

# School Development Plan



2020/21



## School Development Plan 2020/21

# Core Objectives and Actions Summary

School Development Plan (SDP)					
Obj 1: <i>To ensure that post-lockdown the catch-up funding is effectively targeted to the needs of the pupils incl. implementation of a recovery curriculum</i>	Obj 2: <i>To ensure a consistent and robust approach to the teaching of maths through the introduction of Big Maths scheme across the school.</i>	Obj 3: <i>To continue to develop the middle leadership of the school to enable effective and proactive curriculum leadership</i>	Obj 4: <i>To develop the school curriculum approach to ensure children develop skills &amp; knowledge across the curriculum so that they are enquiring learners who can apply key skills learned &amp; make good or better progress in all subjects</i>	Obj 5: <i>To establish a consistent and robust approach to the teaching of phonics and early reading across the school</i>	Obj 6: <i>To further develop the governing body to ensure they fulfil their strategic role</i>
<ul style="list-style-type: none"> <li>✓ Set up a series of transition 'Zoom' sessions with teachers to include singing sessions (Mr H), class reading, quizzes etc.</li> <li>✓ Organise Class outdoor learning sessions (with Cornwall Outdoors) to ensure opportunities to re-engage with school, staff, peers. To familiarise with new routines prior to reopening school.</li> <li>✓ Send out postcards (2 weeks) prior to the start of term to each child from class teachers</li> <li>✓ Provide a booklet to each child (passport</li> </ul>	<ul style="list-style-type: none"> <li>✓ Training session for teaching staff and HLTAs in the Big Maths Approach</li> <li>✓ Install (folding) whiteboards in all KS1/2 classrooms for use as maths working wall</li> <li>✓ Introduce daily CLIC session to ensure pupils are able (&amp; confident) to apply known facts. The CLIC chronology will be consistently applied in all classes</li> <li>✓ Ensure staff understand the individual Progress Drives has a sequence of manageable steps to</li> </ul>	<ul style="list-style-type: none"> <li>✓ Provide range of CPD opportunities relating to strategic roles, approaches and responsibilities as a curriculum leader through online training</li> <li>✓ Curriculum leads to develop a monitoring and evaluation schedule for their subject</li> <li>✓ Curriculum lead to ensure all objectives for the NC are covered and taught with progression of key skills.</li> <li>✓ Curriculum lead to review whole school curriculum impact, intent and implementation with support from SLT</li> </ul>	<ul style="list-style-type: none"> <li>✓ Finalise Cycle A/B documents to provide overview of school curriculum</li> <li>✓ Audit curriculum to ensure adequate coverage of NC learning objectives for all subjects</li> <li>✓ Continue to develop 'Knowledge organisers' for each Project title to ensure progression across whole school and coverage of NC objectives</li> <li>✓ Continue to embed interleaving approach to projects across Ks1/2</li> <li>✓ Embed &amp; monitor quality of planning format with focus on key skills &amp; vocab</li> </ul>	<ul style="list-style-type: none"> <li>✓ Implement RWi training for whole school to ensure early excellence &amp; reading expertise</li> <li>✓ Ensure pupil progress is robustly monitored and intervention is implemented in a timely fashion</li> <li>✓ Identify and closely monitor the lowest 20% of pupils &amp; implement 1:1 intervention where required</li> <li>✓ Implement EYFS phonics provision on entry building from 20 to 45 minutes daily</li> <li>✓ Invest in range of books available to children to compliment the school scheme &amp;</li> </ul>	<ul style="list-style-type: none"> <li>✓ Begin recruitment campaign to enable school to re-establish the governing body in preparation for the dissolution of the IEB</li> <li>✓ Establish structured induction approach for new governors incl. entry interview, probation period, mentor, induction training package, skills audit.</li> <li>✓ Redevelop annual timeline / planner for the work of the governing body</li> <li>✓ Develop role descriptors in line with restructuring</li> <li>✓ Establish monitoring weeks on a</li> </ul>



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<p>to learning format) about their new teacher as part of (virtual) transition plan</p> <ul style="list-style-type: none"> <li>✓ Provide suggested reading for all staff re. recovery curriculum particularly the work of Barry Carpenter and the "5 Levers"; relationships, community, transparent curriculum, metacognition, space.</li> <li>✓ Implement the Jigsaw recovery curriculum materials across the school with a priority focus on PSHE for at least the first 2-3 weeks of the autumn term (but as appropriate to each cohort)</li> <li>✓ Following initial assessments &amp; teacher assessments (to ensure funding is correctly targeted) - establish &amp; implement plan for 'catch up' funding in the format of intent/ implementation/ impact</li> </ul>	<p>teaching the maths curriculum.</p> <ul style="list-style-type: none"> <li>✓ Introduce SAFE sessions for the teaching of Shape, Amounts, Fractions, Explaining data</li> <li>✓ Introduce use of SAFE/CLiC/Learn its challenges to assess pupil competences</li> <li>✓ Ensure teaching staff utilise tracking information to intervene with gaps in understanding in a timely manner</li> <li>✓ Provide information / workshops for parents to ensure understanding of the approach and the expectation with additional home learning tasks (to plug gaps)</li> </ul>	<ul style="list-style-type: none"> <li>✓ Close monitoring of quality of teaching and learning within project sessions</li> <li>✓ Development of EoY skills document to ensure progression</li> <li>✓ All leaders to be supported in writing Subject SEF reports for their curriculum area, to include feedback from pupil conferencing and data analysis</li> <li>✓ Curriculum leads to closely monitor and track vulnerable groups of children</li> </ul>	<ul style="list-style-type: none"> <li>✓ Finalise curriculum statement</li> <li>✓ Develop curriculum subject specific intent with curriculum leaders</li> <li>✓ Audit and redevelop school website to reflect curriculum offer incl. how/why we teach in the way we do</li> <li>✓ Introduce Curriculum /school focus newsletters – monthly basis to communicate and promote provision to parents</li> <li>✓ Regularly update 'gallery' showcase for each subject</li> </ul>	<p>ensure sounds closely match sounds learnt</p> <ul style="list-style-type: none"> <li>✓ Implement peer coaching and staff support programme</li> <li>✓ Utilise expertise from English Hub / RWi trainer to support staff and ensure implementation of phonics in school is high quality</li> <li>✓ Develop parent confidence and understanding e.g range of workshops</li> </ul>	<ul style="list-style-type: none"> <li>✓ termly basis linked to SDP</li> <li>✓ Further develop 'annual review' event (use of INSET) leading to annual report to parents from CoG</li> <li>✓ Develop an annual report to parents from the CoG</li> <li>✓ Establish annual review of individual governor performance</li> </ul>
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# School Development Plan: Action Plan

