



School Development Plan

2021 - 2024



Be positive

Be kind

Be curious

Be respectful

Be confident

Be resilient

Katherine Semar School – 4 year plan



At Katherine Semar we know and see that inclusive teaching and learning can change lives and every interaction matters. This has been further highlighted by the COVID pandemic and allowed us to re-focus our direction for school improvement. Every day excellence should be the expectation for **ALL** of our pupils, staff and families in order to ensure ALL children attain well and no-one is destined to underachieve. This strategy will be a clear and coherent strategy for raising achievement for all pupils. We will **AUDIT** each area, **RESEARCH** opportunities and **EVALUATE** impact.

Every moment at Katherine Semar is a **language development and comprehension** moment. We recognise that language is key to success in accessing the curriculum, lesson participation, gaining knowledge to connect learning together and in developing relationships. No child is left behind because of a less developed language comprehension. Oral language is valued as a key aspect of future success.

Metacognition is about improving pupils as learners. It facilitates independence in learning and helps ensure pupils do not opt out and it contributes to belonging. At Katherine Semar we teach pupils to be aware of their own strengths and weaknesses and motivate themselves to engage in and improve their learning. Teachers have a toolkit of a range of strategies to support metacognitive development and self-regulation.



Relationships underpin everything. In order to thrive, pupils from all backgrounds need to feel like they belong at Katherine Semar. All families are held in high regard and adults have high expectations of all pupils from all backgrounds. Children at Katherine Semar feel safe, are healthy, are active, are nurtured, achieve well, are respected and included.

Positive SEMH is embedded with a recognition that our strongest protective factor is our connectedness & relationships. We teach social skills, emotional well-being, resilience, confidence & positive self-esteem. All adults are aware of and take responsibility for the SEMH needs of pupils and themselves. All adults recognise positive health and well-being contribute to achievement and life chances of all pupils.

Be positive

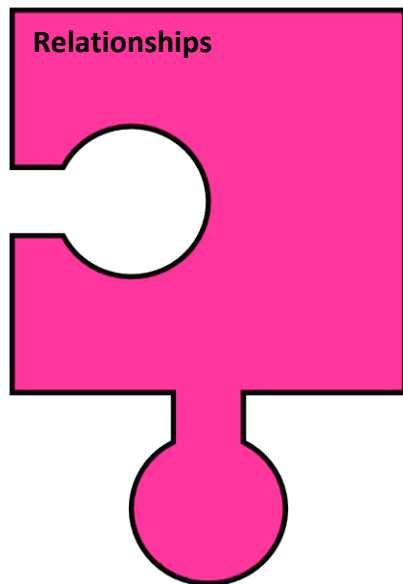
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Relationships Underpin Everything – **‘Every child deserves a champion: an adult who will never give up on them, who understands the power of connection and insists they become the best they can possibly be.’**

Rita Pierson

WHAT WE NEED TO ACHIEVE:

- Challenging bias and assumptions
 - Renew the PSHE jigsaw curriculum with a focus on relationships
 - Having high expectations and high regard for all families and children from all backgrounds
 - Importance of equality of access to cultural capital for all
 - Pre-school relationships and language assessments
 - Role of TAs – explore different options for learning mentors – ensure impact is on pupils not staff. Explore MITA project/Making Best use of TAs (EEF)
 - Common language around respecting others
- New behaviour policy which puts respectful relationships at the heart
 - Trauma Perceptive Practice (TPP)
 - Shared understanding of individual needs – spotlight children, pupil progress meetings, student conferences, pupil champions
 - Where are ‘disadvantaged’ children sitting in class
 - More opportunity for parents to access school – reading mornings, assemblies, productions, workshops

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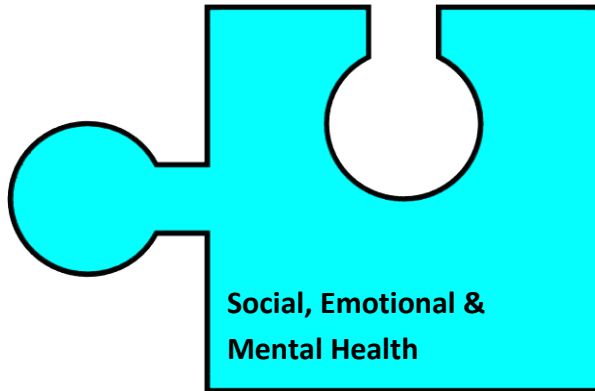
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Positive social, emotional and emotional health is a core aim of our strategy to tackle educational disadvantage - **“Self-respect is to the soul as oxygen is to the body. Deprive a person of oxygen, and you kill his body; deprive him of self-respect and you kill his spirit.”** Thomas Szasz

