

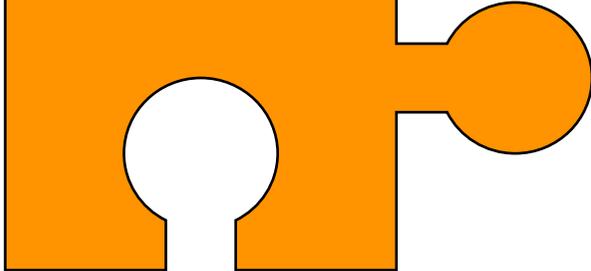


# School Development Plan

**2022 - 2023**



Language Development & Comprehension



## 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.

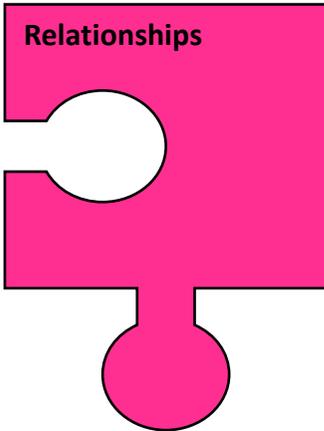
Tasks to complete	Responsibility	Timescale	Resources (cost)	Staffing (cost)	Monitoring Process	Evaluation
<b>Language development and comprehension</b>						
<ul style="list-style-type: none"> <li>To embed the academic word spine to systematically teach children Tier 2 words they need for later academic success.</li> </ul>	JP	Autumn 2022			Word lists	Oracy training in October reinforced the importance of oracy. Vocabulary embedded in recent learning observations.
<ul style="list-style-type: none"> <li>To refine and embed the vocabulary spine in each subject to aid progression in Tier 3 vocabulary.</li> </ul>	JP/ CD	Autumn 2022			Vocabulary spine	
<ul style="list-style-type: none"> <li>To baseline each child in EYs using WELCOMM to ensure early intervention is provided.</li> </ul>	CD/ GB/ AO	Autumn 2022			Baseline assessments and intervention impact	GB employed x4 afternoons a week and completed baseline.
<b>English</b>						
<ul style="list-style-type: none"> <li>To conduct planning and work scrutiny of English across both schools.</li> <li>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.</li> </ul>	CD/SLT  English Team	Termly  Autumn 2 Spring 2 Summer 1		Supply Cover	Samples of children's work  Updated development plan	English leaders have focused on reading this year as exemplified in spotlight. Next year repeat for writing.
<ul style="list-style-type: none"> <li>To have English subject assemblies to</li> </ul>	English Team	See timetable of assemblies			Photos of assembly	Completed in infants – reviewed

share and celebrate work in both infant and junior schools to monitor subjects.						in juniors.
<ul style="list-style-type: none"> <li>To invite English Governors to take part in Governors' visits to monitor specific subjects or areas of subject development plan. These will usually involve watching a subject assembly, pupil interviews, lesson observation and discussion with subject leader.</li> </ul>	CD English team	See timetable of Governors visits		Supply Cover	Governor Notes	Completed
<ul style="list-style-type: none"> <li>To monitor bug club across the school.</li> </ul>	English Team	Spring 2022			Bug Club Access Figures	Completed
<ul style="list-style-type: none"> <li>To audit representation of different cultures ,languages and ethnic groups to inform book purchases and library service selection</li> </ul>	English Team Diversity champions	Autumn 2022			Audit A wide range of cultures, languages and ethnic groups represented in our book collections	Diversity champions have audited our representation to inform book choices.
<ul style="list-style-type: none"> <li>To lead staff CPD on the teaching of spelling and expectations of application across the curriculum.</li> <li>Monitor medium term spelling plans to check appropriateness and progression of word lists</li> <li>To monitor the effectiveness of Y2 spelling scheme and see if it needs to be expanded across KS2.</li> </ul>	CD and English Team	Autumn 2022	Staff Meeting		Staff Meeting Notes Planning	Complete  New Y2 spelling scheme is proving successful. Look to use in Y3 next year.
<ul style="list-style-type: none"> <li>To review poetry spine across the school to ensure use of high quality text, breadth and progression within the genre.</li> </ul>	RW and English Team	Autumn 2022	Staff Meeting	Supply Cover	Whole school poetry spine established	Poetry spine continue to embed. Continue to review.
<ul style="list-style-type: none"> <li>To review oral texts to ensure progression of challenge and vocabulary choices.</li> </ul>	English team	Autumn 2		Supply cover	Oral texts show progression across the year groups /key stages	Some texts reviewed and changed this year. Continue to review.
<ul style="list-style-type: none"> <li>To hold termly moderation meetings across both schools and with other schools (focused on writing across</li> </ul>	English Team	Termly	Staff Meeting		Moderated writing	Complete and moderation across schools will be carried out this term.

