Review / End</small>	Lead	Actions / Monitoring	Resources & Costings	Evaluation of impact on pupils
Develop opportunities for ‘pupil voice’ in all aspects of school life	HT to undertake increased pupil voice activities regarding –		HT			

Develop pupils' sense of responsibility, personal achievement and collective responsibility	safeguarding, curriculum and learning, school routines eg. playtimes, lunchtimes, clubs, worship, charity involvement, homework CTs to conduct pupil progress meetings with pupils (as above)  Responsibilities to be distributed and a monitor system developed to ensure the smooth running of systems, on a whole school, and class basis.		CTs  CTs			
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**Strand 2 To develop the concept of local and global community**

The priority is to expand the outlook of our pupils and foster a sense of wider belonging and responsibility, therefore we will:

Success criteria	Actions	Timescale <small>Start / Review / End</small>	Lead	Actions / Monitoring	Resources & Costings	Evaluation of impact on pupils
<p>Develop pupils' understanding of concerns/issues beyond their local level. (Link with SIAMs targets)</p> <p>Develop pupils' sense of community and encourage their involvement at a school, local, national, and global level with a theme of 'courageous advocacy.' (Link with SIAMs targets)</p>	<p>Assemblies and lessons (RE/PSHE) to educate/inspire/ and encourage pupils to reflect on events/concerns/issues and develop their life views and responses, including links with British Values</p> <p>Federation debating opportunities. For pupils to engage in and respond to events at a school, local, national, and global level. For pupils to take the initiative in organising and arranging these events.</p>		AHT CTS HT			

**BEHAVIOUR AND ATTITUDE**

- Strand 1 To refine our behaviour policy, linking with our school values.

**Strand 1 To refine our behaviour policy**

The priority is to further embed our school values within our behaviour policy and to refine our approach to behaviour management, therefore we will:

Success criteria	Actions	Timescale <small>Start / Review / End</small>	Lead	Actions / Monitoring	Resources & Costings	Evaluation of impact on pupils
Ensure all stakeholders including pupils are able to articulate how the school values impact on our expectations, and our behaviour management system.	More work to be undertaken on the restorative approach and how our school values are implemented and demonstrated in our school.	Relaunch Sept 22  Ongoing  Sept 22	HT All staff			
Ensure parents/carers are clear about processes and the role they play in supporting behaviour management.	Parents to be sign posted to the new behaviour policy					

## LEADERSHIP AND MANAGEMENT

- Strand 1 To provide ongoing learning, training and upskilling for staff to enhance the quality of provision and personal development
- Strand 2 To re-establish and grow community links
- Stand 3 To continue to monitor and address staff work load and improve wellbeing

## Strand 1 To provide ongoing learning, training and upskilling for staff to enhance the quality of provision and personal development

The priority is to ensure staff have access to current curriculum subject information and access to quality CPD and upskilling, therefore we will:

Success criteria	Actions	Timescale <small>Start / Review / End</small>	Lead	Actions / Monitoring	Resources & Costings	Evaluation of impact on pupils
Offer CPD grouped into whole school and personal. Whole school: <ul style="list-style-type: none"> <li>• CPD aligned to SDP priorities and with curriculum subject updates scheduled throughout the year</li> </ul> Bespoke CPD: <ul style="list-style-type: none"> <li>• ECT</li> <li>• Visits to observe outstanding practice</li> </ul> Ensure staff in receipt of CPD are able to articulate impact and value for money.	- -Any individual CPD is filtered back to relevant staff groups through further INSET - CPD offer linked to school budget to financially support where possible - Record of CPD ensures equal opportunities (pro-rata) for all - Staff have the opportunity to visit other schools and observe good practice. -All support staff have a line manager. Line manager understands their role and responsibility. Regular	Ongoing throughout the year; termly cycle of curriculum updates	AHT   AHT /HT  AHT	KS to arrange appropriate curriculum subject update CPD with cover. RH to record training on TEAMS. RH to monitor online training. EM to facilitate ECT/NPQ training and to coordinate CPD/inset timetable.	training costs	