Actions	Lead person	Timescale	Resources	Monitoring		Success criteria	Success criteria
			Time Cost	What?	Who ?	Mid-year	End of year
Objective 1 To ensure that post-lockdown the catch-up funding is effectively targeted to the needs of the pupils incl. implementation of a recovery curriculum							
Set up a series of transition 'Zoom' sessions with teachers to include singing sessions (Mr H), class reading, quizzes etc.	JF	Sum 2	30 minutes sessions	Staff feedback	TC	Pupils have a range of opportunity to re-engage with classmates and known adults	Pupils feel sense of belonging, anxiety levels reduced. Pupils return to school without issue
Organise Class outdoor learning sessions (with Cornwall Outdoors) to ensure opportunities to re-engage with school, staff, peers. To familiarise with new routines prior to reopening school.	JF/LO	Sum 2	£insert cost	Staff feedback Pupil feedback	LO	Pupils have an opportunity to re-engage with classmates and known adults	Pupils can anticipate new routines and anxiety levels reduced. Pupils return to school without issue
Send out postcards (2 weeks) prior to the start of term to each child from class teachers	JF	Summer holiday	(30p each) £53.10 + postage	Parental feedback	JF	Each pupil has direct contact from their new teacher	Children feel reassured about returning to school, welcomed by new teacher, shared sense of excitement for new term
Provide a booklet to each child (passport to learning format) about their new teacher & their classroom (photos) as part of (virtual) transition plan	JF	Sum 2	Cost of photocopying + postage	Pupil conferencing	TC	Children provided with booklet to use as visual reference to enable them to visualise new entry	Levels of anxiety are reduced, pupils are well-prepared for changes to routines

COLOUR CODE KEY:

Not yet actioned

underway

complete





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						routine / new classroom space	
Provide suggested reading for all staff re. recovery curriculum particularly the work of Barry Carpenter and the "5 Levers"; relationships, community, transparent curriculum, metacognition, space.	JF	Sum 2	Directed time	Staff feedback (report)	Govs	Staff feedback how the recovery curriculum approach has been applied in their class	Pupils well-being safeguarded and pupils requiring further support identified / intervention in place
Implement the Jigsaw recovery curriculum materials across the school with a priority focus on PSHE for at least the first 2-3 weeks of the autumn term (but as appropriate to each cohort)	RW	Autumn 1	Scheme purchased Curriculum time	Pupil conferencing Staff feedback	JF	Staff report individual cohort approaches used, evaluations of materials and issues identified	Pupils requiring further support identified and intervention in place
Following initial assessments & teacher assessments (to ensure funding is correctly targeted) - establish & implement plan for 'catch up' funding in the format of intent/ implementation/ impact	JF	Autumn 2	Catch up premium £14,240	pupil conferencing, assessment data, staff feedback	Govs	Catch up plan in place identifying the intent and impact expected	Catch-up funding has effectively addressed the school issues identified



## Safeguarding: Actions summary from SI75 Safeguarding Self-Assessment

Actions	Lead person	Timescale	Resources	Monitoring		Success criteria	Success criteria
			Time Cost	What?	Who ?	Mid-year	End of year
Allegations against staff policy – is it known by all workers: Add reader confirmation to policy review to ensure it is read and understood	JF	Jan 2021	n/a	Policy tracking system	Govs	Policy reviewed and Reader confirmation added	Policy report submitted to Governors to show all staff read & understood
School Record system: Complete product update training	JF	Sept 2020	1 hour	Completion of training	Govs	Training completed and improved understanding of functionality of system	System utilised to full capacity – records are through
Safeguarding Governor role and responsibilities (QA feedback issue): Ensure monitoring is part of 20/21 timeline & ensure opportunities to meet with pupils	JF	Sept 2020	Gov visit time	Report to Governors Annual Timeline	CoG	Monitoring features on annual timeline	Report to governors reflects monitoring undertaken and feedback from pupils
Robust logging and action against bullying incl. homophobic and race related: Engage with anti-bullying alliance audit tool to review approach and provision	BW	Feb 2021	Release time	Completed audit and action plan	JF	PSHE lead has engaged with the Anti bullying alliance materials and is making progress with audit process	Staff training in place and changes to school practice and procedure have been identified
Gathering parent views: Undertake parental survey (once school reopens)	JF	Nov 2020	Photocopying cost	Summary of responses	CoG	Surveys have been completed and summary produced	Summary reported to governors reflects a (majority) positive response from parents