WHAT WE NEED TO ACHIEVE:

- All children need to feel Katherine Semar is a place where they belong. Do all children get the same access to achieve, feel represented, feel they add value and feel part of something?
 - Embedded approach – not an add on
- Are we encouraging ambition?
 - Review Behaviour policy
 - Zones of regulation work and strategy for mental well-being – whole school access
 - Trauma Perceptive Practice (TPP)
 - SEMH training for a wider audience
 - Signposting families to organisations and education
 - Nurture our family engagement which has suffered in COVID
 - Family engagement champion – encourages high level of engagement including monitoring attendance
 - Target children for evidence-based interventions
 - Role of well-being ambassadors
 - Opportunities for children to refer – e.g. pink slips

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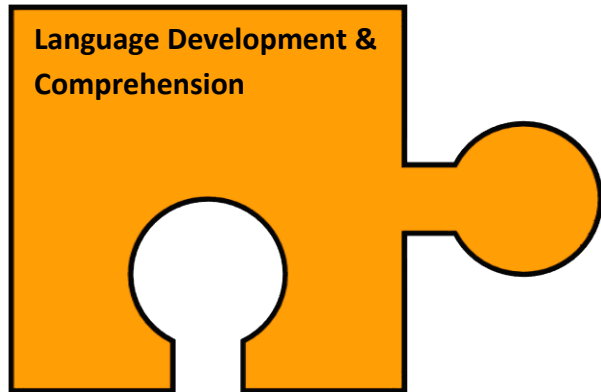
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Language development is key to future success – “Every moment in school needs to be a Language development and comprehension moment. The presumption of language can leave pupils isolated in a classroom. Language is the key to success in accessing the curriculum, in participating in lessons, in developing background knowledge that binds learning together and in developing relationships with adults and peers”. Marc Rowland

WHAT WE NEED TO ACHIEVE:

- We should linger over language. Every moment should be seized upon to develop language and comprehension
- Early Years is crucial to this process – Early Years language audit
- We should have a systematic approach for teaching and learning of language development and comprehension across the school – it should not be left to chance/teacher.
- Progression in Tier 3 vocabulary for all subjects and academic word lists identified for every year group.
- Oracy is key to this – build it, frame it – accountable talk to be explored
- Re-visit all of the vocabulary work Freya model, SEEC model, teaching of Tier 2 vocab – links to guided reading, high profile displays in school
- Review teaching of reading fluency/guided reading
- Review teaching of spelling – KS2
- Ensure high quality texts being read out loud every day in class – language should be demanding
- Encourage better uptake of reading challenges from ‘low prior attainers’
- Look at screening – Wellcomm, NELI and S and L programmes
- Role of class ambassadors

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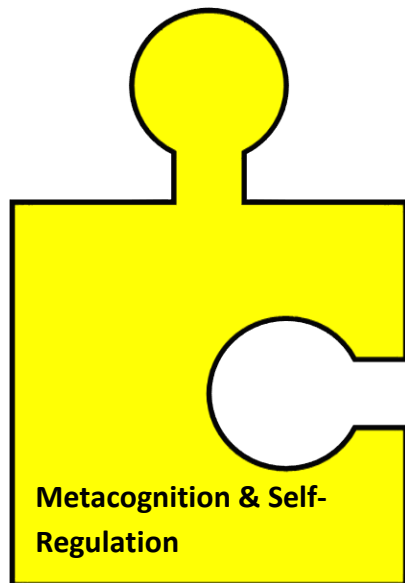
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Giving pupils responsibility for their learning “**Metacognition enables students to reflect on who they are, what they know, what they want to know, and how they can get to that point**”. Rachelle Dene Poth

WHAT WE NEED TO ACHIEVE:

- Work should be ambitious and demanding – high challenge, low threat. Learning should be without limits – what does this look like?
 - Pupil champions who have x2 meetings with every child in school to focus on their learning successes and next steps.
 - Pupils who need more support are given learning mentors.
 - Teachers need to effectively scaffold up, use worked examples, ensure no-one is left behind – worked examples, modelling, pre-teaching, masterclasses – real awareness of lowest 20%
 - Feedback should be specific
 - Use of Tom Sherrington’s Walk Thrus for teaching strategies to support this
- Revisit all the work on cognitive load theory, working memory to long term memory, use of knowledge organisers, effective use of quizzing, use of knowledge notes
 - Key questions for children: How do you ensure you are successful in your learning? How do you know you have been successful in your learning? What do you do when you find a task difficult? What more could teachers do to support your learning?
 - Revise Feedback & Marking
 - Role of Pupil Book Study
 - Role of curriculum ambassadors
 - Role of whole school council
 - Notion of cultural capital

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