

Grow, Learn, Believe, Achieve



School Development Plan 2016-17

Priority 1:

To accelerate progress and raise attainment for all learners (including PP and SEND)

Success criteria:

- End of KS1 data to show an improvement across the year group, particularly in writing, improving the overall % who achieve the expected standard for RWM to be (Andrew to insert %)...from 56% in 2016
- End of EYFS data to show an improvement on the 67% achieved for a GLD in 2016 – with an emphasis on improving writing
- End of Year 1 data to show an improvement across the year group in the % achieving YEE, particularly in writing.
- Assessment systems across the school are developed and improved to support this and ensure progress is made throughout the year

Objective	Action	Who?	Evidence	Expected outcomes	Time/date	Cost	Monitoring		
1.1 To develop assessment strategies across the school	Train staff to use pupil asset formatively and summatively	A.Morgan/trainer for PA	See priority 4.	Improved outcomes for learners due to greater staff knowledge of children's next steps.	End of October 2016	1 x staff dev meet (1.5hrs)	Aut	Spr	Sum
	Devise efficient and manageable way of achieving this (ipads during lessons?).	Whole staff consultation	Teaching and Learning policy/guidelines for staff.	See above	In full use by end of Summer term 2017	1x staff dev meeting (1.5hrs)			
	Order summative assessment to back up teacher assessment summative judgements (PiRA, PUMA)	A.Stear	Excel trackers completed showing depth of learning.	See priority 2	September 2016	£512 reading £512 maths per year (also referenced in priority 2)			
	Develop a bank of effective questions teachers can use to assess learning (in planning also) Review and embed Bloom's Taxonomy and higher order questions		Questions to be incorporated into planning – work audit.	Children's learning extended due to depth of questions asked and opportunities to reflect upon their learning.	Staff Dev meeting Oct 2016, to be reviewed each term	1 x staff dev (1.5hrs)			

1.2 Improve Parental Engagement with the school	HT to meet with class parent reps – regularly	A.Stear	Notes of meetings kept in HT notepad.	Improved communication and engagement from parents in school life = better outcomes	Once per half term	1 hr per half term	Aut	Spr	Sum
	Regular reminders in newsletters about ways parents can share their views/suggestions. Parent forum and suggestion box to be introduced	R.Kay/A.Stear A.Stear/H.Szczepanski	Newsletters published on school website Correspondence kept and actions logged as appropriate	Parent voice is heard and responded to when appropriate, involving them more in their child's learning.	Every 2 or 3 newsletters October 2016				
	Workshops to skill parents to be able to support their children's learning to be provided by teachers/SL's – afternoon and evening options where possible	Jo F	Powerpoints of parent workshops to be shared on Parent Learning Zone on website. Register of attendance.	Improved outcomes for pupils Parents able to have a positive impact on their child's progress and attainment leading to improved outcomes.	First workshops planned for Spring term 2017.	Approx 3 x 1 hr after school workshops			
	Individual support to be offered for parents (targeted and tailored to specific needs – SEND, EAL, PP) Improve digital communications – use of eschool package – text messaging, online booking system for p.evenings, learning	Jo.F A.Stear/K.Morris	Feedback from parents kept.	Hard to reach parents better equipped to support their children.	Ongoing and regular. September 2016	Cost already attributed and budgeted as			

	links on website.					part of website subs			
1.3 To develop more robust school systems for assessment and monitoring	Review and implement monitoring schedule including focused pupil progress meetings once per term. Staff to use Pupil Asset formatively to monitor their classes progress and respond appropriately.	SLT	Pupil progress and monitoring notes kept.	Monitoring helps to develop Teaching and Learning in the school. Pupil progress notes ensure accelerated progress and early intervention for specific groups of children.	30 th November (first meetings) Once per term. October 2016 – staff to set up reading groups to be formatively assessed. By Summer 2017, the hope is for RWM to be tracked in same way	3 x staff dev meetings @ 1.5hrs each	Aut	Spr	Sum
1.4 <u>To raise the percentage of Year 2 children achieving the expected standard in writing to at least 70%</u>	Handwriting – agree on a Milford approach (or scheme of work), decide when to be taught, how often. Adaptation of Y1 planning – earlier progression to all children completing a writing task during ‘English lesson’ – whilst still allowing R – 1 transition. Expectations – agreed standards and expectations of children to be devised with Milford staff and children.	A.Morgan L.Heslop/E.Ward/ C.Stirton H.Szczepanski/ All staff through SDM	Planning. Book/work audit. Planning. Lesson observations and notes taken. Staff Development meeting minutes. Key Ingredients displayed in each classroom	Improved consistency across school – removing a barrier for some pupils. Accelerated progress for Y1 pupils Key ingredients become embedded as part of lesson structures. Children reflect on their learning and	Start of November 2016 – to be revisited each half term September 2016 November 2016 – updated key ingredients in classrooms	£495 Staff dev meet 1.5hrs	Aut	Spr	Sum

