



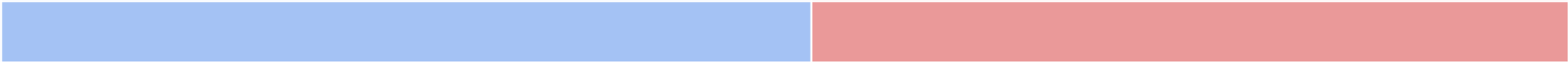
Flying high; soar on wings like eagles'

School Development Plan (SDP)

September 2022-July 2023

Headline SDP(School Development Plan) 2022-23

| St Helen's Goals | Partnership Goals |
|---|--|
| <p>Continuously improve, developing quality and consistency in teaching and learning</p> <p>1. Reading - Fully embedding the Reading changes to ensure quality, consistency and impact, for lower 20% readers</p> <p>2. Phonics - new phonics programme implemented and embedded across the year for impact. Introduction of Read Write Inc Phonics programme.</p> <p>3. Writing - Development in writing, sequence of teaching, spelling and handwriting programme/sequence is embedded in school.</p> <p>4. Maths - Implementing new approach to teaching of times tables and times table policy.</p> <p>Engaging with the 'Teaching for Mastery' programme with Boolean Maths Hub, implementing the 'Five Big Ideas' (NCETM)</p> <p>5. Teaching and Learning - Creating 'teaching and learning guide' to support coaching and continuous improvement for staff</p> | <p>6 Curriculum Design To fully embed the connected curriculum across the partnership to show the impact of the Curriculum</p> <p>7 Subject Leadership To develop the leadership skills of the subject leaders to ensure the intent, implementation and impact of all subjects is clear</p> <p>8 Assessment Processes To implement a common vision for assessment and standardised testing across the Partnership</p> <p>9 Development of Teaching Assistants to enhance learning outcomes for all children Involvement in the Local authority MITA project.</p> |
| | <p>Pupil Personal Development Goals</p> <p>10 To improve children's enjoyment of play and to develop the school environment to better enable play for all children through the OPAL project and through delivery of extra-curricular clubs</p> <p>11 To develop and embed a whole-school Thrive approach to enhance children's Social Emotional Mental Health</p> |



Headline targets, set taking into account FFT20 estimates 2022-23 Targets To be completed.

| Provisional Targets | EYFS | Y1 Phonics | Y2 Read | Y2 Write | Y2 Maths | Y6 GPS | Y6 Read | Y6 Write | Year 6 Maths |
|---------------------------|------|------------|---------|----------|----------|--------|---------|----------|--------------|
| % expected | | | | | | | | | |
| % Greater Depth/Exceeding | | | | | | | | | |

St Helen’s Goal 1:
Continuously improve, developing quality and consistency in teaching and learning:

- 1. Reading** - Fully embedding the Reading changes to ensure quality, consistency and impact, below 20% readers
- 2. Phonics** - new phonics programme- RWI implemented and embedded across the year for impact.
- 3. Writing** - Development in writing, sequence of teaching, spelling and handwriting programme/sequence
- 4. Maths** - Implement new approach to teaching times tables and ensure that children learn facts to automaticity with conceptual understanding, including additive facts (Learn Its) JH

Engaging with the ‘Teaching for Mastery’ programme with Boolean Maths Hub, implementing the ‘Five Big Ideas’ (NCETM), with a particular focus on ‘Mathematical Thinking’ and ‘Representation and Structure’ through developing the use of concrete resources JH

5. T+L - Creating 'teaching and learning guide' to support coaching and continuous improvement for staff KC + SLT

To develop a detailed monitoring cycle that supports securing quality teaching and learning and consistency across the whole scho

| Key Actions: | | | | | | | | | | |
|--|---|-----|---------|--------|---|------------|-----------------------|----------------|---|----------------------|
| SDP Ref | Action | Who | Start | Finish | Outcome | Monitoring | Resources (Time/Cost) | Gov Monitoring | School RAG | Gov Comments and RAG |
| 1. Reading - Fully embedding the Reading changes to ensure quality, consistency and impact on lower 20% readers | | | | | | | | | | |
| 1.1 | Assessment: Benchmarking (T1 T2, T4, T6 + lowest 20% more often if needed) and CM | RA | Ongoing | | To set up GR (levels) | | | | Term 1 Lowest 20% for Years 3,4,5 Benchmarked. Progress seen in the majority of children. | |
| 1.2 | Development of Reading skills progression | RA | Ongoing | | To send out the reading skills progression to make sure colleagues are aware of what skills they have to teach (plus it gives an overview of year group below and year group above) | | | | | |