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Supporting mental health: DSL/DDSL to attend training (Flick Learning)	JF	Oct 2020	£270 licence	Course reports	CoG	System set up & staff assigned mandatory courses	Training completed & improved understanding used to develop school policy
Promoting the impact of climate change: Engage PSHE lead to begin working towards Eco-School status (2 year project)	JF/BW	Dec 2020	Release time	Progress reports	JF	PSHE lead engaged with scheme and commitment fully understood	Progress towards school status underway and practices within school under development
Update Governor training: Book training	JF	Oct 2020	£270 licence	Course reports	CoG	System set up & staff assigned mandatory courses	School compliant as training is up to date
Equality & Diversity Training for staff – British Values: Update training for staff & new staff during autumn term on an ongoing basis.	JF	Dec 2020	Staff meeting time	Staff feedback	Govs	Staff feedback shows increased level of understanding	British values promoted through classroom ethos and curriculum
Staff training: Update safeguarding training	JF	Oct 2020	£270 licence	Course reports	CoG	System set up & staff assigned mandatory courses	School compliant as training is up to date



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Objective 2; To ensure a consistent and robust approach to the teaching of maths through the introduction of Big Maths scheme across the school.							
Actions	Lead person	Timescale	Resources	Monitoring		Success criteria	Success criteria
			Time Cost	What?	Who?	Mid-year	End of year
Implement Big Maths training sessions (4 hours min.) to ensure staff understand the approach to teaching and learning.	EB	Autumn 2	Incl. in overall cost of scheme £insert cost	Maths Lead working closely with Teachers providing training and support	EB	Training session will be timetabled for a staff meeting.	Teachers will all feel confident and supported in applying Big Maths approach.
Introduce CLiC / SAFE (Shape, Amounts, Fractions, Explaining data) lesson format across school to ensure consistency of approach. The CLIC chronology will be consistently applied in all classes	EB	Autumn 2	HLTA cover for release	Lesson drop ins Pupil book looks	EB/JF	Format of lessons is well established and teachers are confident in approach Pupils will demonstrate ability to apply known facts	Pace of lessons will improve, assessments will reflect pupil progress across each progress drive
Establish use of CLiC/SAFE/Learn its assessments to ensure gaps in understanding are identified and intervened on in a timely manner	EB	Spring 1	n/a	Assessment data	EB	Assessments are established as a regular feature of lessons, outcomes are tracked	Gaps in pupil knowledge is identified and tracing shows impact of intervention
Develop use of (dedicated) space saver whiteboards in classrooms across KS1/2 for use as a maths working wall	EB	Spring 1	Whiteboards £106 each (£636)	Lesson drop ins Pupil conferencing	EB/JF	Whiteboards are established & staff have opportunity to observe uses through demo sessions (Newquay school)	Working walls are an integral resource in lessons
Ensure staff understand the individual "Progress Drives" has a sequence of manageable steps to teaching the math curriculum.	EB	Autumn 2	Release time	Planning Lesson drop ins	JF/EB	Training ensures that staff gain a deeper understanding of the structure of the scheme	Teacher subject knowledge reflects deeper understanding





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							which impacts pupil progress
Ensure teaching staff utilise tracking information to intervene with gaps in understanding in a timely manner	EB	Spring 1	PPA time	Tracking system	EB/JF	Staff utilise tracking system to identify children who have gaps in understanding (coded red)	Additional support materials used to address gap in learning – resources provided as part of home learning also
Provide information / workshops for parents to ensure understanding of the approach and the expectation with additional home learning tasks (to plug gaps)	EB	Spring 1	Release time	Parent feedback	JF	Parents have the opportunity to attend a virtual workshop to gain a better understanding of the approach	Parents engage with home learning activities to support their children
Provide opportunity for a review & share practice	EB	Spring 2	Staff meeting time	Staff discussion	JF	Staff will feel supported through opportunity to discuss and share practice.	Peer support opportunities are embedded and quality of teaching and learning improves as a result



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Objective 3; To continue to develop the middle leadership of the school to enable effective and proactive curriculum leadership							
Actions	Lead person	Timescale	Resources	Monitoring		Success criteria	Success criteria
			Time Cost	What?	Who?	Mid-year	End of year
Provide range of CPD opportunities relating to strategic roles, approaches and responsibilities as a curriculum leader through online training	JF	Autumn 1	£125 per course (for up to 10 staff)	Staff feedback	Govs	Virtual courses booked and directed time used to complete	Staff feedback shows an increased understanding and confidence in the role
Curriculum leads to develop a monitoring and evaluation schedule for their subject	TC	Autumn	Release time	Monitoring schedule Reports to Govs	JF	Subject leads establish a feasible monitoring timetable which clearly identifies what they want to find out	Subject leads are able to discuss the quality of teaching and learning in their subject using a varied evidence base
Curriculum lead to ensure all objectives for the NC are covered and taught with progression of key skills.	Subj leads	Autumn	Release time	summary document to demonstrate NC coverage	JF	Subject leads undertake audit of school curriculum to ensure NC coverage	Report to governors shows coverage per subject. Skills progression documents produced as a result
Development of EoY skills document to ensure progression	Subj leads	Spring	Release time	Skills progression document Planning documents	JF	Progression of skills document is completed	Planning and pupil books reflect clear progression and application of skills within each subject
Close monitoring of quality of teaching and learning within project sessions	JF/ subj lead	Ongoing	Release time	Annual timeline staff feedback records	Govs	Monitoring dates in place on annual timeline	Feedback reflects high quality T&L within Project sessions



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All leaders to be supported in writing Subject SEF reports for their curriculum area, to include feedback from pupil conferencing and data analysis	TC	Summer	Release time	Subject leader files	JF	Subject leaders are undertaking a range of monitoring activities to build a picture of the quality of T&L in their subject	SEF completed and reported to Governors reflective of a wide evidence base which informs future action planning
Curriculum leads to closely monitor and track vulnerable groups of children	JF	Ongoing	Release time	Subject leader files Data / tracking	JF	Subject leads identify vulnerable pupils falling behind (or potential to) and provides support to class teacher	VGs closely monitored and where intervention has occurred, attainment improves



