



# School Development Plan

## 2020 – 2021

<p>Quality of Education</p>	<p>Ensure phonics resources are well matched to the children’s phonics abilities.</p> <p>Embed a progressive whole school approach to phonics teaching that underpins early reading and writing.</p> <p>Develop children’s use of quality vocabulary in their speaking and writing across the curriculum.</p>	<p>Ensure the teaching and learning in all Foundation subjects especially French, ICT and DT have clear statements of intent, implementation and impact.</p> <p>Embed assessment and planning so that progression is planned for and tracked in all curriculum areas.</p>	<p>Reinforce high expectations in presentation and handwriting across the school in all subject areas</p> <p>Learning journeys and progress is clear in all books</p> <p>Progress can be clearly evidenced curriculum wide for – Most able, PP and SEND</p>	<p>Improve GAPs attainment and ensure that children apply correct spelling, punctuation and grammar in their writing</p>	<p>Ensure a Federation wide approach to mathematics is developed using White Rose planning and catch-up materials are used effectively. Ensure pupils have regular opportunities to develop reasoning and problem-solving skills. Fundamentals such as number facts, a concrete understanding of fractions and times tables need to be practiced and embedded. Good practice in Maths Mastery is shared and implemented between schools</p>	<p>Implement an effective covid recovery curriculum allowing for different experiences during lockdown. Use effective assessment to establish starting points and gaps. Effectively support children with learning gaps as a result of lockdown and missed learning</p>
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Behaviour and Attitudes	Attendance maintained at National or above  Support pupils who are finding the challenges of returning to school following lockdown difficult	Continue to support pupils to understand how to be a successful learner and demonstrate effective learning behaviours	Ensure all adults develop the thinking and reasoning skills of the children in their classes	Implement an effective Covid recovery curriculum allowing for different experiences during lockdown. Use effective assessment to establish starting points and gaps. Effectively support children with learning gaps as a result of lockdown and missed learning	High behaviour expectations are maintained in all schools
Leadership and Management	Parents work collaboratively with the school to ensure they feel well supported and informed about their child's achievements and well being. Parental views feed into the development of the school Further explore a range of online interfaces that engage with online learning and communication.	Further develop and adapt school to school support across the federation and management partnerships to improve standards achieved in teaching and learning (special focus on More able, PP and SEND) across all 10 schools.  Support staff wellbeing post lockdown	Develop work with ITT establishments to support student teachers. Enable teachers to engage in professional dialogue and reflect on practice.  Embed staff induction procedures for NQTs and develop appropriate support for Yr2 NQT following lockdown	Further develop structures at senior and Middle leader level to monitor and improve teaching, learning and progress in the wider curriculum subjects (special focus on More able, PP and SEND)  Maths Mastery training is shared across the Federation.	Implement Relationships Education, Relationships and Sex Education and Health Education policy and practice in line with new requirements  The governing body is provided with information it requires to regularly and robustly challenge school leaders, holding them stringently to account for the impact of their actions.  Implement Federation systems and practice across the schools that we are in management partnership with.  Support staff wellbeing post lockdown
Personal Development	Embed EH4MH strategies to support pupils wellbeing and continue to promote positive mental health for all pupils to support post lockdown		Gain accreditation and develop practice for Eco School Award	Introduce and embed UNICEF Rights Respecting Schools Award at Silver level.	Enhance our curriculum by continuing to develop outdoor learning provision



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<p>Early Years</p>	<p>Children read a wide variety of texts, matched to their phonological knowledge and key word learning.</p> <p>Parents are involved with their children's learning to provide at home support</p> <p>Children have planned language developmental opportunities to support them to access the curriculum.</p>	<p>Planned child-initiated provision and an engaging well resourced environment leads to increased engagement levels.</p> <p>Children initiate their own learning through play.</p>	<p>Adapt to an integrated EYFS/KS1 class set up at Filleigh without losing quality in teaching and learning</p>	<p>Track and monitor SEND provision and progress in Early years.</p>
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