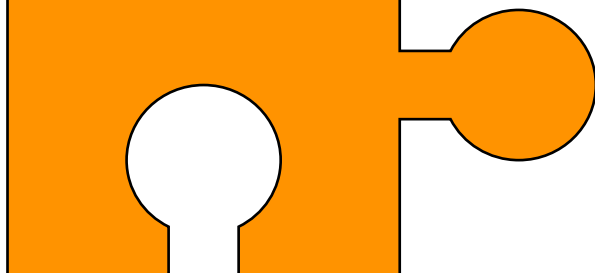




School Development Plan

2021 - 2022





Whole school Objective

The quality of education – language development and comprehension



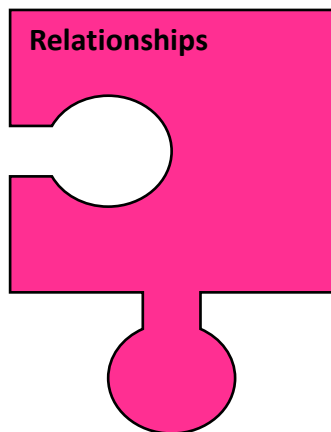
Success criteria EIF 2021

The school's curriculum intent and implementation are embedded securely and consistently across the school. It is evident from what teachers do that they have a firm and common understanding of the school's curriculum intent and what it means for their practice. Across all parts of the school, series of lessons contribute well to delivering the curriculum intent.

Tasks to complete	Responsibility	Timescale	Resources (cost)	Staffing (cost)	Monitoring Process	Evaluation
Language development and comprehension						
<ul style="list-style-type: none"> To have an academic word spine to systematically teach children Tier 2 words they need for later academic success. 	JP	Autumn 2021			Word lists	Academic word spine created and being used in classes.
<ul style="list-style-type: none"> To have a vocabulary spine in each subject to aid progression in Ter 3 vocabulary. 	JP/ CD	Autumn 2021			Vocabulary spine	All vocabulary spines written apart from RE (as new scheme being written currently by Essex).
<ul style="list-style-type: none"> To baseline each child in EYs using WELCOMM and NE,LI to ensure early intervention is provided. 	CD/ GB/ AO	Autumn 2021			Baseline assessments and intervention impact	Baseline completed and early interventions being delivered.
English						
<ul style="list-style-type: none"> To conduct planning and work scrutiny of English across both schools. 	CD/SLT	Termly		Supply Cover	Samples of children's work	First English monitoring day completed and planning and work looked at. Identified any issues to remedy and work on next term. Two staff identified
<ul style="list-style-type: none"> To complete 3 English monitoring days annually which include learning walks, 'book looks', data analysis and development plan reviews as well as a strong element of pupil voice. 	English Team	Autumn 2 Spring 2 Summer 1			Updated development plan	need weekly instructional coaching on phonics teaching.
<ul style="list-style-type: none"> To have English subject assemblies to share and celebrate work in both 	English Team	See timetable of assemblies			Photos of assembly	

To review the calculation policies and vocabulary spine for infant and junior schools in line with the mathematics mastery curriculum and check that children are using it with an emphasis on concrete apparatus.	Maths team	Autumn			Write new calculation policies	Policy reviewed and EYs added to the policy. Concrete apparatus boxes made up and given out as well as training given.
To continue support members of staff with planning, resourcing and teaching mathematics mastery curriculums – new teachers to the school and teachers teaching in new year groups.	Maths team	Ongoing			Planning	
To ensure all members of staff are using the Katherine Semar School mathematics mastery planning document and support staff to do so where required.	Maths team	Ongoing			Planning	
<p>To conduct mathematics monitoring days where mathematics leaders can work to monitor children's progress and evaluate their action plan.</p> <ul style="list-style-type: none"> - Learning walk of both schools - Reviewing mathematics data - Book monitoring - Planning review <p>Discussing next steps to support mathematics teaching and learning</p>	Maths team	Ongoing (termly)	Cover – TW/AH		Monitor planning, teaching, books, data using mastery approach and write a report detailing findings.	Day one completed and showed excellent use of the consistent procedures document.
To have maths assemblies to share and celebrate work in both infant and junior schools to monitor subjects.	Maths teams	Ongoing			Celebration and star of the week assemblies	
To invite maths Governors to take part in Governors' visits to monitor maths. These will usually involve watching a subject assembly, pupil interviews, lesson observation and discussion with subject leader.	Mathematics Leads Governor	See governor timetable			Mathematics team to lead and organise.	
To continue to raise the profile of times tables (with particular focus in years three and four).	Teaching Staff	Ongoing			TT Rockstars Assemblies Times tables club led by LSA	
To conduct mathematics parent workshops.	AH	Autumn Term			Powerpoints	Times table workshop for Y4 3.2.22. Mathematics workshop for Y6 planned later in the term.