the curriculum).						
<ul style="list-style-type: none"> <li>To take part in reading spotlight with other Trust schools to establish best practice teaching of reading.</li> </ul>	English team	2/2/2 KS 22/2/23 BG 6/10/22 RAB 27/4/22 HRS 8/6/23 ASH		Supply cover	Spotlight report	Complete – see report.
<b>Mathematics</b>						
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 glossary for vocabulary and lists	Completed
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	Completed and maths leaders monitored lessons.
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	Completed.
<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"> <li>- Learning walk of both schools</li> <li>- Reviewing mathematics data</li> <li>- Book monitoring</li> <li>- Planning review</li> </ul> <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.	Maths spotlight completed and all teachers observed in mathematics with oral and written feedback given.
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	Complete in infants and reviewed in juniors.
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.	Completed – please see report.

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	Complete with monthly competitions and powerpoints in juniors. Infant have begun their badges.
To conduct mathematics parent workshops.	GS	Autumn Term			Powerpoints	Completed in all year groups.
To ensure each classroom has a mathematics learning wall/ set of concrete apparatus which is positively used to affect learning.	Maths team	Ongoing			Displays	Completed.
Subject leader to team plan / 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	Staff meeting delivered with master classes in areas for developed identified in the teaching audit. Teaching sequence developed and all planning on new format
To take part in mathematics spotlight with other Trust schools to establish best practice teaching of Mathematics	Maths team	10/11/22 KS 20/6/23 BG 25.1.22 RAB 09/2/22 HRS		Supply cover	Spotlight report	Completed – please see report.
<b>Science</b>						
To ensure that the scientific enquiry learning approach is being embedded into teaching in Science.	JH/ JS	Ongoing			Planning	Completed.
To receive science training (led by Julie Hall) ambassador of science teaching.	JH/ JS	Ongoing			Training notes	Completed.
To use data loggers to improve science learners.	JH/ JS	Ongoing			Planning	Completed.
To use knowledge organisers to support the development of vocabulary and knowledge.	JH/ JS	Ongoing			Knowledge organisers	Completed
To ensure all teachers have vocabulary displays for science learning.	JH/ JS	Ongoing			Displays	Completed.
<b>Other subjects</b>						
To ensure that the enquiry based learning approach is being embedded into teaching across a range of subjects. Including RE using new scheme of work from Essex and new	RW/ JP/ WM	Staff meeting 22.9.22  See Governor			Book study	Completed.





## Whole school Objective

### Behaviour and attitudes – relationships

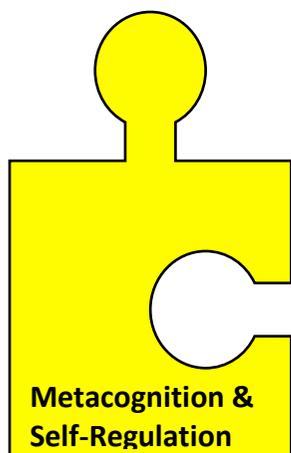


#### Success criteria EIF 2021

- 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
Embed the new PSHE jigsaw curriculum with a focus on relationships	MM/ JHu/ JP	Autumn 2022				Completed and additional training last half term.
New behaviour policy which puts respectful relationships at the heart	RA	Autumn 202e				Completed.
Deliver element 3-9 Trauma Perceptive Practice (TPP) training for all staff	SLT / KM	13/10 24/11 1.12			PSHE books	Delivered element 3, 4 and 5. 6 planned for summer term. Other elements next term.
Shared understanding of individual needs – spotlight children, pupil progress meetings, student conferences, pupil champions	AH/JP	Pupil progress meetings			Policy	Needs to be reviewed.
Develop the role of the well-being ambassadors to include anti-bullying roles developed by new pupil voice champion so children have a role in school.	EW	1.9.22			SOW certificates	Changed to whole school meetings and school council.

To use the characters of our core values to embed the core values in both schools especially the infant school.	JP	Weekly SOW assembly				Embedded in weekly assembly in infants.
Develop role of diversity champions to celebrate difference in our school and community.	MM/ BA	Ongoing			Meeting notes	Non-contact given and action plan written. Christmas around very successful in sharing diversity within infant school. Two years of assembly written.



