

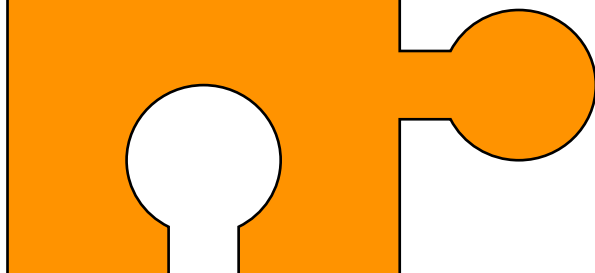


# School Development Plan

**2023 - 2024**



## 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.

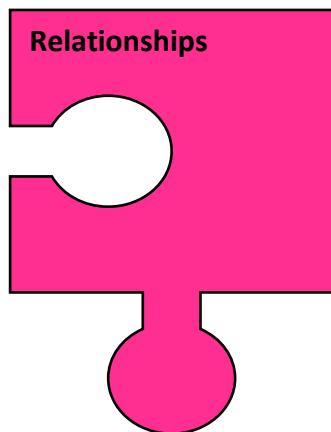
Tasks to complete	Responsibility	Timescale	Resources (cost)	Staffing (cost)	Monitoring Process	Evaluation
<b>Language development and comprehension</b>						
<ul style="list-style-type: none"> <li>To embed the academic word spine to systematically teach children Tier 2 words they need for later academic success.</li> <li>To refine and embed the vocabulary spine in each subject to aid progression in Tier 3 vocabulary.</li> <li>To baseline each child in EYs using WELCOMM to ensure early intervention is provided.</li> <li>To write oracy progression document showing opportunities for talk across the curriculum and year groups.</li> <li>Consider if it is necessary to assess oracy.</li> <li>Consider support for children who are struggling to meet these standards.</li> </ul>	JP	Autumn 2022				Revisited oracy with learning observations and looked out for academic word spine.
	JP/ CD	Autumn 2022			Word lists	Excellent evidence of the vocabulary progression in the observations.
	CD/ GB/ AO	Autumn 2022			Vocabulary spine	Baseline complete.
					Baseline assessments and intervention impact	Oracy framework has been written and shared with staff. Training session showing a range of best practice videos and shared with governors at sprog meeting. Considered and decided it was a vehicle but mapped oracy outcomes across the curriculum.
<b>English</b>						
To conduct planning and work scrutiny of	CD/SLT	Termly		Supply	Samples of children's	Writing scrutiny completed as

English across both schools. 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		Cover	work  Updated development plan	part of a governor visit. Need to look at outcomes and actions. First one is complete – see above.
To have English subject assemblies to share and celebrate work in both infant and junior schools to monitor subjects.	English Team	See timetable of assemblies			Photos of assembly	
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.	CD English team	See timetable of Governors visits		Supply Cover	Governor Notes	Completed for English.
To monitor bug club across the school.	English Team	Spring 2022			Bug Club Access Figures	
To audit representation of different cultures, languages and ethnic groups to inform book purchases and library service selection	English Team  Diversity champions	Autumn 2022			Audit A wide range of cultures, languages and ethnic groups represented in our book collections	Completed for assembly and PSHE books.
To lead staff CPD on the teaching of spelling and expectations of application across the curriculum. Monitor medium term spelling plans to check appropriateness and progression of word lists To expand the Y2 spelling scheme and into Y3.	CD and English Team	Autumn 2022	Staff Meeting		Staff Meeting Notes Planning	Phonics practice continues. Audit Y3 spelling in spring term.  This has been started.
To review poetry spine across the school to ensure use of high quality text, breadth and progression within the genre.	RW and English Team	Autumn 2022	Staff Meeting	Supply Cover	Whole school poetry spine established	
To review oral texts to ensure progression of challenge and vocabulary choices as well as diversity.	English team	Autumn 2		Supply cover	Oral texts show progression across the year groups /key stages	
To hold termly moderation meetings across both schools and with other schools (focused	English Team	Termly	Staff Meeting		Moderated writing	Autumn term complete.