To ensure each classroom has a mathematics learning wall/ set of concrete apparatus which is positively used to affect learning.	Maths team	Ongoing			Displays	All in place.
Subject leader to team teach with other teaching staff to support the development of mastery within their own classroom. Allow teachers to understand how to effectively support and deepen learning with their own children.	Maths team	Ongoing			Notes	
Science						
To ensure that the scientific enquiry learning approach is being embedded into teaching in Science.	JH/ JS	Ongoing			Planning	Oftsed guidance shared and best practice guide written.
To receive science training (led by Julie Hall) ambassador of science teaching.	JH/ JS	Ongoing			Training notes	Observation and celebration document received by staff. Completed.
To use data loggers to improve science learners.	JH/ JS	Ongoing			Planning	
To use knowledge organisers to support the development of vocabulary and knowledge.	JH/ JS	Ongoing			Knowledge organisers	Knowledge organiser training and feedback given. CUSP knowledge strips brought to support teaching and learning.
Other subjects						
To ensure that the enquiry based learning approach is being embedded into teaching across a range of subjects.	RW/ JP	October 2021			Book study	
To provide staff training for Computing that will upskill staff and build upon teaching and learning.	RA	See MER plan Autumn 2022			Pupil book study Staff meeting minutes	We have had 2/ 3 computing sessions delivered by SLE from SWCHS computing hub.
To plan joint Governor visits which look at the strengths and areas for development in each subject and include subject assemblies, leader discussion, lesson observations and pupil interviews.	RA	See Governor visit plan			Governor visits	



Whole school Objective

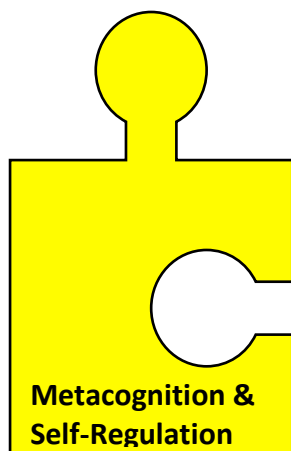
Behaviour and attitudes – relationships



Success criteria EIF 2021

- Pupils behave with consistently high levels of respect for others. They play a highly positive role in creating a school environment in which commonalities are identified and celebrated, difference is valued and nurtured, and bullying, harassment and violence are never tolerated.
- Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils.
- Pupils behave consistently well, demonstrating high levels of self-control and consistently positive attitudes to their education. If pupils struggle with this, the school takes intelligent, fair and highly effective action to support them to succeed in their education.

Tasks to complete	Responsibility	Timescale	Resources (cost)	Staffing (cost)	Monitoring Process	Evaluation
Renew the PSHE jigsaw curriculum with a focus on relationships	MM/ JHu/ JP	Autumn 2021	£2091.25		PSHE books	Completed and delivered in first half term.
New behaviour policy which puts respectful relationships at the heart	RA	Autumn 2021 First training session			Policy	New policy adopted.
Trauma Perceptive Practice (TPP) training for all staff	SLT / KM	September 2021			Training notes and staff meeting	Training complete 29.10.21
Positive handling focusing on positive relationships for all staff	SLT/ KM	October 2021			Training record	
Shared understanding of individual needs – spotlight children, pupil progress meetings, student conferences, pupil champions	AH/ JP	From autumn 2021			Spotlight children , PP meeting notes, MAPP	
Develop the role of the well-being ambassadors to include anti-bullying roles.	JP/ CD	October 2021			Meeting minutes	



Whole school Objective

Personal development – metacognition and Self-Regulation

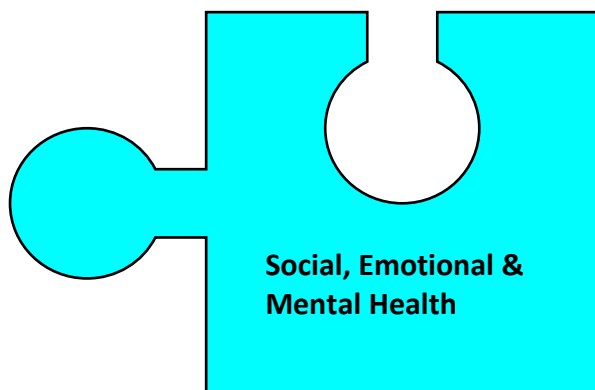


Success criteria EIF 2021

- The school consistently promotes the extensive personal development of pupils. The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality.
- There is strong take-up by pupils of the opportunities provided by the school. The most disadvantaged pupils consistently benefit from this excellent work.
- The school provides these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities, and they considerably strengthen the school's offer.
- The way the school goes about developing pupils' character is exemplary and is worthy of being shared with others.