| | | | | | | | | | | |
|---|---|---------------------|--------|----|---|----|--|--|---|--|
| 1.3 | Ensure that guided reading is consistently implemented throughout the school. Monitor that colleagues are happy with our approach to guided reading. Book scrutiny, pupil's voice. Assessment. | RA | Term 2 | | Start to measure a positive impact on children's progress eg: quality of retelling, engagement in reading. | | | | | |
| 1.4 | Develop book band information sheets for reading records. Share with KS1 staff. Share with parents through information video. | CA All KS1 Staff | T1 | T3 | Children and parents to engage with these information sheets to be aware what the children are working on. KS1 staff to be aware of the purpose of our sheets. | CA | | | | |
| Phonics - new phonics programme implemented and phonics targets are met through high quality phonics teaching. | | | | | | | | | | |
| 2.1 | Research a new phonics scheme to replace letters and sounds. Trial new phonics scheme with Y1. Share thoughts with KS1 staff. Look to implement new scheme for next academic year. | ET KC CA | T2 | T6 | New Phonics scheme is in place and training delivered to all members of Early years teams and KS1. | CA | | | Completed and RWI has been purchased and organised ready for September. | |

| | | | | | | | | | | |
|-----|--|----------|----|----|---|----|--|--|--|--|
| 2.1 | Implementation of phonics scheme RWI across Year R to Year 3 | KC LP | T1 | T6 | New Phonics scheme is in place and training delivered to all members of Early years teams and KS1. | LP | | | | |
| 2.2 | Monitor phonics lessons through observations | CA JH | T1 | T6 | Each phonics lesson to follow same structure of revisit/review, teach, practice and apply There is a clear progression across the phase. Children are given a range of opportunities including the use of interactive resources. KS lead to engage in observations to reflect. | LP | | | | |
| 2.3 | Monitor assessment data for phonics assessments across KS1 | | T1 | T6 | Phonics assessments to be completed every term to track children's progress and use this to | | | | | |

| | | | | | | | | | | |
|-----|--|---|----------------------------|--|--|--|--|--|--|--|
| | | | | | <p>inform intervention groups With KS lead identify key children across the phase and engage in learning conversations with KS1 staff. Year 1 and Year 2 achieve their Phonics targets at the end of the year.</p> | | | | | |
| 2.4 | <p>Ensure whole school staff training for RWI implementation</p> | <p>Term 1 LP KC RA</p> | <p>RWI LP</p> | | <p>All staff are aware of the RWI scheme and next steps for the processes.</p> <p>Teach daily Speed Sound lessons Reception- teach using 'Making a Strong Start'</p> <p>All Year 1/2/3 staff- 9.00-9.30- For 30 mins (first 4 weeks)</p> <p>Teach two or three Speed Sounds every day</p> | | | | | |

| | | | | | | | | | | |
|--|---|----------------|--------|--------|--|--|--|--|--|--|
| | | | | | <p>Set 2 & 3 groups: 2 Sounds following Speed Sound lesson plan.</p> <p>Set 1 groups: Set 1 Speed Sound lesson + Word Time</p> | | | | | |
| | To develop instructional coaching to enable teachers to develop their phonics teaching. | LP KC RA | Term 1 | Term 6 | <p>Use Practice Map to plan and record practice sessions and coaching</p> <p>Establish practice time to enable teachers to develop</p> | | | | | |
| | To develop entry assessments for KS1 and conduct regular six week assessments to enable children to | LP KC | Term 1 | Term 6 | Assessment is used to enable children to make accelerated | | | | | |

| | | | | | | | | | | |
|--|--|-------------------------------|--------|--------|---|--|--|--|--|--|
| | <p>be placed in the correct groups.</p> <p>Timetable half termly RWI Assessments into school diary in penultimate week of each term</p> | RA | | | progress with their reading. | | | | | |
| | <p>Run Red to Orange Storybook Training/ Yellow, Blue and Grey Storybook Training for the RWI Phonics Storybooks using the online training modules</p> <p><i>Phonics > Yellow, Blue and Grey Storybook Training</i></p> <p><i>Phonics > Red to Orange Storybook Training</i></p> | <p>LP</p> <p>KC</p> <p>RA</p> | Term 1 | Term 6 | All children make good progress in their early reading and phonics target assessments are achieved. | | | | | |