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Objective 4; To develop the new school curriculum approach to ensure children develop skills & knowledge across the curriculum so that they are enquiring learners who can apply key skills learned & make good or better progress in all subjects							
Actions	Lead person	Timescale	Resources	Monitoring		Success criteria	Success criteria
			Time Cost	What?	Who?	Mid-year	End of year
Finalise Cycle A/B documents to provide overview of school curriculum	JF/TC	Ongoing	SLT release time	Finalised document	Govs	Project themes have been identified ensuring coverage of NC	Document produced which sets out each cycle of curriculum per project per year group pair incl. T4W links
Audit curriculum to ensure adequate coverage of NC learning objectives for all subjects	JF/TC	Autumn 1	SLT release time	Audit & skills documents	Govs	NC document cross referenced with curriculum plan	Skills progression document per subject/per year group produced to demonstrate coverage
Continue to develop 'Knowledge organisers' for each Project title to ensure progression across whole school and coverage of NC objectives	JF/TC	Ongoing	SLT release time	Planning documents Staff feedback	Govs	Format for knowledge organisers in place – training provided for staff	Knowledge organisers completed the ½ term prior to project launch
Embed & monitor quality of planning format with focus on key skills & vocab	JF	Autumn 1 then ongoing	n/a	Feedback to staff Planning documents	Govs	Review of planning completed and changes made to format as required	Planning documents reflect the variety of learning opportunities across the curriculum
Finalise curriculum statement	JF	Autumn	n/a	Statement Report to Govs	Govs	Discussion with subject leaders re. intent for each subject	Statement finalised to reflect the intent, implementation and impact of the new school curriculum





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Audit and redevelop school website to reflect curriculum offer incl. how/why we teach in the way we do	JF/TC	Ongoing	n/a	Website audit	Govs	All unnecessary documents removed from website & gaps in information identified	Website reflects curriculum offer of school
Introduce Curriculum /school focus newsletters – monthly basis to communicate and promote provision to parents	TC	Ongoing	Release time	Newsletters Parent feedback	JF	Format established and dates planned from each subject	Newsletters used to promote and celebrate the school curriculum offer to parents
Regularly update 'gallery' showcase for each subject	TC	Ongoing	SLT release time	Display	JF	Content and format of displays established. New subject leads in place	Gallery updated at regular intervals (termly) to reflect curriculum offer



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## Objective 5; To establish a consistent and robust approach to the teaching of phonics and early reading across the school (using Read Write Inc.)

Actions	Lead person	Timescale	Resources	Monitoring		Success criteria	Success criteria
			Time Cost	What?	Who?	Mid-year	End of year
Ensure excellent teaching of early reading through systematic phonics. – Whole school training in Read Write Inc. (Including KS2 staff)	TC	Autumn 1 (10 <sup>th</sup> /11 <sup>th</sup> Sept) whole school inset	£6,000 (Funded)	Subject leader files Half-termly phonics assessments.	JF	All staff are skilled in teaching Read Write Inc and have a deeper understanding of the systems used and the systematic approach throughout the stages.	All staff are confident in delivering the systematic phonics approach. All staff and SLT are clear on the development of 'Read Write Inc'. Phonics is a high priority.
To identify and monitor children who are not making the required progress and your approach to closing the gap.	TC/LO	Ongoing	Intervention cover	Intervention Files Data Tracking	JF	Children in the lowest 20% are making more rapid progress to enable them to have the best outcomes. They are our 'spotlight children'  Staff know who these children are in each group.	Intervention has impacted this group of children by narrowing the gap.
Closely track, monitor and assess pupils (approx. 20%) that were not in line with ARE at the end of KS1	TC/EB	Autumn 1	Intervention cover	Intervention Files Data Tracking 1:1 Files	JF	Initial Assessments made to ensure gaps are clear. Daily intervention is in place. Children have access to the KS1 resources where necessary, including books.	Intervention has impacted this group of children by narrowing the gap.



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Make a strong start in EYFS RL and Reception teacher to plan for next steps using 'Making a strong start: a guide for Reception teachers.' Work together to decide on groupings and organisation.	TC/ZT	Autumn 1	n/a	Data Tracking  Half-Termly assessments.  Baseline assessment.	JF	Ensure at least 20 minutes is given to teaching of phonics, reading and writing right from the start, building to at least 45 minutes by the end of the year	Children in reception are in line with EYFS ELG for Reading and Writing.
To ensure children have a selection of good quality reading books.	TC	Ongoing	£1689.89	Ongoing auditing of books and 'book checks' to ensure children are following the correct scheme.	JF	Staff are clear system in place for books sent home with the children and understand the systematic approach we are using to best support them.	Children have good quality books to share at home, matching the sound they are learning in their phonics session.
RL to ensure the teaching of phonics is excellent quality and all staff are confident to deliver the scheme.	TC	Ongoing	n/a	Peer coaching  Weekly coaching sessions.  Portal support/Literacy Hub support.	JF	Monitor reading lessons weekly and to coach where required.  RL to observe interaction of the lowest 20% children identified from the last assessments.  Weekly coaching sessions (Fri pm – support staff.)	Teaching of RWI is consistent across the school and staff are confident to deliver the programme.
Parents work in partnership with school and have a good understanding of the RWI phonics programme.	TC	Ongoing	n/a	Subject Leadership file.  Newsletters  Class Dojo	JF	Zoom sessions are in place and regular videos and guidance is filtered to parents.	Parents have a good understanding of the scheme and work in partnership with the school to ensure that children make the best progress.



