

<b>Manaccan School Development Plan 2020/21</b>				
<b>Outcome: What we are trying to achieve?</b>	<b>Actions: How? What will happen to achieve the outcome?</b>	<b>When? Who?</b>	<b>Resources? Cost?</b>	<b>Success Criteria/Evaluation What will we see when we have achieved the outcome?</b>
<p>Pupils make good or better 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"> <li>• Use catch-up premium effectively for the 2020 to 2021 academic year to ensure that all pupils make up for lost teaching time. Targeted intervention using QFT to accelerate progress of SEN/On alert pupils</li> <li>• The Autumn curriculum will then be informed on assessments carried out in early September. Gaps will then be addressed in knowledge &amp; skills in order to ensure accelerated progress academically, socially &amp; emotionally. Remote education will also be continued using 'Google Classroom' as a platform and teachers will consider how this might be used as they</li> </ul>	<p>Teachers</p> <p>Autumn 1</p>	<p>£80/child/year</p>	<p>Autumn assessments will show that learning gaps are beginning to close.</p> <p>Pupil engagement will be high</p>

	<p>plan each week. Building towards a broad curriculum as much as possible. Targeted curriculum where necessary. Focus on core skills across the curriculum and key points in foundation subjects.</p> <ul style="list-style-type: none"> <li>• Marking and feedback will be given on extended pieces of work which has been created on a laptop. Visualizers will potentially be used as another option to mark &amp; give feedback collectively.</li> <li>• 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</li> <li>• Develop the role of English middle leader to support, challenge &amp; hold to account in line with maths leader</li> <li>• Mastery maths in Ks1 will be in line with the provision (TLA) as in Ks2</li> </ul>			<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>
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	<ul style="list-style-type: none"> <li>• Both Long term &amp; Medium term planning will be focused 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 &amp; end of unit –learning sequence. They will indicate PRIOR LEARNING and new VOCAB question approach.</li> <li>• Early reading &amp; phonics will be explicitly &amp; robustly taught using RWI as a synthetic phonics scheme</li> <li>• Use baseline assessment to inform curriculum planning in EYFS alongside EYFS skills planning</li> </ul>			<p>Marking will be on going and progress will be evident in books</p> <p>Marking and feedback will impact learning</p> <p>More pupils achieving GD in maths in Ks2</p> <p>English &amp; Maths 5/7 71%</p>
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<ul style="list-style-type: none"> <li>EYFS-To improve the number of pupils with GLD</li> </ul>	<ul style="list-style-type: none"> <li>Find more opportunities to promote pupils engagement with writing &amp; maths in continuous provision</li> <li>Implement a robust supervision &amp; appraisal regime for Foundation 1</li> </ul>	<p>Preschool/KS1 Staff</p>	<p>RWI CPD Oct 2020</p> <p>RWI reading books</p> <p>£2000</p>	<p>The curriculum will have a clear intent, implementation &amp; 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 &amp; balanced'.</p> <p>Skills will be progressive within each subject. This will be mapped using the 'progression of skills' grid for each subject.</p> <p>GLD will be in line with National or above.</p> <p>Phonics score 4/6 or 67%</p>
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				Seamless transition
<p><b><u>Leadership &amp; Management</u></b> will be good or better</p>	<ul style="list-style-type: none"> <li>• Agree subject leadership</li> <li>• Action plans reviewed &amp; updated for subject leader responsibilities e.g. reading &amp; maths</li> <li>• Actions will be linked to Performance Management</li> <li>• Monitoring will be effective &amp; accelerate school improvement</li> <li>• LGB with subject responsibility will hold virtual meetings with SL</li> </ul>	Teachers	Sept 2020	<p>Middle leadership is good or better</p> <p>Subject leaders will be about to talk confidently about their subject across the school-deep dive</p> <p>English subject leadership will be in line with maths subject leadership</p> <p>Subject leaders have implemented a robust system of monitoring linked to action plans</p> <p>LGB with subject responsibility will be informed &amp; have a good understanding of actions &amp; next steps</p> <p>Outcomes will inform school improvement &amp; impact on standards</p>

