

SCHOOL DEVELOPMENT PLAN 2021 to 2023

Overview

- **Objective 1 Covid Measures**
- **Objective 2 Learning Recovery**
- **Objective 3 Strengthening Subject Leadership in all Foundation Stages**
- **Objective 4 Assessment**
- **Objective 5 EYFS Curriculum & Phonics**

Context

- **Objective 1 Covid Measures**
Managing the school to ensure that classes remain open as this is by far the most effective action schools can take to affect learning.
- **Objective 2 Learning recovery**
Recognising that teaching for some period (anticipated around 12-18 months) will need to focus on finding gaps and closing them rather than adherence to the syllabus. Teachers will need to pay particular attention on teaching skills, knowledge and understanding that are needed to make sense of later work.
- **Objective 3 Strengthening Subject Leadership in all foundation stages**
Completing project from previous (2) year's SDP to ensure that all foundation subject leaders have a clear picture of what is being taught in all classes; that there is clear progression of skills; key learning is revisited (and in a progressive way) and that children are able to recognise, recall and differentiate learning in foundation subjects.
This is an essential task in 21/22 as, because of repeated lockdowns, shielding, long covid and other interruptions, the school has had constant interruptions that have blocked progress in this area until latter months of 20/21. CPD will likely be done in house via staff meetings and SMT.
- **Objective 4 Assessment**
The school has taken the opportunity to move assessment systems as a result of missing data points in previous years for obvious reasons. Previous assessment was as an immediate consequence of Life Without Levels. As time has evolved our needs have diverged but our assessment system has been rigidly set. In Autumn 21 we are able to move to a new MIS and will use this as a launching point for future assessment.
- **EYFS Curriculum and Phonics**
Introduce the EYFS curriculum based on new Statutory Framework and invest in and develop Little Wandle Phonics.

Objective 1 Covid Measure

Three things are very clear in 2020/2021

- A school that remains open is far more effective than any other. Actions to keep school open will be overwhelmingly more effective than any strategic development. As an example, to observe a lesson as part of a scrutiny programme will likely create more risk than the benefit it brings. Scrutiny is important but adaptations will be required.
- Delta and subsequent variations will continue to provide staffing challenges. As most staff now double vaccinated, the challenge moves from avoiding the illness to avoiding self isolation with the challenges that brings to classroom teaching.
- Assessment has been difficult for past two years.

As a consequence, the school must accept the following:

- Assessment cannot effectively be examined over a 3 term rolling period. We have baseline for end 20/21 and progress will need to be measured from that.
- Collaborative efforts by SMT and Subject Leaders are likely heavily affected by lockdowns, self isolations and bubbles created by ongoing variants and DfE rules.
- Last year's SDP is broadly repeated for 2021.

To ensure we meet our objective we aim to:

- Developing a robust risk assessments and procedures.
- Monitoring staffing and adapting to ensure classes stay open, focusing on pragmatic but best practice,
- Providing effective communication with parents about safe practice and their pupils learning.
- Pupil and staff wellbeing must be considered as part of any actions.

KEY ISSUES

- Uncertainty
- Staffing issues
- Bubble management
- Government actions (ie further lockdowns or restrictions)

Objectives and Actions to Address Key Issues	Time	Led By	Resources	Milestones & Success Criteria
Covid Planning a. Developing robust risk assessment and procedures. <ul style="list-style-type: none"> • NAHT advice. Cluster school's advice. • Communication to staff and parents • Risk assessment actions taken and adapted as circumstances dictate. b. Monitoring staffing and adapting to ensure classes stay open, focusing on pragmatic but best practice c. Providing effective communication with parents about safe practice and their pupils learning d. Pupil and staff wellbeing must be considered as part of any actions.			Unknown	SC – no classes go into self-isolation

Objective 2 Learning Recovery

Under the banner of, "We are where we are." it is important that we know where children are when encountering new learning and not concern ourselves overly of where they should be. Similarly, this will need to continue to be an ongoing process that adheres to some broad principles rather than systems and set procedures. These broad principles are (in our consideration):

- Learning recovery is best served in the classroom with effective assessment, planning and personnel deployment.
- Learning should be broad and balanced and not focused on English and maths to the exclusion of other subjects.
- Learning should be where the children are at – not where the national curriculum or SATs dictate where they should be. The school should have the conviction that the priority is to ensure children of the school learn what is required not what is expected by bodies who have no understanding of the recent history of this individual school.