| | | | | | | | | | | |
|---|---|----|---------|--|---|--|--|--|--|--|
| | Lead the training session – ensure all staff practice. | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| 3 Writing : Development in writing, sequence of teaching writing , including spelling and handwriting sequence | | | | | | | | | | |
| 3.1 | Have a clear view of standards in writing across the school | RA | Ongoing | | Children make good progress in their writing and staff understand assessment procedures. | | Subject leaders release time | | | |
| 3.2 | Monitor the agreed policy on the teaching and the progression for handwriting across the school | RA | | | Handwriting teaching contributes to the legibility and stamina of writing across the school | | Invoiced cost of the supporting scheme of work | | | |

| | | | | | | | | | | |
|-----|--|----|--|--|---|--|--|--|---|--|
| 3.3 | Clear Intent and sequence for Writing developed Writing mapped out across the school of expectations. | | | | Work with Vicky Gordan | | | | | |
| 3.4 | Writing CPD developed around sequencing a unit of work | | | | | | | | | |
| 3.5 | Spelling programme mapped and sequenced across the school- similar to White Rose overview (KS2) Each year group to know what is being taught and when | | | | | | | | | |
| 3.6 | How to teach spelling across the week is developed and introduced through RWI scheme | | | | | | | | | |
| 3.7 | Share and implement an agreed policy on the teaching and the progression for handwriting across the school Review and amend the handwriting policy/programme so that it clearly identifies which letters and joins pupils learn (week by week, term by term, year | RA | | | Handwriting teaching contributes to the legibility and stamina of writing across the school | | Invoiced cost of the supporting scheme of work | | Policy written and shared with SLT. Nil comments received. Send to staff. Linked with staff meeting on progression using 'Letterjoin'. Add handwriting to 'writing DNA' document. | |

| | | | | | | | | | | |
|--|--|---|----|---------|---|----|--|--|--|--|
| | by year in line with the NC) | | | | | | | | | |
| Maths | | | | | | | | | | |
| 2021-22 Implement new approach to teaching times tables and ensure that children learn facts to automaticity with conceptual understanding, including additive facts (Learn Its) JH | | | | | | | | | | |
| 2022-23 This key outcome is to be continued with a particular focus on developing conceptual understanding through improved lesson design (e.g. games and investigations) and questioning - JL | | | | | | | | | | |
| 4.1 | Share the times tables progression on INSET Day 2 and engage in CPD on developing conceptual understanding, led by Maggie Steel. Organise for TAs to also engage with 2 hours CPD to provide high quality interventions. | MS JH MH | T1 | T2 | Teachers and TAs have a developed understanding of the why/what/how, with a clear progression to use to deliver high quality times tables teaching. | JH | INSET Day 2 in Term 1 2 hours £120 INSET Day 3 in Term 2 2 hours £120 | | | |
| 4.2 | Full implementation of step counting and recall, focused on a termly times table (TTRS to match), and develop teaching practice to ensure that there is a focus on developing conceptual understanding of what multiplication and division facts represent | JH MH Teachers TAs Parent volunteers | T1 | Ongoing | Children have secure knowledge of their year group times tables from the progression and they are able to reason about facts, demonstrating conceptual understanding. | JH | Staff meeting/INSET time | | Step counting and recall was fully implemented with consistency prior to the staff changeover after Easter. Questioning and mathematical | |

| | | | | | | | | | | |
|-----|---|--|----|---------|--|----|-------------------------------------|--|---|--|
| | and how times tables are structured. | | | | Year 4 times table check target is met in T6. | | | | thinking with regards to lesson design needs to be developed to focus on conceptual understanding. | |
| 4.3 | Create a times tables policy with Mark (Maths lead at St Mary's) whilst working in partnership with Maggie Steel. | JH MH MS | T1 | Ongoing | Teachers are able to refer to a times tables policy which provides clear guidance for teaching and learning. | JH | Meeting time after school (no cost) | | Times tables policy shared with staff on 25.3.22. | |
| 4.4 | Develop our teaching of Learn Its to ensure that the majority of the children secure Step 9 at the end of Year 2, showing that they are ready to progress onto times tables in KS2. | JH Teachers TAs (interventions) | T2 | Ongoing | Big Maths sessions are interactive and children are making good progress with their Learn Its. Key children are identified and targeted to avoid gaps. | JH | Staff meeting time | | Peer mentoring was an option shared by Maggie Steel, however we did not progress with this due to the staff changeover. There are a significant number of children in Y3-Y5 who are still on Step 8 and 9 which is near doubles and adding 7, 8 and 9. | |