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Objective 6; To re-establish the involvement of the governing body to ensure they fulfil their strategic role							
Actions	Lead person	Timescale	Resources	Monitoring		Success criteria	Success criteria
			Time Cost	What?	Who?	Mid-year	End of year
Establish structured induction approach for new governors incl. entry interview, probation period, mentor, induction training package, skills audit.	JF	Spring 1	CPD budget £TBC	Evaluation  Governor feedback	JD	Structured Induction package is in place ensuring a consistent introduction for all new governors with clear expectations and appropriate training. Probation ensures suitability for role	Governors are well supported in role, have a clear understanding of their responsibilities and responsibilities. School benefits from a varied skills base
Redevelop annual timeline / planner for the strategic and statutory work of the governing body	JF	Autumn 2	Time £0	Governor monitoring reports	JD	Strategic work of the governing body is planned to ensure all statutory duties are fulfilled	Governors monitor the work of the school across the year and are well placed to assess the impact of the school improvement activities
Restructure committees with separate focus on L&M / T&L incl. development of role descriptors in line with restructuring	JF	Autumn 2	Time £0	Meeting minutes  Monitoring reports	JD	Governor structure is simplified and well-focussed with a clearly defined remit Each individual governor will have a distinct role in ensuring school improvement	Governors are able to articulate their role and evidence that they are doing it. Governance responsibilities will be distributed across the board.
Establish monitoring weeks on a half termly basis linked to SDP	JF	Ongoing	Release time £ ½ day supply	Monitoring reports  Meeting minutes	JD	Monitoring by the governing body is regularly undertaken & assesses the impact of the development plan & related activities	Governors monitoring is strategically planned and monitors all aspects of the school development plan





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Further develop 'annual review' event (use of INSET) leading to annual report to parents from CoG	JF	June 2021	Inset Day £ TA overtime (1/2 day)	Staff feedback Governor feedback	JD	Annual review forms part of annual calendar of school improvement activities Successes are celebrated, morale is increased.	All staff feel sense of ownership from being part of the school development planning cycle. Staff understand improvement priorities.
Establish annual review of individual governor performance	JF	Summer 2	Time £0	Self-Evaluation	JD	Structure in place to hold governors to account	Governors are effective in role, contributions are celebrated and training needs are identified



## Raising Attainment Priorities and Action Summary

Raising Attainment Plan (RAP) Overview		
Reading	Writing, spelling & grammar	Mathematics
<i>To improve reading outcomes for all children, particularly disadvantaged, middle attainers at EoKS1 and boys in EYFS.</i>	<i>To accelerate rates of progress in writing, punctuation, spelling &amp; grammar across the school so that pupils reach or exceed ARE by the end of each key stage. Specific focus on EYFS &amp; KS2, disadvantaged and most able.</i>	<i>To further embed improvements so that children are confident in the mastery skills and can apply them confidently to reach ARE by end of KS2.</i>
<b>Results (2019*)</b> [national figures shown in Green]	<b>Results (2019*)</b>	<b>Results (2019*)</b>
EYFS EXP = 63% (77%)	EYFS EXP= 63% Writing (74%)	EYFS EXP = 63% Number (80%)
KS1 EXP = 80% (75%) GD = 28% (25%)	EXP = 63% Moving & Handling (89%)	EXP = 63% Shape, space & measures (82%)
KS2 EXP = 63% (73%) GD = 16.7% (27%)	KS1 EXP = 76% (69%) GD = 20% (15%)	KS1 EXP = 84% (72%) GD = 32% (22%)
	KS2 Writing EXP = 83% (78%) GD = 13.3% (20%)	KS2 EXP = 60% (79%) GD = 3.3% (27%)
	KS2 GPS EXP = 43.3% (78%) GD= 6.7% (36%)	
<b>*2020 data unavailable due to National Lockdown</b>		
In order to achieve this, we will:		
<ul style="list-style-type: none"> <li>✓ Foster a love for reading throughout the whole academic year promoted by a variety of initiatives, rewards, occasions including – look for a book campaign, character days, reading baskets with whole class reading daily, reading passport scheme, increased library access.</li> <li>✓ Closely track, monitor and assess pupils (approx. 20%) that were not in line with ARE at the end of KS1</li> <li>✓ Further development of Novel study at KS2 – Develop of Novel Study intervention</li> <li>✓ Improve resourcing for AR approach to include balanced study of both fiction and non-fiction texts</li> <li>✓ Reopen library facility as part of raising the profile of reading – encourage use of facility for reading sessions incl. AR and as a quiet space at lunchtimes.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Structured support and training to refresh approaches to Talk for Writing incl. peer support, demonstration lessons</li> <li>✓ To closely monitor the feedback for children to ensure it is responsive to daily need and that common misconceptions are used to shape future teaching and learning</li> <li>✓ Embed online GPS 'quiz' to aid formative assessment and identify whole class gaps in knowledge &amp; understanding</li> <li>✓ Closely monitor quality of learning in T4W sessions to ensure high profile of GPS</li> <li>✓ Improving oracy skills as a key skill needed in writing</li> <li>✓ Develop cross-curricular creative writing opportunities to promote writing as a meaningful, memorable, multi-sensory learning experience</li> <li>✓ Long-term planning of high-quality stories and texts that link directly to the whole school curriculum to facilitate cross curricular learning</li> <li>✓ Revisit taught spelling sessions in KS2 to develop confidence and progress in spelling</li> <li>✓ Ensure that children have opportunities to write for a real purpose</li> </ul>	<ul style="list-style-type: none"> <li>✓ Structured support and training for the Big Maths scheme of work to continue throughout the year.</li> <li>✓ Continue to develop Teacher's confidence and consistency with the approach</li> <li>✓ Develop parental understanding of Big Maths approach through workshops, questionnaires and progression information</li> <li>✓ Embed half termly Key Instant Recall Facts (KIRFs) across the school</li> <li>✓ Embed 'Purple Mash' as a homework tool for year groups 1 to 6, tracking pupil progress and uptake of maths activities linked to current learning</li> <li>✓ Workshops, specifically focusing on EYFS and Year 1</li> <li>✓ Provide intervention support for Y5/6 to ensure they are able to their achievements at the EoKS2 reflect their ability</li> <li>✓ Work closely with local schools to ensure moderation is taking place for the end of Key Stage 1 assessment framework</li> <li>✓ Develop 'Little Big Maths' approach in EYFS</li> <li>✓ Monitor quality of teaching and learning in KS2 with particular focus on geometry and algebra; provide training as appropriate</li> </ul>