<p>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"> <li>• 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</li> <li>• 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. Jigsaw counselling programme will be implemented</li> <li>• Wellbeing is embedded into school culture</li> <li>• Supervision in EYFS extends throughout the school</li> </ul>	<p>All Staff</p>	<p>Sept 2020</p>	<p>Children will settle back in to school life quickly &amp; have a good understanding of the code of conduct within their bubble</p>
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	<ul style="list-style-type: none"> <li>• Control measures implemented to mitigate risks linked to COVID 19</li> <li>• Interventions and activities that run day to day enhance and support children’s social and emotional needs Nurture/ Counselling (Draw &amp; Talk/Boxall profile)</li> <li>• SEN, First Aid Training and Safeguarding Updates keep staff well informed</li> </ul> <p>In addition;</p> <ul style="list-style-type: none"> <li>• A rigorous system of performance management is in place to Identify needs of all staff through appraisal</li> <li>• Children are confident to inform leaders regarding issues that affect their wellbeing</li> <li>• Strategies address the digital well-being of all including online safety</li> </ul>		<p>Teachers-Sept/Oct 2020-HT</p> <p>Support Staff-Nov 2020-AHT</p>	
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<p><b><u>Behaviour &amp; Attitudes</u></b></p> <p>Behaviour is good or better</p>	<p>Key Outcomes;</p> <ul style="list-style-type: none"> <li>• All staff have a clear knowledge and understanding of policies and practice in place when dealing with all groups of children (this includes SEN, PP, Attendance, risk assessment especially linked to COVID 19 and educational visits)</li> <li>• My Concern is used and understood by all staff consistently and effectively.</li> <li>• Review Behaviour Policy to ensure positive attitudes from parents, carers and staff (new staff)</li> <li>• Attendance continues to be monitored half termly and children with Persistent Absence is reduced</li> </ul>	<p>All Staff</p>	<p>Sept 2020</p> <p>Staff meeting to review behaviour policy</p> <p>Set up My Concern</p>	<p>Observations will show that behaviour &amp; attitudes will be good including unstructured times e.g. lunchtime play</p> <p>number of behaviour incidents will be reduced</p> <p>attendance % will be in line with 2019/20 if not better</p>

	<ul style="list-style-type: none"> <li>• Termly staff meetings update all class teachers and provide opportunities to discuss concerns about individual children on RON</li> <li>• Curriculum includes opportunities to educate children and parents on personal safety in areas of drugs and internet safety In addition;</li> <li>• Behaviour Support Plans (BSPs) are used and understood by all staff consistently and effectively and are regularly updated</li> <li>• 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</li> <li>• Behaviour is managed effectively at unstructured</li> </ul>		<p>SENCO to visit each school on fortnightly rotation</p>	<p>Pupils on RON, will be catered for appropriately</p> <p>Staff working with pupils with EHCs will be fully equipped to meet their needs</p> <p>There will be an improvement in behaviour over time for individuals or groups with particular behavioural needs.</p>
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<p>Behaviour for learning in lessons is good if not better</p>	<p>times and supported through the school's Values for Life.</p> <ul style="list-style-type: none"> <li>• Safeguarding Audit action points are addressed and reported to governors</li> <li>• Behaviour is managed consistently well.</li> <li>• The impact of a comprehensive 'Positive Behaviour Policy' and a whole school behaviour system ensures consistent approaches to rewards and sanctions</li> <li>• Behaviour for learning in lessons is good if not better</li> <li>• The impact of the school's values is readily apparent in pupil's good spiritual, moral, social and cultural development.</li> </ul>			<p>An atmosphere of calmness, responsibility, understanding and tolerance will permeate the school.</p>
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	<ul style="list-style-type: none"> <li>• Outdoor areas &amp; playgrounds are continually improved to support pupils in making correct choices whilst outside.</li> <li>• Provide training for lunchtime staff &amp; a successful induction to deal more effectively with pupils behaviour</li> <li>• Parents, staff and pupils are positive about both behaviour and safety.</li> <li>• Pupils are aware how good attitudes and behaviour contribute to school life, adult life and work.</li> <li>• Pupils' behaviour outside lessons is almost always impeccable their pride in the school is shown by their excellent conduct and manners.</li> <li>• Pupils have a good awareness of different forms of bullying.</li> </ul>			
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Manaccan  
Primary School

	There are few instances of bullying and these are dealt with effectively by the school.			
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