Tasks to complete	Responsibility	Timescale	Resources (cost)	Staffing (cost)	Monitoring Process	Evaluation
Metacognition						
<ul style="list-style-type: none"> • To allocate pupil champions to each year group and member of SLT have individual meetings with every child in the school to review their strengths and areas for development. • To analyse pupil survey and initiate actions to make sure all subjects are equally enjoyed and accessed. • To allocate learning mentors and champions to any child identified as potentially underperforming. • To use the PSHE (remapped curriculum) to teach a more progressive curriculum in the zones of regulation. • To revise the KS charter of 	SLT	Autumn, spring, summer			Notes and actions from meetings	
	AH	September 2021			Survey analysis	
	JP/ KM	Ongoing			Learning mentor / safeguarding notes	
	MM/ JH/ JP	Autumn 2020			PSHE books/ planning	We have 40 children who have received support for their emotional well-being this term. PSHE curriculum re-written to encourage more progression.
					KS charter	
	AH/ JP	Autumn 2021			Children's passports	New charter written.

<p>opportunities the children will have in our school.</p> <ul style="list-style-type: none"> • To set up children's university to monitor children's achievements and allow them to experience success and celebration of a graduation. • To conduct a pupil book study including pupil interviews into all subjects. 	<p>EW</p> <p>JP and subject leads</p>	<p>From Autumn 2021 with Y5</p> <p>MER timetable</p>			<p>Book study excel spreadsheets</p>	<p>We have been selected to be in the control group for this research so will not be able to take part in this initiative.</p> <p>Completed pupil book studies in History, Science, Geography this term.</p>
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Whole school Objective

Leadership and management – social, emotional and mental health



Success criteria EIF 2021

- Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time. This consistently translates into improvements in the teaching of the curriculum.
- Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly
- Leaders have a clear and ambitious vision for providing high-quality education to all pupils. This is realised through strong, shared values, policies and practice. This vision has been maintained throughout the pandemic and beyond/during the transitional period.
- Leaders focus on improving teachers' subject, pedagogical and pedagogical content knowledge in order to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff, including ECTs, build and improve over time. This includes building teachers' expertise in remote education.
- Leaders aim to ensure that all pupils successfully complete their programmes of study. They provide the support for staff to make this possible. They create an inclusive culture and do not allow gaming or off-rolling.
- Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers and local services. Engagement opportunities are focused and have purpose.

Tasks to complete	Responsibility	Timescale	Resources (cost)	Staffing (cost)	Monitoring Process	Evaluation
Engagement of families including improving attendance						
<ul style="list-style-type: none"> • To employ a family engagement champion and train her to support families. • To train our family engagement champion to monitor attendance 	JP JP/ AH	September 2020 Autumn 2020			Absence rates reduce Website record	Family engagement officer continues to support families – with monthly analysis of families causing concern.

<p>closely and support families whose children are persistently late or whose absence is below our minimum expectation of 96 per cent.</p> <ul style="list-style-type: none"> To create opportunities for families to engage more with school. To provide support for children experience trauma. To provide support for children who need additional social, emotional and mental health support – train two more learning mentors. 	SLT	Ongoing			Intervention list/ MAPP	Infant production and phonics workshops went ahead. Y4 and Y6 times table workshop planned this term.
	KM	Ongoing			Learning mentor/ play therapist notes	
	KM	Ongoing	£300			
Well-being						
<ul style="list-style-type: none"> Leaders ensure that highly effective and meaningful engagement takes place with staff at all levels and that issues are identified. When issues are identified, in particular about workload, they are consistently dealt with appropriately and quickly 	CDo	Ongoing			Meeting notes	
Professional development						
<ul style="list-style-type: none"> Leaders ensure that teachers receive focused and highly effective professional development Opportunities for ECF teachers to have first class professional development Instructional coaching used to provide support and challenge to teachers. IRIS technology used to support teachers in their teaching development. 	SLT				Staff meeting notes ECF plans	DSI already completed one action conference for ECTs, RQT and RQTs plus one.
	JP, RA, CD, AC, HB				Apprenticeship level 4 training certificates	Three training sessions attended.
	JP		£35,000 (apprentice ship levy) £8,964.90 for three years		Portfolios	Initial training completed.