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<ul style="list-style-type: none"> <li>✓ Closely monitor and support KS2 reading skills to ensure consistency of approach</li> <li>✓ RWinc.training in phonics to ensure consistency of approach to include all KS2 staff to ensure all staff are 'reading experts'</li> <li>✓ Develop the Phonics provision into KS2</li> <li>✓ Review the profile of Reading across the school incl. use of reading areas, value of books, develop ways to promote reading at home &amp; celebrate favourite books/authors.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Ensure a wide range of opportunities for extended writing both inside and outside of school</li> <li>✓ Ensure writing leader continues to develop a working knowledge of the writing provision in EYFS/KS1.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Develop approach to tracking understanding of times tables knowledge to ensure pupils meet ARE.</li> </ul>
<b>Success Criteria:</b>		
<ul style="list-style-type: none"> <li>✓ All staff prioritise reading.</li> <li>✓ Staff foster a love of reading.</li> <li>✓ The content and sequence of the school phonics programme supports pupils' progress ensuring 100% of pupils achieve ARE.</li> <li>✓ Reading books available to the pupils match the sounds that pupils know and are being taught.</li> <li>✓ Pupils are taught phonics from the start of reception, shortly after admission and continue into KS2 as required.</li> <li>✓ Pupils who fall behind are supported to catch up quickly.</li> <li>✓ Staff are experts in early reading and have a sound understanding of the approach to teaching reading.</li> <li>✓ Pupils in Year 2 and above continue to improve their reading accuracy and gain fluency in reading so that at the end of KS2, all pupils meet at least the ARE in Reading.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Writing leader has a sound knowledge of T4W and all staff are confident in their delivery.</li> <li>✓ Staff are giving high quality feedback to pupils enabling them to make progress.</li> <li>✓ GPS teaching is tailored to meet the needs of the pupils based on gaps in understanding.</li> <li>✓ Staff are planning and delivering writing lessons that include elements of GPS and are embedding the GPS aspects already taught.</li> <li>✓ Spoken language is planned and taught across the curriculum.</li> <li>✓ Pupils enjoy writing and view it as relevant and purposeful, a vehicle to communicate their ideas creatively.</li> <li>✓ All pupils make good progress in writing which is reflected in teacher assessments.</li> <li>✓ Pupils enjoy talking about their writing and reflecting on the writing of their peers.</li> <li>✓ Pupils understand the importance of being able to spell quickly and accurately as an aid to writing composition.</li> <li>✓ Pupils make good progress in spelling and handwriting.</li> <li>✓ Pupils are confident with grammatical terminology and use it purposefully to talk about language.</li> <li>✓ Pupils select and use vocabulary, grammar and punctuation for effect and purpose in their writing.</li> </ul>	<ul style="list-style-type: none"> <li>✓ All staff feel confident with teaching, learning and assessment of mathematics</li> <li>✓ All staff feel supported with the pedagogy and practise of using the Big Maths approach</li> <li>✓ Maths Lead tracks staff confidence and intervenes quickly and effectively in a supportive way.</li> <li>✓ Parents take part in Big Maths workshops</li> <li>✓ Parents share feedback through questionnaires</li> <li>✓ Key Instant Recall Facts are introduced, both parents and children feel confident with reasons behind KIRFs as well as how to use them</li> <li>✓ Children from Year 1 to 6 use Purple Mash as main source of maths homework set for every block</li> <li>✓ Teachers track use of Purple Mash, encouraging children to partake</li> <li>✓ EYFS introduce and embed 'little big maths' scheme to ensure consistent approach across the school</li> <li>✓ 1:1 sessions are tracked by Teacher and Maths Lead through reports, adapting groups as they go</li> <li>✓ EYFS Lead and Maths Lead work closely together to ensure there is a good balance of focused teaching, planned group activities and continuous provision</li> <li>✓ Teachers track pupil understanding using BM assessments and intervene to ensure understanding gaps are addressed swiftly</li> </ul>



## Raising Attainment: Action Plan

Actions	Lead person	Timescale	Resources	Monitoring		Success criteria	Success criteria
			Time Cost	What?	Who?	Mid-year	End of year
Reading							
To create a survey asking children about their reading habits both in school and out of school. This will create a starting point so we can see progress throughout the year.	TC	Autumn 2	N/A	Survey for children asking about their reading habits based on reading for pleasure.	TC/KS2 staff	Survey completed to gain a clearer understanding of reading habits at home.	Reading habits have improved and children are showing that they increasingly read for pleasure at home.
Have a visiting author each term.	TC	Termly	Assembly time £0	Pupil conferencing	TC/BD	One author has already visited and more have been organised.	Three authors have visited which has resulted in children being influenced positively to read more and inspired them as readers.
Continue “teachers are reading”.for classroom doors and create staff book borrowing scheme.	TC/LO	Termly	Time £0	Learning environment scrutiny  Pupil conferencing	TC	Email has been sent to classroom staff asking for them to add their book.	These are visible around the school and children see adults as good role models when it comes to reading.