	Weekly 'shackle free' creative writing lesson in Y1 and 2 – enrichment and enjoyment of writing.	A.Morgan	Creative writing evidence folders Evidence in books – work audit Newsletters – evidence of children's writing	identify own next steps More learners become enthused about writing and do some outside of school.	January 2017	Staff development meeting 1.5hrs to introduce			
<u>1.5 Improve and embed teaching and learning strategies across the curriculum</u>	Develop the school curriculum to allow for more creativity – curriculum co-ordinator Ensure staff have high quality resources to enhance children's learning. Revisit growth mindset approach and further embed in classroom practice across the school. Effective feedback and specific targets – shared with children, parents and staff (toolboxes? Criteria in books) Use of pre-teaching to accelerate learning... Set up Milford Tv	A.Stear + subject leaders A.Morgan (Eng/Maths co-ord) A.Stear	Long term overview of school inc.topics Assessment criteria/key skills toolboxes in front of books Targets ticked and signed by teachers Website/newsletter Videos/ppts/resources on website	Balanced curriculum Ensures progression through topics across year groups. Improved progress for learners. Teachers, parents, learners aware of their progress and next steps. Parents/ learners able to be prepared for upcoming learning (methods etc)} = more progress	Review over course of this academic year for launch Sept 2017 Ongoing By end of March 2017 By January 2017 – to be built upon over the year	Possible scheme of work. Secondary Science teachers to help plan MTP/LTP for Science? Rodborough – cost unknown .5 day research time 1 x part of a staff dev meet (0.5 hrs) 1.5hr staff dev meet	Aut	Spr	Sum

Priority 2: To review and develop assessment systems throughout the school
Success criteria: Early intervention leads to increased progress for identified group and specific learners Staff use Pupil Asset competently; adapt planning and intervention when and where necessary to ensure good progress for all learners

Objective	Action	Who?	Evidence	Expected outcomes	Time/date	Cost	Monitoring		
2.1 Embed the use of Pupil Asset in assessment cycle	Formative assessment using PA – agree best way of gathering evidence and manageable ways of making it work in the classroom.	A.Morgan	Lesson observations and pupil asset data. Diary dates.	Ongoing assessment will become part of daily practice, leading to more in depth knowledge of children’s learning.	12 th October 16	Part of staff dev meeting 0.5 hrs	Aut	Spr	Sum
	Look at expected progress for summative data and set collection dates.	A.Stear/ A.Morgan	Pupil Progress meeting actions and reviews	Learners not making progress will be quickly identified and provision will be implemented.	End of Oct 16	SLT meeting - 0.5 hrs			
	Order standardised maths and reading assessments for Y1 and 2 to back up teacher judgements. Assessments carried out 3 times per year and compared to teacher judgements.	A.Stear	Pupil progress objectives in staff appraisals, linked to SDP	More robust data standardised nationally.	Sept 16	Reading - £512 Maths - £512			
2.2 Further develop assessment systems within the school	Review and update Assessment policy	A.Morgan			12 th October 16	Staff dev meeting – 1.5 hrs.	Aut	Spr	Sum
	Year groups to make early predictions for their classes to enable early intervention	All staff supported by A.Stear/ A.Morgan	Agreed predictions for each class to be kept in HT’s office in Assessment file.	Children targeted and supported to make increased progress	14 th Oct 16				
	Review and update toolbox for learners (‘Key ingredients’)	H.Szczepanski	Staff Development meeting minutes	Further embedded learning skills –	End of Oct 16				

