

# School Development Plan Overview 2020-2021

Action Plans are in place for each key priority

KEY PRIORITIES		TARGETS FOR YEAR
<b>QUALITY OF TEACHING AND LEARNING</b>	<b>ENGLISH</b>	<ul style="list-style-type: none"> <li>• <b>To develop the engagement and attainment of boys reading and writing</b> 80% of all our boys participate in reading initiatives: whole school reading challenge, book exchange, reading diaries Lessons indicate that texts are engaging boys' interest and that questioning is targeting boys Standardised score for boys equals that of girls and progress measures for boys exceed -1.5 Boys progress and attainment in reading at key stage 1 and 2 (excluding SEN) equals or exceeds girls</li> <li>• <b>To develop the integration of non-fiction into the teaching of reading, writing and the wider curriculum</b> Classes are using a range of high quality non-fiction texts integrated in English and theme teaching Moderated writing evidences effective use of non-fiction texts in narrative writing</li> <li>• <b>To develop the teaching of Spelling across the school</b> 90% Pupils are regularly spelling non-negotiable spellings from previous year groups correctly NFER and Key Stage 2 Spelling test results rise to 90% of all non-SEN Pupils improving their scores by 25% over the course of the year</li> </ul>
	<b>MATHS</b>	<ul style="list-style-type: none"> <li>• <b>To improve the teaching and retention of times tables knowledge</b> 75% of pupils to achieve 20+ marks in multiplication check Daily times tables taking place in every classroom through direct teaching and TT Rock Stars Evidence from book looks show that pupils are using times tables knowledge across maths learning</li> <li>• <b>To develop pupils' mental strategies across the school</b> Structured teaching of mental strategies are applied well in daily maths lessons Arithmetic strand of standardised tests evidences improvement over time</li> <li>• <b>To further develop accurate and quick written calculation methods</b> Structured teaching of written calculation strategies are applied well in daily maths lessons. Effective and appropriate calculation strategies are used in reasoning.</li> </ul>
	<b>STEM</b>	<ul style="list-style-type: none"> <li>• <b>To embed a range of coding and engineering technology into the computing curriculum</b> School has purchased equipment suitable across key stage 1 and key stage 2 Equipment purchased, integrates well with new curriculum and relevant knowledge needed is taught in a progressive way Effective training enables staff to teach relevant knowledge, vocabulary and skills Through talking to pupils, it is clear they understand the importance of coding and engineering in their daily lives and the wider world <b>To establish effective assessment systems for Computing and Science in order to embed progression</b> Assessment systems are created and embedded for computing and science Clear progression is in place across KS1 and KS2 for computing and science There is evidence of pupils building on prior knowledge and skills</li> <li>• <b>To embed a through school, fully integrated culture of online safety awareness</b> All staff promote online safety and know how to deal with potential incidents Schemes for online safety and computing are used effectively to teach online safety sessions and plan opportunities through the curriculum Pupils are fully involved in delivery of IT provision and online safety through digital leader/School Council</li> </ul>

<p><b>PERSONAL DEVELOPMENT</b></p>	<ul style="list-style-type: none"> <li>• <b>To develop the breadth and relevance of Recovery (Rediscovery) and new curriculum in terms of intent, implementation, impact</b> Recovery (rediscovery) curriculum promotes rapid integration back into school Pupils showing understanding of the therapeutic strands: belonging, participation, collaboration and resilience and evidence this through a wide range of engaging and interactive learning opportunities Pupils are well supported in their return to school emotionally, socially and academically Curriculum is increasingly broad, interactive and relevant to all Pupils. Implementation of curriculum has a positive effect on Pupils' lives as evidence through engagement, conferencing and attendance.</li> <li>• <b>To ensure the curriculum is accessible for SEN pupils and increases the knowledge and skills for these Pupils</b> SEND Pupils have appropriate and relevant planned opportunities to engage fully in curriculum activities Opportunities for practical and interactive activities facilitate collaborative learning.</li> <li>• <b>To develop the intent, implementation and impact of oracy across the school</b> Oracy hubs are embedded across years 2-6 and take place regularly Oracy is evident and used across the curriculum in every class Pupils show evidence of using a range of language structures depending on purpose Oral story telling is used regularly in year R-4 and results in an improvement in writing</li> </ul>
<p><b>BEHAVIOUR &amp; ATTITUDES</b></p>	<ul style="list-style-type: none"> <li>• <b>To introduce and embed strategies to support Pupils' learning skills and to embed a common language of learning</b> Growth mind set and the associated language is used consistently across the school and displayed in classrooms Through pupil conferencing pupil show evidence of understanding they are in control of their own ability, and can learn and improve Pupils will have more confidence in working collaboratively with their peers</li> <li>• <b>To develop strategies to support emotional literacy</b> Zones of regulation are used effectively with pupils who need this and are evident in the strategies teachers use Learning Zone Lead uses Zones of Regulation effectively to support pupils, who show an increasing ability to regulate their own behaviour Afternoon Discovery sessions enables SMEH pupils to work collaboratively and promotes integration into class</li> <li>• <b>To further embed new behaviour strategies across the school and successfully take part in the Better Behaviour Project</b> Most challenging pupils are remaining in class for longer periods of time Pupils are regulating their own emotions and behaviour well</li> </ul>
<p><b>LEADERSHIP. MANAGEMENT AND GOVERNANCE</b></p>	<ul style="list-style-type: none"> <li>• <b>To form effective, linked Curriculum leadership groups</b> Curriculum groups work effectively to support development of subject Subject leaders have a clear understanding of the intent behind their subject area and how this relates to the pupils at Little Stoke Subject Leaders establish progression in knowledge acquisition and can evidence this through book looks and pupil conferencing</li> <li>• <b>To continue to raise the impact of teaching on National Reading and Maths test outcomes at KS2 and reach test predictions for 2020</b> See English and Maths targets and Success Criteria above</li> <li>• <b>To develop and embed new internal assessment structures across the school</b> Assessment is purposeful, accurate and effective in analysing gaps and identifying next steps</li> </ul>
<p><b>EYFS</b></p>	<ul style="list-style-type: none"> <li>• <b>To develop strong links with Little Apples Pre-School</b> Strong links between Little Stoke Primary School and Bright Sparks promotes effective transition and highlights key areas for development</li> <li>• <b>To successfully develop structures to promote oracy linked to learning</b> Structures such as Snack and Chat and the Curiosity Cube are encouraging high quality oracy development in class Pupils are using a wider range of language structures and wider vocabulary as evidenced through tapestry, video footage and writing At least 20% of pupils exceed in speaking and listening (6 pupils)</li> <li>• <b>To develop parent engagement and learning targeted to support speech and language initiatives</b> 85% Parents will attend a range of learning opportunities across the year</li> </ul>

