



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 Y1 Phonics assessments with Y1 and Y2 Termly teacher assessment for writing	Rising Stars assessment package £1000	
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.	Resources to be produced eg phonic rapid recovery	
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/ SL	2 days per week ELSA HLTA for the academic year (Covid catch-up funding)	SL HLTA ELSA support 0.4 days x 38 weeks	

	intervention programmes					
Provide support for emotional literacy and behaviour management through a relaunch of the school behaviour system and values	<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	<p>Relaunch of behaviour management system 1st Sept</p> <p>Use of PSHE and Christian values to reinforce school behaviour.</p> <p>Research appropriate resources to further support mental health</p> <p>Training in positive behaviour management for all pupil facing staff</p>	EM to produce resources and training materials. Training for all pupil facing staff by EM Cost of resource TBC Federation training provided by NB	
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	EM/TH	Reintroduce events that develop leadership such as organising charity events. Reintroduce the school 'House' system and monitors for different areas of school life.		
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	Diwali dance workshop Autumn 21 Islam workshop Spring 22	£250 £270	
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	Research existing proformas, discuss and adopt Autumn 2.		

Notes:

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	NA/EM	<p>Delivery commencing Sept 21 Monitoring October/December 21</p> <p>Prompt training to take place for any new staff</p>	Subscription to Twinkl Production of resources IT equipment USB storage	
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	NA/KS/KC	All KS1 pupils to be assessed by half term	Subscription to Phonics Tracker	
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/KC/TH/EM	Class staff to embed new intervention programme and to make additional resources as needed.	Production of resources	
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>	Purchase of additional books where necessary	
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	NA/TH	<p>Audit of current systems in place.</p> <p>Professional practice to be researched and recommendations made</p>	Staff meeting time	
Audit SPAG and handwriting with a view to consistency	<ul style="list-style-type: none"> 	S: Spring 22	TH/EM	<p>Audit of current systems in place.</p> <p>Professional practice to be researched and recommendations made</p>	Staff meeting time	

Notes:

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

- 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
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	<p>Maths displays to include progression maps</p> <p>Progression maps to be made available electronically.</p> <p>Central resource folders to be made on server.</p>		
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		IT equipment eg Ipads	
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	<p>Activities to be organised such as Maths days, charity events involving maths, maths trails around school, maths orienteering events etc</p>	Material for resources, orienteering equipment	

Notes:

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.	HLTA time to cover teaching staff	
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 	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.	Staff meeting time	

	planning for steps of progress					
<i>Notes:</i>						