Objective	Action	Who?	Evidence	Expected outcomes	Time/date	Cost	Monitoring		
	<p>Create portfolio of exemplification materials for assessment bands to be used during moderation sessions.</p> <p>Schedule Milford moderation of writing and maths across whole school with different year groups working together to moderate judgements.</p> <p>EYFS – further develop assessment statements to fit the needs of our children (e.g. more detail 30-50 writing)</p> <p>Schedule EY moderation within school to be overseen by HT/DHT <i>March 2017</i></p>	<p>Confederation and all staff</p> <p>A.Morgan</p> <p>H.Szczepanski and EY team/ A.Stear</p>	<p>Updated Key Ingredients to be displayed in each classroom.</p> <p>Confederation portfolio and Milford portfolio of exemplification judgements for writing and mathematics</p> <p>Milford portfolio of evidence for different judgement ranges and agreed judgement sheets signed by staff.</p> <p>Revised Development assessment statements, with particular focus on 30-50 months writing. Agreed standards/evidence required for statements (e.g. knows names and sounds of the alphabet – how many?)</p>	<p>metacognitive thinking – increased progress.</p> <p>More accurate on-entry/baseline information leading to more secure progress judgements and more standardised assessment of children.</p>	<p>By Summer term 17</p>	<p>1.5hrs H.S. – 1hr SL time</p> <p>2 x half day whole school Confederation Inset</p> <p>3 x Staff dev meetings @ 1.5hrs</p> <p>1.5 days supply cover</p>			
2.3 Review and relaunch Afl	<p>Review and update feedback and marking policy – does it meet our needs? Professional reading – effective feedback (Sutton Trust, Wroxham Primary)</p> <p>Agree what effective feedback and marking looks like in the classroom – draw up guidelines for staff</p>	A.Morgan	<p>Book and planning audit write ups.</p> <p>Guidelines for staff included in planning folder Staff Meeting minutes</p>	Learners are clear about their achievements and their next steps		Staff development meetings/Inset days. Visits to other schools to learn from what they are doing – poss 1 days supply cover.	Aut	Spr	Sum

<p>Priority 3: To develop leadership at all levels to ensure positive outcomes for the children (Grow, Learn, Believe, Achieve)</p>
<p>Success criteria: Improved behaviour (general and for learning) More rapid progress for all groups of pupils. A more effective and enriched curriculum</p>

Objective	Action	Evidence	Outcome	Time/date	Cost	Monitoring
<p>3.1 To develop a cohesive and effective Senior Leadership Team</p>	<p>Regular SLT meetings – agenda and minutes</p> <p>Monitoring schedule</p> <p>Staff development meeting plans SEF – check and update as necessary</p> <p>Gov work collaboratively with SLT</p> <p>Review of assessment – begin to use formative and additional summative assessment on pupil asset</p> <p>Appraisal policy and procedures to tie in to pupil progress</p> <p>Provide training/support for middle leaders – GGSL/GGML</p>	<p>SLT minutes</p> <p>Staff development minutes – kept in staff room for LSAs who don't attend.</p> <p>Gov reports and visit records</p> <p>Updated Assessment policy PiRA and PUMA assessment results to back up teacher judgements</p> <p>Updated appraisal policy and reporting format with clear explicit targets</p> <p>Naomi, Helen to lead development projects to have a strong impact across the school.</p>	<p>Staff more aware of each child and their next step in learning leading to improved progress and attainment.</p> <p>Strong focus on pupil progress and attainment to help raise standards further? Middle leaders more effective, leading to better provision and</p>	<p>July 2017</p>		<p>Govs receive HT report/ update and SL report.</p>

Objective	Action	Evidence	Outcome	Time/date	Cost	Monitoring
	Provide further training for Deputy Headteacher	Abi to attend and share resources from NPQH training with SLT.	enriched curriculum for all learners. Improved outcomes for children based on the (as yet undecided) focus of their SD project Abi to drive improvement across the school (specifics to be confirmed)			
3.2 To develop middle leaders and ensure they effectively monitor and lead improvement	<p>SLs to be identified. With staff, define the role of the SL.</p> <p>Review and update SL files – Andrew to provide support on this. Share best practice – SL file/tasks</p> <p>SL time to be regularly timetabled – Abi to organise this.</p> <p>SL plans to bid for budgets as needed to ensure a positive impact on their area.</p> <p>Computing lead to be identified (interim – Andrew)</p> <p>SLs to identify what should be in</p>	<p>Action plans</p> <p>Staff development meetings</p>	<p>Staff developed and taking on areas of particular interest to them.</p> <p>A degree of uniformity across subject leader files – all SL's able to draw on key information and aware of how their subject is performing across the school.</p> <p>Computing planning and assessment to be put in place – wider use of computing across the school.</p>	June 2017	Staff Dev time	<p>SLT receive Subj Leader reports termly then share with Govs</p> <p>Govs receive updates for Core subjs via SLeader presentations. Need to get these in the diary.</p>