Develop our CPD offer and Performance Monitoring for support staff	observations, feedback and meetings.					
<b>Strand 2 To re-establish and grow community links</b>						
The priority is to ensure that the school grows its partnerships with the community, therefore we will:						
Success criteria	Actions	Timescale <small>Start / Review / End</small>	Lead	Actions / Monitoring	Resources & Costings	Evaluation of impact on pupils
Ensure the school is outward looking and secures partnerships with professionals and parents in both the locality and beyond, resulting in a rich and relevant curriculum and developing the ethos of a community school.	<ul style="list-style-type: none"> <li>- The school will focus on</li> <li>- Re-establishing and growing past successful relationships and developing new ones.</li> <li>- Trips &amp; events</li> <li>- Links with parents, to include: <ul style="list-style-type: none"> <li>- parent/toddler group.</li> <li>- PTA/fund raising committee</li> <li>- Curriculum events</li> <li>- Website detail and information</li> <li>- Volunteering opportunities</li> <li>- Open events eg assemblies</li> <li>- Aspiration events</li> </ul> </li> </ul>	<p>Ongoing throughout the year.</p> <p>Termly timetable of events planned by EM</p>	HT			
<b>Strand 3 To continue to monitor and address staff work load and improve wellbeing</b>						
The priority is that we will seek ways to support staff in managing and reducing workload and work related stress, therefore we will:						
Success criteria	Actions	Timescale <small>Start / Review / End</small>	Lead	Actions / Monitoring	Resources & Costings	Evaluation of impact on pupils
<p>Ensure that staff feel able to manage the multiple responsibilities involved in working in a small school, with multiple year groups in a class.</p> <p>Ensure staff are encouraged to be ambitious, driven and innovative whilst leaders are conscious of pace and find ways to enable staff to find a work/home life balance.</p>	<ul style="list-style-type: none"> <li>- Monitoring and other schedules to be shared with staff in advance to enable effective time management</li> <li>- Code of conduct in place regarding the working day / week</li> <li>- Leadership time for all relevant staff</li> <li>- Workforce Helpline</li> <li>- CPD &amp; INSET on developing skills in work management</li> </ul>		HT AHT CK (ELSA) HD (Wellbeing Champion)	<p>KS and EM to structure new curriculum and support curriculum leads in completing associated documents.</p> <p>EM and staff to assess appropriate quality resources to purchase to minimise teacher planning workload</p>		

Provide an open and supportive environment for staff to speak freely and work collaboratively to address concerns and issues.	<ul style="list-style-type: none"> <li>- Development of role of staff well being champion</li> <li>- Staff communication meetings and surveys to feed into change</li> <li>- Purchase of resources to support the curriculum and teacher planning</li> <li>- Utilising support from staff across the schools/Federation</li> </ul>					
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**QUALITY OF EARLY YEARS EDUCATION**  
 Strand 1 The development of an ambitious Early Years curriculum to ensure our children get the very best start.

**Strand 4**  
**The development of an ambitious Early Years curriculum to ensure our children get the very best start**  
 The priority is to ensure that the updated EYFS curriculum is developed and embedded in a creative and innovative way, which complements the whole school curriculum and ethos and provides the firm foundations upon which we can build, therefore we will:

Success criteria	Actions	Timescale <small>Start / Review / End</small>	Lead	Actions / Monitoring	Resources & Costings	Evaluation of impact on pupils
<ul style="list-style-type: none"> <li>• Plan a broad sequenced EYFS curriculum which embeds knowledge through varied, exciting and ambitious activities and opportunities</li> <li>• Enable all staff to develop an understanding of the curricular goals and know what this looks like for each pupil’s particular curriculum progression journey.</li> <li>• Ensure all plans support the early years’ curricular goals and draft progression journeys. This will include the statutory requirements.</li> <li>• Develop the EYFS curriculum alongside (but not mirroring) KS1 so that trips and WOW events can be completed together.</li> </ul>	<p>Curriculum to be planned but also reactive to pupils needs and interests.</p> <p>Curriculum not to be fixed so to develop with needs of cohort.</p>		KS/AP RCW LH			

<ul style="list-style-type: none"> <li>• Provide a variety of areas of learning available to the children which are loosely linked to the curriculum theme/plan/learning.</li> <li>• Focus on back and forth interactions to develop speaking and listening skills. To continue to gain an understanding and put this into practice where adaptations are required of how the new EYFS reforms (2021) change the curriculum, planning, environment, assessment, and transitions.</li> <li>• Develop Twinkl SSP Phonics in EYFS to give pupils a high quality start in reading which is continued throughout the school.</li> <li>• Train EY staff to become skilful in the delivery and use of 'Helicopter writing' to develop pupils' speaking, writing and performance (confidence) skills.</li> <li>• Introduce and embed a new assessment system, with a focus on reducing time spent on recording.</li> </ul>	<p>Implementation of Talk Boost</p> <p>Staff training and monitoring to ensure that phonics is consistent throughout school.</p> <p>Staff to engage in visits to partner schools to see in practice.</p> <p>Use of Seesaw, floor books and recording only 'Wow' moments in personal journeys Use of Pic collage to record group activities.</p>					
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**EXAMPLES OF CURRICULUM ENHANCEMENTS 2022-23**

<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>