| | | | | | | | | | | |
|--|---|----|-----|---------|--|-----|--|--|--|--|
| 4.5 | Re-launch Maths home learning when our menu approach is reviewed. Provide clarity around time frames for each activity and examples of practise via videos. Provide guidance to teachers to promote this in their class and monitor the impact. | JH | T1 | T2 | Parents feel confident with how to support their child with Maths home learning and the children regularly engage with this which has a positive impact on their progress in school. | SLT | Leadership time to record video/develop communication to parents | | Term 2 – shared video for times tables learning. Guidance provided by SLT generally for home learning. Positive feedback gained on the use of FunKey Maths TT cards. | |
| <p>2021-22 Engaging with the 'Teaching for Mastery' programme with Boolean Maths Hub, implementing the 'Five Big Ideas' (NCETM), with a particular focus on 'Mathematical Thinking' and 'Representation and Structure' through developing the use of concrete resources JH</p> <p>2022-23 This key outcome is to be continued with the use of concrete resources being the main 'new thing' in Maths this year. With regards to 'Mathematical Thinking', this needs to be further developed with a focus on talk rich classrooms (rather than overuse of hands up with pupil to teacher response) and improved AFL opportunities through the use of whiteboards (no jotters). JL</p> <p>Note for JL - Steps to success need reviewing with reference to the T & L guide as some classes are objective based.</p> | | | | | | | | | | |
| 4.6 | Develop mathematical thinking through more frequent and carefully planned problem solving opportunities (e.g. NRICH investigations) to ensure that the children think about language structures, reason with them and discuss with others. | JH | T2+ | Ongoing | The children have developed their problem solving skills and think about language structures, reason with them and discuss with others. | JH | Leadership and staff meeting time | | Term 5 staff meeting had a focus on developing mathematical thinking in the context of times tables teaching. Mathematical thinking still | |

| | | | | | | | | | |
|-----|---|----|-----|---------|--|----|-----------------------------------|---|--|
| | | | | | | | | requires further support moving forwards. NRIC investigations are yet to be explored. NCETM advice is to plan for these short termly. | |
| 4.7 | Representation and structure: Update calculation policy and include core representations (C-P-A) as consistent use of the same representations across year groups will help to connect prior learning to new learning. | JH | T4+ | Ongoing | To provide teachers with a coherent calculation policy which shows progression from concrete, pictorial to abstract and includes key vocabulary. Within the calculation policy, there is consistent use of the same variety of representations to help the children connect prior learning to new learning. | JH | Leadership and staff meeting time | Action completed - this was developed in collaboration with Westbury-on-Trym and will be shared with St Mary's. | |

| | | | | | | | | | | |
|-----|---|----|-----|---------|--|----|-----------------------------------|--|---|--|
| 4.8 | Representation and structure: Audit concrete resources and create an order to propose for the next financial year with the view for future CPD to focus on the use of manipulatives across the school EYFS-Year 6. | JH | T4+ | Ongoing | <p>Prior to an upcoming block of learning, teachers engage with S planning in collaboration during staff meeting time. Whilst engaging with this, the use of manipulatives is a particular focus. Following CPD on which core manipulatives should be used and how, teachers are embedding this within daily maths lessons. As a result, children are developing their mathematical thinking and conceptual understanding. Concepts are also becoming more 'sticky'.</p> | JH | Leadership and staff meeting time | | Audit was completed and new resources arrived in term 6. There are class resources and shared resources for the school. | |
|-----|---|----|-----|---------|--|----|-----------------------------------|--|---|--|