To this end:

- We will need to prioritise teaching missed content that will allow **pupils to make sense of later work in the curriculum**. This includes key knowledge, skills, vocabulary, concepts, and the links between concepts.
- We are likely to need to modify the curriculum substantially.
- We encourage schools to take a subject-specific approach when prioritising what to teach.
- Curriculum adjustments should be informed by:
 - an understanding of the critical content for progression in each subject,
 - what pupils do and do not know.
- The effective use of questioning and discussion should be utilised to reveal gaps, misconceptions and insecure knowledge, so that effective support can be put in place.

KEY ISSUES

- Staff may get pulled into believing that they must teach what the curriculum states or what they expect Ofsted or SATs will require rather than examining what needs to be taught,
- Some children will have experienced a more difficult chance for learning than others,
- Staffing issues as a result of self-isolation, shielding or other factors may be a critical driver against this objective.

Objectives and Actions to Address Key Issues	Time	Led By	Resources	Milestones & Success Criteria
Setting the standard – staff meetings and INSET <ul style="list-style-type: none"> • Staff aware of the importance of ensuring we teach what is needed not what is set out by NC, SATs etc. • Staff recognise they need to prioritise missed content that allows pupils to make sense of later work (the nature of which will vary by age and subject) • Staff recognise the value of getting a snapshot of "where they are" but that this does not need to look like a test or similar. It might take a variety of forms including activity directly from the syllabus. 	Aut 2	[Redacted]	INSET Time	M – Staff are able to express the stated aim of Objective 2 M – Staff identify key element of learning that allows pupils to make sense of later work M – Staff adapt syllabus to account for children's current. M – Staff are deployed effectively in class (obs, etc)
Keeping the standard – teaching and learning <ul style="list-style-type: none"> • Half termly (or more) revisits of this objective in staff meetings • SL, SMT and other scrutiny examines adherence to Objective 2 by focusing on: <ul style="list-style-type: none"> ○ Deployment of staff ○ Planning shows signs of prioritising so children can make sense of future work ○ Work in books is appropriate ○ Differentiation may look different to TML but rather based on prior learning experience 	Aut 2 Spr 1 Spr 2 Sum 1 Sum 2	[Redacted]	Time	SC – Staff deployed effectively SC – Planning demonstrates recognition of priority of learning so that children can make sense of future work.
Meeting the standard - Assessment <ul style="list-style-type: none"> • End of year assessment of RWM & Phonics • End of year assessment of foundation subjects • Analysis of data. 	Aut 2 Spr 1 Spr 2 Sum 1 Sum 2 Sum 2	[Redacted]	Time	SC – Children make at least expected progress RWM. SC – A majority of children can be seen to have made better than expected progress (RWM). SC – Majority of children in foundation subjects are secure.

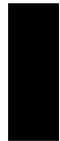
Objective 3 Strengthening Subject Leadership in all foundation stages

Subject Leaders have a clear understanding of their subject, including:

- Leaders have a rational (whole school and subject specific) for the curriculum in a policy,
- The William Amory Curriculum is being covered and there is a subject curriculum map for all classes
- Leaders can observe progression of skills etc revisited throughout a child's life in school (note this may not include specific aspects of the curriculum – ie “Romans” or “Kandinsky” as examples. However, aspects of enquiry/skills relevant to both should be revisited).
- CPD is identified (for SL) and sources to cover CPD researched/initiated/completed.
- CPD for staff identified and sources of CPD researched/initiated/completed.
- Report to link governors/T&L governors.
- **Leaders are able to state the effectiveness of the school in teaching the subject**

KEY ISSUES

- Continual shift of priority from SL to covid management over last years has caused severe delays. This focus is started and then lockdown, Covid, Long Covid and other measures stop. This constant stop start has effectively delayed the start of working towards a common theme.
- Observations and scrutiny have been affected by absence and need for bubbles.
- Data is missing which affects SL's ability to measure progress.
- Specialist external CPD is near non-existent. Internal CPD is proving effective but use sources such as The Key rather than providers with expertise in specific subjects such as PE and music.