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Closely track, monitor and assess pupils (approx. 20%) that were not in line with ARE at the end of KS1 Initially identify any gaps in their phonics and ask teaching staff to do initial assessments.	TC/EB	Autumn 1	Subject release £ HLTA ½ day	Book looks conferencing reading diaries	TC	Intervention has been set up so that these children are closely being monitored.	Intervention has impacted this group of children by narrowing the gap.
Refresh training in phonics to ensure consistency of approach to include training for all KS2 staff to ensure all staff are 'reading experts' and ensure teaching of phonics for specific children where these gaps are seen.	TC/EB	Autumn 1	Staff meeting time TA overtime (1 hours pp)	Intervention records Observations	TC/EB	Reading refresher and phonics training will take place for all staff in October.	Phonics is being confidently delivered throughout the school, and one to one and group intervention sessions are taking place for children in KS2.
Ensure quality teaching is taking place in phonics throughout KS1 and into KS2.	TC	Autumn 2	SLT release time £ HLTA day	Phonics observations and KS2 intervention check.	TC/EB	Phonics Observations take place after training.	Quality first teaching is being delivered across the school, with
Ensure that reading books match the sounds that the children know: Monitor from EYFS to Year 2. Choose a selection of children working at the different reading stages.	TC/EB	Autumn 1	N/A	Pupil conferencing Book checks	TC/EB	Children's assessments give a clear indication of the sounds they have learnt so far. Year one screening check baselines are complete.	All children are reading books, which match the sounds that they know.
Ensure the school has a good relationship with the schools library service/local library.	TC	Autumn 2	N/A	Pupil conferencing	JF	Contact has been made to the library and visits scheduled.	A good relationship has been established between the library and the school.



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Provide Phonics Training for EYFS parents and a link on the website to make phonics pronunciation clear.	TC	Autumn 1	N/A	Parent feedback Governor monitoring of website	JF	EYFS parents have had phonics training.	Children in EYFS are being supported regularly in their reading at home.
Provide Reading and Phonics Information for KS1 parents.	TC	Autumn 2	N/A	: parent feedback	JF	A KS1 Zoom session has been organised. (4 <sup>th</sup> November.)	Parents have a better understanding of reading and the importance of supporting their child at home.
Ensure that vocabulary shows clear progression throughout the school.	TC	Autumn 1	N/A	half-termly plans learning environment scrutiny	JF	Planning has been checked to see that there is a clear progression in planning. Key vocab reflected in learning environment	Vocabulary is carefully thought out during the whole school planning cycle.
Develop boys reading club in KS1	TC	Autumn 2	N/A	Pupil conferencing.	JF	Boys reading club has been established at lunchtimes in the library.	Boys have a greater love of reading and are more confident readers.



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### Writing & Grammar, Punctuation, Spelling

Provide National T4W training for staff (online – 5hrs)	BD	Spring 1	£1250	Training response forms	BD/JF	Staff have up to date knowledge/understanding of the T4W approach	Quality of writing sessions and staff confidence show improvement
To re-establish and enrich the T4W approach used across the school. ensuring consistency of the approach and quality of teaching and learning	BD	Autumn 2	In-house release	Training Lesson monitoring Book looks	JF	Series of training has been delivered to staff focussing on the 3 core phases;  i. Immersion ii. innovation iii. invention	Monitoring shows a consistent and robust approach in place and quality of writing has improved across each phase.
Develop spelling proficiency in KS2 through a structured programme from Year 1 upwards. This includes a consistent approach to improving the use of incorrect spellings in daily writing	BD	Established by end of autumn 1. Ongoing all year.	Leadership/SLT time	Improved spelling outcomes by end of KS2	BD SLT	Spellings scores each week, on average show 7 out of 10, with incorrect spellings being addressed in books	End of KS2 outcome of 15/20 in spelling test. Spelling progress in books good.
Book-look and pupil conferencing identifies rapid improvement in the use of spellings and punctuation in a range of books	BD	Ongoing – all year.	Leadership time	Impact of teaching.  Progress over time.	BD SLT	Progress over time is at least good in all books with 20% more than good	Progress over time is at least good in all books with 25% more than good
Implement a GPS assessment & tracking tool.	BD	By half-term (Autumn 2019)	Subject Leader release time. £185.00	Results from GPS quizzes.	BD	Teaching and learning informed by results of quizzes.	Teaching of GPS improves and outcomes are in line with at least National average
Ensure pupils have range of cross-curricular writing opportunities.	BD	Autumn Term 2019	Subject Leader release time. £157	Develop 'Imagination Station' for creative writing.	BD	Pupils are enjoying being creative and are	Writing is published in a variety of ways throughout the school.



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Monitor the teaching of GPS to ensure high quality teaching and learning.	BD	Ongoing	Release time.	Lesson observations & pupil conferencing.	BD/JF	Pupils developing their use of vocabulary, punctuation and grammar.	Pupils are confident with grammatical terminology.
Monitor the feedback given to pupils to enable progress to be made.	BD	Ongoing	Release time	Lesson observations & pupil conferencing	BD/JF	Pupils making good progress towards NC objectives.	Pupils achieve ARE at least in line with national average
Ensure that the curriculum map shows links between topics and written texts.	BD	Autumn 1	Release time.	Research into the most appropriate texts to be used.	BD	T4W lessons show writing of high quality. Teachers demonstrate a confident understanding of the T4W approach	Writing across the curriculum is of high quality ensuring EoY targets are achieved
Continue to provide extra-curricular writing opportunities.	BD	Ongoing	N/A	Competitions; workshops; project enrichment.	All staff	Pupils have engaged with a range of writing opportunities.	Pupils have engaged with a range of writing opportunities.
Training provided to ensure staff are confident in teaching oracy.	TC	Spring	Release time 9x £157 staff meeting time.	Staff teach and use oracy in day to day teaching.	All staff	T4W lessons used to teach and develop oracy skills.	Lessons across the curriculum involve elements of oracy.
Set up regular moderation opportunities – starting with input/training from LA moderator	BD	Spring	Staff meeting time	Feedback from moderation	JF	Staff have increased confidence with assessment of writing & understanding of moderation process	Moderation opportunities established with other local settings
Continue to use 'No More Marking' Comparative Judgement programme to ensure access for staff to national writing moderation opportunities	BD	Autumn 2	Directed time Cost of package £714	Reports following national tasks	JF	Staff will have the opportunity to moderate out of year group. Staff will develop confidence in the consistency of their judgements across the school	National reports show consistency of internal judgements and how our pupils perform nationally