| | | | | | | | | | | |
|--|---|--|--------------------------|----------------|---|-----|--------------------|--|---|--|
| | Representation and structure (partnership outcome): Termly staff meetings - S planning with a focus on modelling and practising the use of concrete resources, looking at the progression of C-P-A on the new calculation policy | JH INSET JL T1 onwards | T1 2022-23 | Ongoing | Teachers are familiar with using concrete resources and all children are using these effectively, alongside 'Maths talk' to develop conceptual understanding. | JL | Staff meeting time | | | |
| <p>5 Teaching and Learning: Creating 'teaching and learning' guide to support coaching and continuous improvement for staff</p> <p>Monitoring cycle supports securing of quality and consistency, teaching securely 'good' in all areas of the school</p> <p>To develop a detailed monitoring cycle that supports securing quality teaching and learning and consistency across the whole sch</p> | | | | | | | | | | |
| 5.1 | Clear monitoring cycle is developed across the year to elicitate standards in all subjects. | SLT KC to develop monitoring cycle for core subjects. | Term 1 2022 | Term 6 2022 | Monitoring across the school continues to show good practice every single day. Children are making good progress from their starting points. RAP shows the clear priorities for the monitoring cycle. | SLT | Leadership time | | Term 1 monitoring cycle developed and shared with all staff. | |
| 5.1 | Clear monitoring cycle is developed across the year to elicitate standards in all subjects. | SLT RA | Term 1 2022 Week 4 | Term 1 2022 | Monitoring across the school continues to show good | SLT | Leadership time | | Writing monitoring conducted: 28.9.22 KS1 | |

| | | | | | | | | | | |
|-----|---|-----|--------------------------|------------------|---|-----|-----------------|--|--|--|
| | Monitoring of Writing- to ensure the sequence of writing is inline with the St.Helen's vision. Writing Monitoring: Term 1 | | Following staff meeting. | | practice every single day. Children are making good progress from their starting points. RAP shows the clear priorities for the monitoring cycle. | | | | | |
| 5.2 | Teaching and Learning guide is updated to show the core principles for teaching across the school | SLT | Term 1 2022 | Term 2022 | New Teaching and Learning guide is developed and shared with new members of staff. Monitoring that is conducted is based on the T and L guided. | SLT | Leadership Time | | A Teaching and Learning Guide has been drafted and shows the core principles for T and L in the federation. This has been shared with staff and will be used for monitoring moving forwards. | |
| 5.3 | Assessment for Learning principles embedded across school. | KC | Term 1 2022 | Term 1 Sept 2022 | Staff are aware of the different ways to use AFL in the core lessons and principles are developed to enable | KC | | | AFL learning principles have been shared and different principles will be looked for in monitoring in Term 1 in | |

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--------------------|--|
| | | | | assessment to be used to move the children on. | | | | Writing and Maths. | |
|--|--|--|--|--|--|--|--|--------------------|--|

| | | | | | | | | | | |
|---|--------|-----|-------|--------|---------|------------|-----------------------|----------------|------------|----------------------|
| Partnership Goals | | | | | | | | | | |
| Curriculum Design 6. To fully embed the connected curriculum across the partnership to show the impact of the curriculum on all our children. | | | | | | | | | | |
| Subject Leadership 7 To develop the leadership skills of the subject leaders to ensure the intent, implementation and impact of the foundation subjects | | | | | | | | | | |
| Assessment Processes 8 To implement a common vision for assessment and standardised testing across the school and Partnership | | | | | | | | | | |
| SDP Ref | Action | Who | Start | Finish | Outcome | Monitoring | Resources (Time/Cost) | Gov Monitoring | School RAG | Gov Comments and RAG |
| Curriculum Design 6. To fully embed the connected curriculum across the partnership to show the impact of the curriculum on all our children. | | | | | | | | | | |

| | | | | | | | | | | |
|-----|--|-----------------------------|----------------|----------------|---|-----|--|--------------------------|----|--|
| 6.1 | <p>For Curriculum Humanities leads To ensure the correct coverage across the cycle for all year groups and fine tune when geography and when history takes the lead.</p> <p>To review humanities progression, locate the now and next progressions developed by the humanities team, agree and publish the final document.</p> | KC BS KT Subject Leaders | Term 1 2022 | Term 1 2022 | The impact of the curriculum is seen through high quality work. Children are able to share their skills and knowledge to show their prior knowledge | SLT | Vicky Gordon cost (c. £2000 split between schools) | | | |
| 6.2 | Clear role description created for the new curriculum subject leads in each school | KC BS | Sep 22 | | Each leader clear on responsibilities and driving implementation of the curriculum SEF subject leaders template given to all leaders. | SLT | Leadership time | Curriculum and Standards | | |
| 6.3 | Curriculum leaders to create action plan for the year to drive improvements in the curriculum | Subject Leaders | Sep 22 | | <p>Action plan reflects key priorities</p> <p>Action plan and ongoing monitoring ensures that key changes are made and curriculum implemented</p> | | Leadership Time | Curriculum and Standards | A. | |
| 6.4 | Re-launch mini/maxi products and share the 'Celebration of our which outlines teacher | KC BS KT | T1 | Ongoing | Teachers contribute to showcasing the | JH | | | | |

