



St Keverne School Development Plan 2020/21				
Outcome: What we are trying to achieve?	Actions: How? What will happen to achieve the outcome?	When? Who?	Resources? Cost?	Success Criteria/Evaluation What will we see when we have achieved the outcome?
<p>Quality of Education Pupils make good progress in all curriculum areas.</p> <p>‘leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life.’</p>	<ul style="list-style-type: none"> Use catch-up premium effectively for the 2020 to 2021 academic year to ensure that all pupils make up for lost teaching time. Additional HLTA 3xam/week in Ks2 The Autumn curriculum will then be informed on assessments of barriers to learning carried out in early September. Gaps will then be addressed in knowledge & skills in order to ensure accelerated progress academically, socially & emotionally. Remote education will also be continued using ‘Google Classroom’ as a platform and teachers will consider how this might be used as they plan each week. Building towards a broad curriculum as much as possible. Targeted curriculum where necessary. Focus on core skills across the 	<p>Staff</p> <p>Autumn 1</p>	<p>£80/child/year</p> <p>1 x staff meeting</p>	<p>Pupils will begin to catch up this will be evident in Autumn Term assessments Pupil engagement will be high</p> <p>Teachers will feel confident in using Google Classroom as a home-learning platform</p> <p>Pupil conferencing will demonstrate that pupil’s subject knowledge is secure</p> <p>Marking will be on going and progress will be evident in books</p> <p>English & Maths 67%</p>



	<p>curriculum and key points in foundation subjects.</p> <ul style="list-style-type: none">● Marking and feedback will be given on extended pieces of work which have been created on a laptop. Visualizers will potentially be used as another option to mark & give feedback collectively.● A variety of resources are used to teach writing. The teaching sequence will be explicit. The 'Talk for Writing' approach will be used across both key-stages● Marking and feedback will impact learning● Develop the role of English middle leader to support, challenge & hold to account● Develop the role of maths middle leader to support, challenge & hold to account● Mastery maths in Ks1 will be in line with the provision (TLA) as in Ks2● Both Long term & Medium term planning will be focused		Maths Hub CPD	<p>The curriculum will have a clear intent, implementation & impact which staff will be able to verbalise. Pupils will be talk with confidence about their learning in all subjects. The curriculum will be 'broad & balanced'.</p> <p>Skills will be progressive within each subject. This will be mapped using the 'progression of skills' grid for each subject.</p>
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	<p>on foundation subjects with detailed knowledge organisers which highlight skills and knowledge taught. Medium term planning will be progressive and build upon pre-existing skills. Knowledge organisers will clearly demonstrate the SEQUENCE of learning – COMPONENT parts building to the COMPOSITE (product of the learning – essay; performance; debate; book-3 points of contact beg, middle & end of unit –learning sequence. They will indicate PRIOR LEARNING and new VOCAB question approach.</p> <ul style="list-style-type: none">● Google classroom set up and used to support learning e.g. homework, class assemblies & ready to roll when needed for home learning● Early reading & phonics will be explicitly & robustly taught	DH Sept 2020	RWI CPD Oct 2020 RWI reading books £2000	GLD will be increased from 2019 50% Phonics scores 50%
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<ul style="list-style-type: none"> ● EYFS-To increase the number of pupils with GLD 	<p>using RWI as a synthetic phonics scheme</p> <ul style="list-style-type: none"> ● Daily reading intervention & RAG system for home reading ● Use baseline assessment to inform curriculum planning in EYFS alongside EYFS skills planning ● Find more opportunities to promote pupils engagement with writing & maths in continuous provision ● Develop the outdoor space and provision 			
<p><u>Leadership & Management</u> will be good or better</p>	<ul style="list-style-type: none"> ● Strengthen leadership on all levels within school (whole new team) i.e. senior leadership (LGB) & middle leadership ● Actions will be linked to Performance Management ● Monitoring will be effective & accelerate school improvement ● LGB with subject responsibility will hold virtual meetings with SL 	<p>Senior Leadership/Middle leadership & LGB</p>	<p>Sept 2020</p>	<p>Leadership on all levels is good-School leaders have implemented a robust system of monitoring linked to action plans LGB with subject responsibility will be informed & have a good understanding of actions & next steps Outcomes will inform school improvement & impact on standards</p>



<p>Personal Development Children, with support from the school and their families, play an active role in leading healthy, safe and independent lives. Return from the lockdown will be managed effectively.</p>	<ul style="list-style-type: none"> ● Curriculum emphasis in the first 2 weeks to be mental well-being. Enjoyable activities based on engagement and building relationships. Social stories and emotional coaching for children in school with new routines, rules, PPE etc ● Active PE lessons will be planned in addition to weekly PE session. PSHE programme (Lifewise) will be planned weekly and used as a discussion point to enable pupils to verbalise any anxieties or concerns they might be experiencing or have experienced. ● Wellbeing is embedded into school culture-re-establish 'wake & shake' & 'mile a day' ● Supervision in EYFS extends throughout the school (induction of LTS) 	<p>All staff</p>	<p>Sept 2020</p> <p>TA to support/mentor new LTS LTS training-Parc Eglos</p>	<p>Pupils will settle back in to school seamlessly & understand the new protocols within their bubble around hygiene, social distancing & not sharing etc</p>
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<p>Behaviour for learning in lessons is good if not better</p>	<p>children and parents on personal safety in areas of drugs and internet safety In addition;</p> <ul style="list-style-type: none">● Behaviour Support Plans (BSPs) are used and understood by all staff consistently and effectively and are regularly updated● Single Central Record has become more of a working document and includes a record of all CPD and training relating to the safeguarding of children● Behaviour is managed effectively at unstructured times and supported through the school's Values for Life.● Safeguarding Audit action points are addressed and reported to governors- safeguarding audit will take place termly● Behaviour is managed consistently well.● The impact of a comprehensive 'Positive Behaviour Policy' and a whole			<p>There will be improvements in behaviour over time for individuals or groups with particular behavioural needs.</p> <p>An atmosphere of calmness, responsibility, understanding and</p>
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	<p>school behaviour system ensures consistent approaches to rewards and sanctions</p> <ul style="list-style-type: none">● The impact of the school's values is readily apparent in pupil's good spiritual, moral, social and cultural development.● Outdoor areas & playgrounds are continually improved to support pupils in making correct choices whilst outside.● Provide training for lunchtime staff & a successful induction to deal more effectively with pupils behaviour● Parents, staff and pupils are positive about both behaviour and safety.● Pupils are aware how good attitudes and behaviour contribute to school life, adult life and work.● Pupils have a good awareness of different forms of bullying. There are few instances of bullying and these are dealt with effectively by the school.			<p>tolerance will permeate the school.</p> <p>Pupils' behaviour outside lessons is almost always impeccable their pride in the school is shown by their excellent conduct and manners.</p>
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