Objectives and Actions to Address Key Issues	Time	Led By	Resources	Milestones & Success Criteria
<p>Mapping the Curriculum & Other SL tasks</p> <ul style="list-style-type: none"> • Subject Leaders have mapped curriculum, identifying aspects being taught KSI/KSII • Subject Leaders have Programmes of Study and Topic maps for KSI/KSII • Subject Leaders have Whole School rationale and subject rationale • Subject Leaders have action plans for year with budget if required. <p>Order Aut - Computing, Science, D&T, Art, History, Spring – Geography, PE, Music, RE, PSHE/RSE Summer – Reading, Writing, Maths (Note – delay to allow for assessment to be in place. In addition, these have been focus of much scrutiny in last decade and are therefore well established in schools). MFL</p>	<p>Aut 2</p> <p>Sum 2</p>		<p>INSET Time</p> <p>Time</p>	<p>M – Exemplar present M – Unified aspects complete (ie curriculum maps, etc) SC – Policy/Rationale complete for each subject.</p> <p>SC – Each subject has an end of year evaluation with judgement of effectiveness.</p>
<p>Auditing the Curriculum and its delivery</p> <ul style="list-style-type: none"> • In order, SL conduct initial audit & develop action plan • In order SL conduct Curric Stems Audit with follow up dates within 12 months. • In order, SL complete Curriculum Match Audit. Annual. • In order, SL undertake book scrutiny and pupil interviews (potentially observations) • SL feedback to staff • SL Ident CPD opps. 	<p>Aut 1</p> <p>Aut 2</p> <p>Spr 1</p> <p>Spr 2</p> <p>Sum 1</p> <p>Sum 2</p>		<p>Time</p>	<p>SC – Audits taken place in order SC – SL fed back to staff and/or governors SC – SLs have follow up actions from audits/scrutinies</p>
<p>Effective Subject Leadership</p> <ul style="list-style-type: none"> • End of year evaluation demonstrating effectiveness • Data analysis of attainment and progress fed back to SMT/Govs • Action plan in place for subsequent years. • Explore CPD opps for SLs and for teachers • Work with partner schools to compare subject leadership for moderation 	<p>Sum 2</p> <p>O/G</p>		<p>Time</p>	<p>SC – Each subject has an end of year evaluation with judgement of effectiveness. SC – Each SL has information of attainment and progress for whole KSI/KSII SC – Each SL can demonstrate subject understanding with mock ofsted questions. SC – Each SL has action plan for next year(s)</p>

Objective 4 Assessment

The school has taken the opportunity to move assessment systems as a result of missing data points in previous years for obvious reasons. Previous assessment was as an immediate consequence of Life Without Levels. As time has evolved our needs have diverged but our assessment system has been rigidly set. In Autumn 21 we are able to move to a new MIS and will use this as a launching point for future assessment.

For these purposes assessment is limited to summative end of term/year assessment only. It's principle purpose is to provide data:

- for whole school analysis
- Measuring progress of groups over 12 month (rolling) period
- Identifying SEN, G&T and other groups
- Provide Subject Leaders with accurate picture of their subject and the progress being made.

KEY ISSUES				
<ul style="list-style-type: none"> • Learning new assessment system in WRM, • Moderation and accuracy. 				
Objectives and Actions to Address Key Issues	Time	Led By	Resources	Milestones & Success Criteria
Setting up <ul style="list-style-type: none"> • Introduce Arbor MIS • Decide and put packages in place • Set baselines based on reports from last year, backdated to Sum 2 20/21 RWM • Set baselines based on reports from last year, backdated to Sum 2 20/21 all subjects 	Aut 2 “ “ Spr 2 Sum 2	 	Staff mtgs Time CPD	M – Arbor migrated M – Packages determined SC – Historic RWM entered. M – Historic sci, computing, hist, geog entered SC – All historic entered.
Using System <ul style="list-style-type: none"> • CPD on how to access class – starting with writing, then maths, then reading • Historic data (20/21 only) entered for RWM • Historic data science, computing, history, geography. • Historic data other subjects • First current use <ul style="list-style-type: none"> ○ Staff meeting – computer room – enter writing ○ Staff meeting – computer room – enter reading ○ Maths in own time. • End of Year <ul style="list-style-type: none"> ○ RWM data entry ○ Staff meeting – Foundation subjects (2 sessions) 	Spr 1 Spr 2 Spr 2 Sum 2 Spr2 Sum2		Time	M – Teachers have CPD on Arbor navigation M – Teachers have CPD on data entry SC – Teachers input data WRM Spring SC – Teachers input data WRM Summer SC – Teachers input data Foundation
Ensuring Accuracy <ul style="list-style-type: none"> • Moderation session <ul style="list-style-type: none"> ○ Writing – HML exemplars – Cross phase (1/3 look at 2 etc) • SMT moderation (WM) • Subject Leader moderation 	Sum 1 Aut '22/23 22/23		Time	M – Moderation session (writing) takes place M – Moderation session (SMT WM) takes place M – Moderation sessions SL timetabled and set in SDP 22/23 SC – Moderation demonstrates accuracy in writing. SC – Moderation demonstrates accuracy in maths.