| | | | | | | | | | | |
|-----|---|--|------------------------------------|---|--|--|--|--|--|--|
| | responsibilities throughout the teaching sequence e.g. Weekly Dojo post for the curriculum lead to upload to Twitter. | | | | impact of curriculum to reach a wider audience. | | | | | |
| 6.5 | Invite parents and carers in for a gallery walk in Term 2 and organise a videographer via Learning councillor to capture pupil voice. | JH JB (Artist) Teachers | T3 | T4 | Children engage with writing and artwork for a real purpose and audience, with parents/carers coming in to view our gallery walk. A video is shared via Twitter and our school website to reach the wider community. | JH/SLT | Staff meeting time to prepare and hold gallery walk (X2) Videographer | | | |
| | 2022-23 Termly open classrooms with books out to celebrate the impact of the curriculum and gain feedback from parents/carers on postcards. In addition, regularly capture pupil voice on both the global curriculum and national curriculum. Subject leaders play a key role in this through monitoring, including developing subject learning councils e.g. working towards a school award. | JH Teachers and subject leaders | T2, T4, T6 Every short term | Teacher, TA and parent/carer voice is captured and feedback is used to celebrate strengths/impact and review areas of growth. | JH/SLT KC, BS | Leadership time After school Leadership time for subject leaders | Curriculum and standards | | | |

| | | | | | | | | | | |
|-----|--|--|------------------|--|---|-----------------------|---|--------------------------|--|--|
| | | | | | | | | | | |
| 6.6 | A clear rota for displays is developed for the school environment to show the impact of the curriculum. | KC | Sept Term 1 2022 | Sept Term 1 2022 | Environment displays in the cloakrooms and classrooms show the quality of the curriculum provision clearly displaying the Big Question and Maxi Product | KC JH | | | 2022-23 First draft of rota developed. Review budget with BS/FOSH for time with Laura. Communicate with staff. | |
| 6.7 | Subject leaders from the two schools working collaboratively to develop medium term plans and to monitor the impact of the curriculum monitoring together in each others schools. | KC BS Subject leaders | Termly | Action plan reflects key priorities Action plan and ongoing | AS | Leadership time | Curriculum and standards | | | |
| | 2021-22 Implement the Connected Curriculum principles, through the vision of Early Childhood at St Helen's, including in light of the new Early Learning Goals – Review the LTP, skills progression and assessment of the skills. 2022-23 Develop collaboration across the partnership to support professional development with | JH BS NL EYFS and Y1 team | T1 2021 | Term 6 Sept 2022 | Updated key principles of the Connected Curriculum are implemented. Teachers believe in our vision and feel confident to plan, teach and assess using this framework. | AS/NL/BS/JH BS | Leadership time to meet with BS Time for NL to meet with EYFS team | Curriculum and standards | 2021-22 JH, BS and NL yet to meet about this. | |

| | | | | | | | | | | |
|-----|---|---------------|-------------|--|-----|-----------------|---------------------------------|--|--|--|
| | implementing the Connected Curriculum through the vision of play based provision, particularly with new staff members at St H. Visit St Michaels in Swindon together. | KS1 St Mary's | | | | | day supply to visit St Michaels | | | |
| 6.8 | Subject knowledge in skills are promoted through the connected curriculum through use of progression documents and icons | KT | Term 1 2022 | Planning promotes learning of curriculum subjects. Planning demonstrates use of subject progression documents children are familiar with the icons Children talk confidently about their learning in | SLT | Leadership time | Curriculum and standards | | | |

| | | | | | | | | | | |
|--|--|-----------------------|-------------------|--------------------------------|---|----------------------------------|-----------------|--|--|--|
| | | | | respect to the subject domains | | | | | | |
| 6.12 | Develop visions for wider curriculum subjects and upload to the school websites | Subject leaders | T1 2022 -23 | End of T2 | Subject visions are communicated on the school website to 'tell our story' for each subject. Staff are aware of and believe in these visions since the process involved gaining feedback from all stakeholders. | KT/BS/KC oversee subject leaders | Leadership time | | | |
| Subject Leadership 7 To develop the leadership skills of the subject leaders to ensure the intent, implementation and impact of the foundation subjects | | | | | | | | | | |
| 7.1 | To develop subject leadership expertise so that all leaders are responsible and accountable for their curriculum intent, implementation and impact. Develop Website to include intent and implementation as well as curriculum documentation and showcase the subject | KC RC Subject leaders | April 2022 Term 5 | September 2022 Term 1 | 3 'I's are developed for each subject: The intent, implementation and impact is shown on the school website and staff are able to articulate. | SLT Subject leaders. | | | | |
| 7.2 | To develop a clear sequence of monitoring for subject leaders - develop Subject Leadership RAP lane and develop feedback for SLT. | KC RC Subject leaders | April 2022 Term 5 | September 2022 Term 1 | Subject leaders are aware of their subject responsibilities | SLT Subject leaders | | | | |