on writing across the curriculum).						
To establish a tiered report for supporting the priority 20 – intensive support and reading champion in KS2.	English Team					Complete and implemented. See reading pathway.
To establish phonics practice for KS2.						Three sessions already happened in autumn term.
To lead staff CPD on the teaching of reading especially WCGR and expectations of application across the curriculum.						Completed but need to continue to measure impact.
To have writing Trust staff meetings and reflect on current practice.	Kerrie McGivern	12/10/23 6/2/23 16/5/23				Autumn term meeting complete.
<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	
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	Completed in autumn term – need to continue with this.
To conduct mathematics monitoring days where mathematics leaders can work to monitor children's progress and evaluate their action plan. <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> Discussing next steps to support mathematics teaching and learning	Maths team	Ongoing (termly)	Cover – TW/AH		Monitor planning, teaching, books, data using mastery approach and write a report detailing findings.	
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.	RA	Autumn Term			Powerpoints	Completed for Y3, Y4, Y5.
To ensure each classroom has a mathematics learning wall/ set of concrete apparatus which is positively used to affect learning.	Maths team	Ongoing			Displays	Complete.
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	
To investigate and implement the best way of learning number facts for KS1.	Maths team	Ongoing			Programme identified and implemented.	New programme identified and will be started in spring.
<b>Science</b>						
To ensure that the scientific enquiry learning approach is being embedded into teaching in Science.	JH/ JS	Ongoing			Planning	Staff meeting 24.1.24.
To receive science training (led by Julie Hall) ambassador of science teaching.	JH/ JS	Ongoing			Training notes	
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	
To ensure all teachers have vocabulary displays for science learning.	JH/ JS	Ongoing			Displays	

Other foundation subjects						
<p>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 planning from SAT.</p> <p>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.</p> <p>To attend and action the subject conferences from SAT</p>	<p>RW/ JP/ WM</p> <p>RA</p>	<p>Staff meeting 22.9.22</p> <p>See Governor visit plan</p>			<p>Book study</p> <p>Visit notes</p> <p>Governor visits</p>	<p>Embedded in autumn observations. Best RE teaching shared in staff training. History spotlight very positive about the enquiry led learning.</p>
To take part in computing spotlight with other Trust schools to establish best practice teaching computing.	RA Trust lead			Supply cover	Spotlight report	Completed in autumn term and very successful outcomes.
To take part in history spotlight with other Trust schools to establish best practice teaching history.	RW, LF Trust lead					Completed in spring term and very successful outcomes.
To take part in DT spotlight with other Trust schools to establish best practice teaching DT.	JPo, AH Trust lead					
<p>To establish role of EAL co-ordinaor and streamline systems of identification and support.</p> <p>Establish a TA with responsibility of supporting EAL children (new to English)</p>	<p>GS</p> <p>DA</p>					<p>Using read theory to support UKS2 learners.</p>



## Whole school Objective

### Behaviour and attitudes – relationships



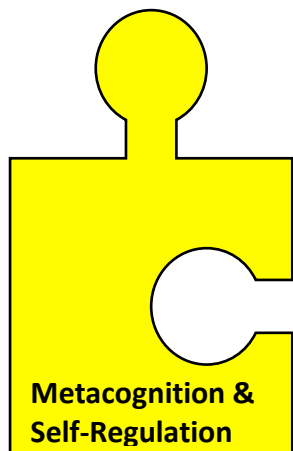
#### Success criteria EIF 2021

- 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 and ensure progression across the school.	HG/ JHu/ JP	Autumn 2023			PSHE books	Completed and new enrichment core book spine added and will be training in staff meeting in spring.
Embed behaviour policy which puts respectful relationships at the heart	RA	Autumn 2023			Behaviour policy and records	Completed and induction training for new staff.
Deliver element 8-9 Trauma Perceptive Practice (TPP) training for all staff	SLT / KM				TPP powerpoints	Completed all elements for all staff. New staff had condensed version.
Shared understanding of individual needs – priority 20, pupil progress meetings, student conferences, pupil champions	AH/JP	Pupil progress meetings			Pupil progress meetings	Autumn term complete.
Develop the role of the school council to include new projects including eco-schools.	EW, MM	Monthly meetings			School council board and meetings	Green badge achieved autumn term.
To use the characters of our core values to embed the core values in both schools	JP	Weekly SOW assembly			SOW certificates	Complete and new books introduced with each core value for the children.