Objective 5 EYFS Curriculum and Phonics

Introduce the EYFS curriculum based on new Statutory Framework and invest in and develop Little Wandle Phonics.

KEY ISSUES					
<ul style="list-style-type: none"> The new statutory framework becomes law Sept 21. Nursery and Reception will need to work together to implement this framework – SB to manage the transfer. New Phonics schemes required (validated versions only) which means we either validate our own system or adopt another – we have chosen Little Wandle. There will be very considerable costs associated with purchasing the new scheme. 					
Objectives and Actions to Address Key Issues	Time	Led By	Resources	Milestones & Success Criteria	
Introducing New Statutory Framework <ul style="list-style-type: none"> SB given time to set action plan for implementation of curriculum. SB given time to demonstrate curriculum to TA in class. Meeting N and R to liaise on strategies, models and practices Monitoring and revising actions weekly basis 	Sum L/Y & Aut 1	█	Time	SC – New framework in place R and N	
Embedding the New Statutory Framework <ul style="list-style-type: none"> Work from the new framework from September. Purchase resources and use as needed. 	Aut 1/2	█	Time	SC – New framework in place R & N SC – Resources provided & in place	
Moderating and Assessing the New Statutory Framework <ul style="list-style-type: none"> Review in Reception to ensure <ul style="list-style-type: none"> Deployment of staff Scrutiny to monitor effective delivery of New Framework 	Spr 2 Sum 2	█	Time	SC – SB & TM see good understanding of curriculum and deployment of staff. SC – Observation/Scrutiny shows effective teaching.	
Assessment with the New Statutory Framework <ul style="list-style-type: none"> Baseline in place End of Year assessments done and moderated 	Aut 2 Sum 2	█	Time	SC – Children accurately baseline assessed. SC – Children accurately assessed at end of year (moderated)	
Implementing Little Wandle <ul style="list-style-type: none"> Resources purchased, allocated and used Phonics taught. 	Aut 1/2	█	█	SC – Little Wandle phonics taught effectively in observation/scrutiny.	

Additional Action Plans

Objectives and Actions to Address Key Issues	Time	Led By	Resources	Success Criteria
SEND <ul style="list-style-type: none"> Transfer SEND back to █ Develop and refine MIS information system to allow for single production of SEND info Continue regular governor meetings termly Include SEND in governor T&L report Timetable SEND for at least 2 staff meetings termly 	Jan 22 Sum 2 O/G Spr 2 O/G	█	Time	AR SENCO SEND report provides for Govs Meetings held Gov reports Meetings held
Health and Safety, Premises & Finance <ul style="list-style-type: none"> See Covid and Covid RAs Boiler pumps replaced (heating) D1 notices fixed. Ensure FY 21/22 budget balances. Ensure FY 22/23 realistically balances 	O/G Sum 2 Spr 1 Spr 2 Sum 1	█	█	Covid RAs done (SC cannot include no covid!) Boilers replaced D1s fixed 21/22 brings small surplus 22/23 forecast/budget balances
Safeguarding – migration of system All information migrated to My Concern All staff access My Concern Staff training – report a problem and Info sharing.	Spr 2 Aut 2 Aut 2	█	N/A Time	Staff using My concern.