| | | | | | | | | | | |
|-----|--|-----------------------|-----------------------------------|-----------------------|---|-----|--|--|--|--|
| | | | | | and a clear sequence of monitoring is developed. | | | | | |
| 7.3 | Subject leadership handbook constructed showcasing best practice for subject leaders. | KC RC Subject leaders | April 2022 Term 5 | September 2022 Term 1 | SL Handbook provides explicit guidance for subject leaders | SLT | | | | |
| 7.4 | Subject Leadership Yearly planner model developed | KC RC Subject leaders | July Term 6 2022 Staff meeting | September 2022 Term 1 | SL planner provides explicit guidance for subject leaders to monitor subject across the year. | SLT | | | | |
| 7.5 | Subject leaders to develop and share action plans. | Subject leaders | Sept 2021 Term 1 | July 2022 Term 6 | Subject leaders are able to develop a clear action plan in order to show next steps- action plans ready for implementation for September. | SLT | | | | |
| 7.6 | Create a model of subject release time to ensure core subjects are monitored with rigour and for subject leaders to develop their own deep dives into their subject. | KC | April 2022 Term 4 | Sept Term 6 2023 | All subject leaders are given subject leadership time to enable them to carry out monitoring actions. | | | | | |

| | | | | | | | | | | |
|---|--|---------------------|-------------------|------------------|---|--|--|--|--|--|
| 7.7 | Subject leaders take ownership of their on the RAP, feeding into SLT meetings and C&S meetings with subject leadership reports developed | Subject leaders | April 2022 Term 4 | Sept Term 6 2023 | All subject leaders are clear about their accountability for leading their subjects | | | | | |
| 7.8 | External and Internal Deep dives will be conducted to show the impact of subject leaders work. | SLT Subject leaders | September 2022 | July 2023 | Series of deep dives exercises are completed throughout the next academic year to expose subject leaders to monitoring of their subjects. | KC and BS to map out deep dives for all subjects in the next academic year. Term 2: Maths / Writing / Reading, Term 3, 4, 5,6 Foundation | | | | |
| Assessment Processes | | | | | | | | | | |
| 8 To implement a common vision for assessment and standardised testing across the school and Partnership | | | | | | | | | | |
| 8.1 | Clear assessment systems is developed for wider curriculum including assessment of connected curriculum skills. | KC JH | Term 1 | Ongoing | Clear assessment system is put in place for the wider curriculum. | KC JH | | | | |
| 8.2 | Clear assessment programme scheduled and test from providers such as White Rose are used to assess T2, T4 , T6 | KC BS JH RA | Term 4 2021 | Term 6 2023 | Clear assessment procedures throughout the year are carried and standards known across the whole school. | KC BS JH RA | | | | |

9 Development of Teaching Assistants to enhance learning outcomes for all children
Involvement in the Local authority MITA project.

Key Actions:

| SDP Ref | Action | Who | Start | Finish | Outcome | Monitoring | Resources (Time/Cost) | Gov Monitoring | School RAG | Gov Comments and RAG |
|---------|--------------------------------------|-------|--------|--------|--|------------|-----------------------|----------------|------------|----------------------|
| 9.1 | To enhance CPD opportunities for TAs | RC HH | Term 1 | Term 6 | School involved in local authority MITA project ensures that teaching assistants are used to their maximum effect. | | | | | |

Pupil Personal Development

10 To improve children's enjoyment of play and develop the school environment to better enable play for all children through the OPAL project and through the delivery of extra-curricular clubs
 11 To develop a whole school approach to Thrive