## Whole school Objective

### Personal development – metacognition and Self-Regulation

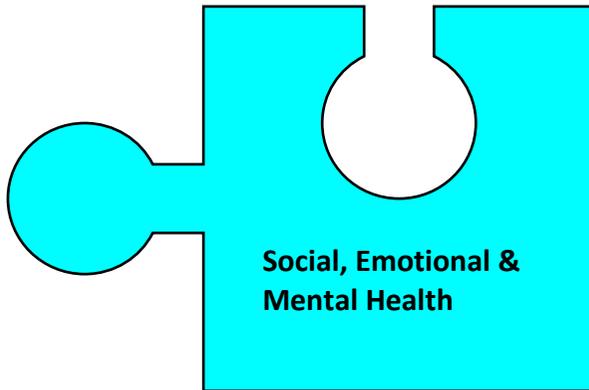


#### Success criteria EIF 2021

- 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
<b>Metacognition</b>						
<ul style="list-style-type: none"> <li>• 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.</li> <li>• To analyse pupil survey and initiate actions to make sure all subjects are equally enjoyed and accessed.</li> <li>• To allocate learning mentors and champions to any child identified as potentially underperforming.</li> <li>• To use the PSHE (remapped curriculum) to teach a more progressive curriculum in the zones of regulation.</li> <li>• To revise the KS charter of</li> </ul>	SLT	Autumn, spring, summer			Notes and actions from meetings	Not completed – need to review
	AH	September 2022			Survey analysis	Pupil questionnaire analysed and we are looking into results. July 2023 will have next survey.
	JP/ KM	Ongoing			Leaning mentor / safeguarding notes	All LMs have pupils allocated.
	MM/ JH/ JP	Autumn 2022			PSHE books/ planning	
	AH/ JP	Autumn 2022			KS charter	Completed and first half term focuses on zones. Completed review for financial management too.

<p>opportunities the children will have in our school.</p> <ul style="list-style-type: none"> <li>To set up children’s engagement module to MAPP to monitor children’s achievements and allow them to experience success and celebration.</li> <li>To conduct a pupil book study including pupil interviews into all subjects.</li> </ul>	<p>AH</p> <p>JP and subject leads</p>	<p>From Autumn 2022</p> <p>MER timetable</p>			<p>MAPP module</p> <p>Book study excel spreadsheets</p>	<p>Charter complete.</p> <p>Engagement model is complete and now impact being monitored. A lot higher engagement using engagement tracker measured.</p> <p>Planned for summer term again – some completed already this year.</p>
<ul style="list-style-type: none"> <li>To establish a metacognition champion and work with Trust to establish best practice in using metacognition to boost progress.</li> </ul>	<p>KMc/ EW</p>	<p>9/11/22</p>			<p>Staff meeting notes</p>	<p>Staff meeting postponed as we felt there was too much going on and needed time to embed existing initiatives.</p>



## 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"> <li>To have monthly meetings with our family engagement champion to monitor attendance closely and support families whose children are persistently late or whose absence is below our minimum expectation of 96 per cent.</li> <li>To create opportunities for families to engage more with school.</li> <li>To provide support for children experience trauma.</li> <li>To provide support for children who need additional social, emotional and mental health support.</li> <li>To provide monthly supervision to TA coping with most complex case in school and learning mentors.</li> </ul>	LQ/ JP/ AH	Monthly			Absence rates reduce	Attendance last year in highest 20 per cent of all schools. Continue to work to get to pre-pandemic levels. EAL in infant school are an emerging group who have persistent absence – new focus.
	Diversity champions	Ongoing			Intervention list/ MAPP	Phonics and mathematics workshops in place. Infant reading mornings have began again.
	KM	Ongoing			Learning mentor/ play therapist notes	Range of support accessed.
	KM	Ongoing				Supervision has started and planned for all learning mentors this year.
	KMa	Monthly	£50 a session		Supervision	
<b>Well-being</b>						
<ul style="list-style-type: none"> <li>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</li> <li>To have a school vision evening to support next stage of school development with all staff and stakeholders.</li> </ul>	CDo	Ongoing			Meeting notes	Staff questionnaire completed and action plan written.
	Staff, governors, parents, pupils	15/9/22			Meeting notes	School vision evening completed and plan written.
<b>Professional development</b>						
<ul style="list-style-type: none"> <li>Leaders ensure that teachers receive focused and highly effective professional development Opportunities for ECF teachers to have first class professional development</li> <li>Instructional coaching used to provide support and challenge to teachers.</li> </ul>	SLT				Staff meeting notes ECF plans	Range of opportunities planned for professional development including ECT.
	HB RW			£8,964.90 (apprenticeship levy) for three years	Apprenticeship level 4 training certificates	HGilkes completed her certificate before she left for her maternity.

<ul style="list-style-type: none"><li>• IRIS technology used to support teachers in their teaching development.</li></ul>					Portfolios	Initial training accessed but not rolled out as other initiatives need completing first.
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