Objective	Action	Evidence	Outcome	Time/date	Cost	Monitoring
	our classrooms to aid good learning for each subject area					
3.3 To ensure that Learning Support Assistants are effective in supporting the needs of all learners (in particular those PP and SEND)	<p>Quality first document – complete and share with staff <i>December 2016</i></p> <p>Training courses linked to LSA appraisals</p> <p>LSAs disseminate information during LSA meeting</p> <p>Regular LSA meetings</p> <p>Opportunities to support and observe each other</p> <p>Teacher/LSA meeting times to be drawn up to allow weekly meetings (AM)</p>	<p>Planning makes explicit references to QFT and LSA specific role in lesson. Lesson observations show LSAs being effective supporting the needs of learners (shown on feedback to class teachers)</p> <p>Training logs monitored by SENCo</p> <p>LSA meeting minutes</p> <p>Notes kept to show what LSA's have seen and observed and any possible actions. Included on planning e.g. on occasions when CT/LSA not needed in assembly?</p>	<p>LSAs more effective in supporting learning in the classroom leading to improved outcomes for specific targeted groups of children.</p> <p>LSAs developed to fulfil their role but also supported in their wider development e.g. specific interests.</p> <p>All LSAs aware of CPD and other issues/events even if not in attendance.</p>	December 2016		JF primarily. Evident in intervention groups progress SLT– Learning Walks/obs

	Priority 4: To develop the use of ICT throughout the school and across the curriculum to enhance the provision and learning for all children						
	Success criteria: Computing taught effectively across the school IT functions well across the school						
Objective	Action	Who?	Evidence	Expected outcomes	Time/date	Cost	Monitoring
4.1 To ensure that school resources are adequate and can meet the needs of all learners	Order netbooks to enable computing curriculum to be taught effectively (including typing skills – see point below).	A.Stear/K .Morris	Netbooks observed during lesson obs Netbooks planned for use	Children able to learn keyboard skills/access wider range of computing resources.	October 2016	£2500	
	Upgrade internet service to enable all learnpads to be online at once.	A.Stear/K .Morris	Staff confidence in IT systems increases leading to more use of IT in classes	Improvement in whole class teaching of computing and cross curricular use of ICT	October 2016	Renewal cost - £2499	
	Review of e-safety policy/staff code of conduct/acceptable usage agreement	J.Fulterer /A.Stear	Updated policies available on website and staff familiar Signing sheet in office	Meet requirements – keeping children safe	November 2016	0.5 hrs within a staff meet	
	Introduce youtube and Milford Tv, generate library of safe material,	A.Stear	Milford Tv up and running and utilised by teachers Folder on network for teachers to access.	Greater range of stimuli to be used in lessons. Preteach becomes possible – accelerate progress	By January 2017	1.5 hrs - staff meet	
	Research a program for children’s typing skills to be introduced to curriculum	A,Stear		Children able to communicate effectively using technology	January 2017	£1400 to migrate to one server.	
	Set up remote access to ensure safer data use and reduce the need for staff to take laptops home (future saving on IT tech)	A.Stear/K .Morris		Staff have secure access to information and data from home, stopping transferring of sensitive data via memory sticks.	Works during half term (21 st October), ready for use Nov 16	£550 to set up remote access for staff	

<p>4.2 To ensure that planning is of a high quality and supports the teaching and learning of all pupils</p>	<p>Rising Stars – Switched on ICT – agree meeting with a Rep.evaluate the product. Look to purchase if it meets our needs (assessment, planning, resources)</p> <p>Long term plan ↗</p> <p>Medium term plan ↗</p> <p>Ensure progressive planning – e.g. can it be made specifically to fit in with our topics (adaptation)</p> <p>Purchase Espresso coding subscription</p>	<p>A.Stear</p>	<p>Planning in place – long term and med term</p>	<p>Staff more confident in delivering high quality computing lessons.</p> <p>Staff and children have a high quality resource to give them a good initial understanding of the basics of computing</p>	<p>October 2016</p> <p>Sept 2016</p>	<p>£299 for Year R – 2 teachers books/online resources/support</p> <p>£300 per year add on</p>	
<p>4.3 To ensure that ICT enhances learning across all subjects for all learners</p>	<p>Plan for further opportunities for ICT in all subjects</p> <p>Train staff initially to use Espresso coding/purple mash/learn.code.org to deliver computing curriculum.</p> <p>Introduce scheme of work for year groups to adapt to meet the needs of our learners.</p> <p>Website training for staff</p> <p>All staff trained sufficiently on the programmes we have to hand - <u>learnpads</u></p>	<p>Curriculum co-ord (whoever it ends up being!)</p> <p>A.Stear</p> <p>A.Stear</p> <p>A.Stear/ JSPC</p>	<p>Planning – show use in other subject areas</p> <p>Lesson observations</p> <p>Class pages on website updated at least half termly by teachers</p> <p>Staff Dev minutes, handouts from JSPC training</p>	<p>....</p> <p>Staff skilled to deliver effective computing lessons – children’s attainment improved</p> <p>Staff to begin planning specific computing lessons</p> <p>Staff providing regular updates about children’s learning and support parents can give on their class pages</p>	<p>April 2017</p> <p>November 2016</p> <p>November 2016</p> <p>2nd November 2016</p> <p>23rd November</p>	<p>Staff Dev Meetings</p>	