Key Actions:

| SDP Ref | Action | Who | Start | Finish | Outcome | Monitoring | Resources (Time/Cost) | Gov Monitoring | School RAG | Gov Comments and RAG |
|--|---|----------------------------------|--------|---------|---|------------|-----------------------|----------------|---|----------------------|
| 10 To improve children's enjoyment of play and develop the school environment to better enable play for all children through the OPAL project and through the delivery of extra-curricular clubs | | | | | | | | | | |
| 10.1 | OPAL is introduced and embedded into the school provision. | KC Lunch Break Supervisors (LBS) | Term 1 | Ongoing | Children's playtimes are more varied with a wider range of activities to do. Children and parents' voice shows that they enjoy playtimes. | KC | | OPAL governors | OPAL Term 1 project implemented with loose parts and work with LBS. Videos of children demonstrate the enjoyment of lunchtimes is improving. | |
| 10.2 | Lunch times free flow is introduced to enable children to transition more freely from the playground to the hall and vice versa to maximise playing time. | KC Lunch Break Supervisors | Term 1 | Ongoing | Children's voice demonstrates that they are enjoying playtimes and have more varied opportunities to play. | KC | | OPAL governors | Free flow is introduced into school at lunchtimes, to ensure that children are maximising | |

| | | | | | | | | | | |
|---|--|---------------------------------------|-------------|-------------|--|-----|--|--|--|--|
| | | | | | | | | | the amount of lunchtimes in school. | |
| 10.3 | Lunch Break Supervisors (LBS) work alongside KC and Opal co-ordinator Rachel Murray to enable them to develop play opportunities. | KC RM (OPAL co-ordinator.) | Term 1 | Ongoing | LBS feel able to carry out their roles to the best of their ability and offer opportunities for varied playtimes engaging with the children in all areas of lunch. | KC | | | Project team meeting for Planning meeting 1: September. Meeting 2: April 28th 2021 | |
| 10.4 | Introduction of wider range extra - curricular clubs run by school staff | Staff | Term 1 2022 | Term 6 2023 | Number of school clubs increases in school and run by a variety of school staff. | KC | | | | |
| 11 To develop and embed a whole school approach to Thrive | | | | | | | | | | |
| 11.1 | Staff training to be continued with Thrive drip-fed through staff meetings and twilights to follow up on initial training in 2021-22 | HH (and AJ at St Mary's) | Term 1 | Term 6 | | | Staff time | | | |
| 11.2 | Behaviour policy to be reviewed to consider whether it aligns with Thrive principles and make any necessary adaptations. Any changes to behaviour policy to be communicated with staff, implemented across school and monitored. | SLT Seek advice of behaviour team? | ? | ? | Whole-school behaviour policy to align with Thrive approach to supporting children to feel safe, special and know that their needs will be met. | SLT | SLT time plus cost of any external advice sought e.g. behaviour team | | | |
| 11.3 | 1:1 weekly Thrive interventions to be consistently delivered to | HH CM | Sept 2022 | Ongoing | Children identified as | HH | Cost of resources | | | |

| | | | | | | | | | | |
|------|---|----------|---------------------------|--------|---|----|--|--|--|--|
| | children with identified interruptions in their social and emotional development. | | | | having interruptions in their development to be in Thrive interventions that support them according to their needs. These children to make progress against the relevant social and emotional developmental tasks | | needed to deliver Thrive sessions - FOSH to support with this? Afternoon of TA time (CM) weekly paid as overtime Afternoon of HH time fortnightly | | | |
| 11.4 | Cycle of assessment developed - teachers to complete Thrive profile of their class and action plan 3x per year. HH to use this to identify children for further assessment and intervention | HH & SLT | Term 2, Term 4 and Term 6 | Term 6 | Teachers to be aware of social and emotional needs of classes taught and strategies to support with this. Classes to make progress in their social and emotional development. Children with interruptions in their social and emotional | HH | Teacher time - 1 hour 3x per year (Staff meeting initially, early in Term 2?) HH time to review and complete further assessments - approx 1 afternoon 3x per year | | | |

| | | | | | | | | | | |
|------|---|-----------|--------|--------|--|----|---|--|--|--|
| | | | | | development to be identified for intervention. | | | | | |
| 11.5 | Profile of Thrive in school environment to be raised - Thrive display with key knowledge/principles visible for staff | HH | Term 1 | Term 2 | School staff to maintain awareness of Thrive principles | HH | HH time x 1 hour Printing costs of display materials | | | |
| 11.6 | Children's knowledge of their own regulation and SEMH begun to be developed through either in-class sessions or whole-school assemblies | HH and AJ | Term 4 | Term 6 | Children to begin to develop vocabulary related to emotions and regulation | HH | HH and AJ time together to plan x half day | | | |