especially the infant school.  Develop role of diversity champions to celebrate difference in our school and community.	BA	Ongoing  Training 9/10/23	£120 No outsiders training		Meeting notes	Christmas around the world in autumn. Visitors invited to share their religions.
---	----	------------------------------------	----------------------------	--	---------------	--





## Whole school Objective

### Personal development – metacognition and Self-Regulation

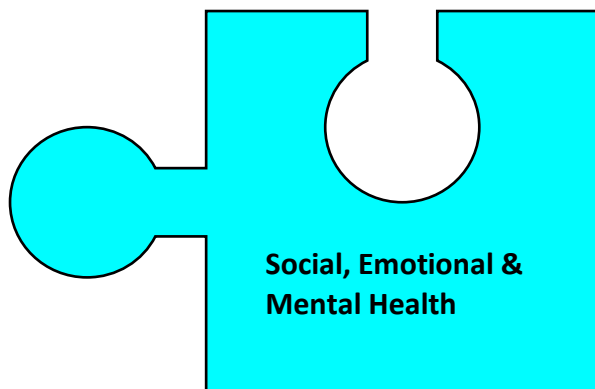


#### Success criteria EIF 2021

- 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> </ul>	SLT	Autumn, spring, summer			Notes and actions from meetings	
<ul style="list-style-type: none"> <li>• To analyse pupil survey and initiate actions to make sure all subjects are equally enjoyed and accessed.</li> </ul>	AH	September 2022			Survey analysis	
<ul style="list-style-type: none"> <li>• To allocate learning mentors and champions to any child identified as potentially underperforming.</li> </ul>	JP/ KM	Ongoing			Learning mentor / safeguarding notes	Shared with relevant staff and analysed. Pupil interviews in maths for girls.
<ul style="list-style-type: none"> <li>• To use the PSHE (remapped curriculum) to teach a more progressive curriculum in the zones of regulation.</li> </ul>	MM/ JH/ JP	Autumn 2022			PSHE books/ planning	
<ul style="list-style-type: none"> <li>• To revise the KS charter of opportunities the children will have</li> </ul>	AH/ JP	Autumn 2022			KS charter	Complete and new enrichment book spine introduced.

<p>in our school.</p> <ul style="list-style-type: none"> <li>• To embed the 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>	
---	---------------------------------------	--	--	--	---	--



## 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
<b>Engagement of families including improving attendance</b>						
<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> </ul>	LQ/ JP/ AH	Monthly			Absence rates reduce	Completed for autumn term with improved results.
<ul style="list-style-type: none"> <li>• To create opportunities for families to engage more with school.</li> </ul>	Diversity champions	Ongoing			Intervention list/ MAPP	School dinners, phonics workshops, maths workshops,

<ul style="list-style-type: none"> <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> </ul>	KM KM	Ongoing Ongoing			Learning mentor/ play therapist notes	parent forum, reading morning Girls group, MHSW
<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> </ul>	CDo	Ongoing			Meeting notes	
<b>Continuing professional development</b>						
<ul style="list-style-type: none"> <li>Leaders ensure that teachers receive focused and highly effective professional development</li> <li>Opportunities for ECF teachers to have first class professional development</li> <li>IRIS technology used to support teachers in their teaching development.</li> </ul>	SLT  KM/ RA  RA	18/9/23, 17/11/23, 8/3/24, 28/6/24			Staff meeting notes ECF plans  Portfolios	IRIS used with ECT and to record RE lessons.