# School Development Plan 2020/21

## Mathematics

Implement Big Maths training sessions (4 hours min.) to ensure staff understand the approach to teaching and learning.	EB	Autumn 2	Incl. in overall cost of scheme £insert cost	Maths Lead working closely with Teachers providing training and support	EB	Training session will be timetabled for a staff meeting.	Teachers will all feel confident and supported in applying Big Maths approach.
Introduce CLiC / SAFE lesson format across school to ensure consistency of approach	EB	Autumn 2	HLTA cover for release	Lesson drop ins Pupil book looks	EB/JF	Format of lessons is well established and teachers are confident in approach	Pace of lessons will improve, assessments will reflect pupil progress across each progress drive
Establish use of CLiC/SAFE/Learn its assessments to ensure gaps in understanding are identified and intervened on in a timely manner	EB	Spring 1	n/a	Assessment data	EB	Assessments are established as a regular feature of lessons, outcomes are tracked	Gaps in pupil knowledge is identified and tracing shows impact of intervention
Develop use of (dedicated) space saver whiteboards in classrooms across KS1/2 for use as a maths working wall	EB	Spring 1	Whiteboards £106 each (£636)	Lesson drop ins Pupil conferencing	EB/JF	Whiteboards are established & staff have opportunity to observe uses through demo sessions (Newquay school)	Working walls are an integral resource in lessons
Parents show understanding and confidence in how children learn mathematical concepts at Hearmoor through workshops and ongoing support.	EB	Spring 1	N/A	Maths Lead will provide workshops for EYFS, KS1 and KS2.	EB	Questionnaire will go out to parents for feedback.	Parental feedback will be gathered looking to the next year for ideas of areas of support.
Key Instant Recall Facts (KIRFs) are embedded across the school with children and parents understanding pedagogy behind them.	EB	Ongoing	N/A	Maths Lead and Teachers embedding across school	JF	Maths lead has completed pupil conferencing and parental conferencing which shows positive response & increased awareness of expectations.	KIRFs are well established and pupil confidence has increased as a result of more informed home learning support



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Provide opportunity for Mock-Sat test experience for Y6 pupils to enable QbyQ analysis to establish knowledge gaps / test technique support	EB, JS	Autumn 2	N/A	Maths Lead and Year 6 Teacher will work closely alongside each other	EB, JS	Half termly tracking using SATs resources results in close analysis of children's progress in key areas & intervention is used effectively to support	End of KS2 assessment will be at least in line with national average
Gaining a higher percentage of greater depth children in Year 6 by the end of the academic year through interventions from Autumn Term.	EB, JS	N/A	Once a week intervention slots + SAT release (spring term) £ in house release	Maths Lead and Year 6 teacher to provide intervention for greater depth children	EB, JS	Greater depth children are tracked each half term throughout the year (STAR)& intervention support is used effectively to ensure accelerated progress	Children in Year 6 reaching at least in line with national average for GDS for maths
Sustaining a percentage above national average for end of key stage 1 assessments for expected and greater depth.	EB	Continuous	Once a week intervention slots	Maths Lead will support Y2 teacher with GDS interventions for maths from Autumn Term	EB	Half termly STAR assessments will help to support tracking of GDS children.	Children in year 2 gaining higher than 20% for GDS at the end of the year
Purple Mash will be embedded from Year 1 to 6 as the main source of maths home study work. This will be linked to current block of learning for Maths.	EB, all teaching staff	Autumn 1	Purple Mash subscription	Teaching staff will set and track maths homework per unit of maths	EB, all teaching staff	Maths Lead will also be able to track children's participation of activities set. Pupil conferencing will also take place during Autumn and Summer term.	Pupil conferencing will track children's attitudes towards Purple Mash home activities for maths.
Implement 'Little Big Maths' approach in EYFS to ensure consistent approach to Maths curriculum across the school	EB, JF, ZT	Autumn 2	In house release	Lesson drop ins used to monitor support / training needs	EB, JF	Maths Lead will work closely with EYFS Teacher, giving support and guidance throughout the year.	Assessments show impact of curriculum in EoY outcomes
With support from subject lead, Year 2 Teacher will work closely with children who are not yet meeting the expected standard of end of KS1 in	JN	30.09.19 then ongoing	Release time £ in-house cover	Year 2 teacher working closely with children through group	EB	Half termly STAR assessments for Maths show consistent progress. Gaps in	End of KS1 assessments for Maths in line with at



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mathematics. Interventions on a 1-1 and group basis due to social/emotional needs.				work and intervention.		learning are identified quickly & planned for.	least national average
Booster Clubs for Year 6 children for mathematics after school from the beginning of Spring Term.	EB, JS, BD	Spring/Summer Term	Time (after school)	Year 5 and 6 teacher will provide booster sessions once a week for maths.	JF	Pupils at risk of not achieving ARE are targeted and attend regularly receiving additional support	Pupils targeted achieve at least in line with national averages at EoKS2
Maths Lead will provide 2-1 tutoring sessions with Year 2 children to ensure they understand key concepts and arithmetic strategies ready for end of KS1 assessments. This will take place twice a week after school from the Spring Term.	EB	01.01.20 then ongoing	Time £ 0	Year 2 teacher providing 2-1 sessions for all children in Year 2 twice a week timetabled from Spring Term after school.	JF	Pupils receive regular additional support. The small group nature ensures needs are more closely met	End of KS1 assessments for Maths in line with at least national average.
Introduce times table tracker to KS2 (particularly Year 4) to ensure development of understanding & recall skills	EB	31.10.19	Time £ 0	Tracking information	JF	Tracker is used to monitor the progress of pupils on a regular basis. Intervention is targeted as appropriate to need	Year 4 times tables assessments will be at least in line with national average