

# **School Development & Improvement Plan**

## **2019 – 2020**

**We aim to ensure that at the end of KS2 children will meet ARE in reading, writing, maths  
and RWM in line with or above national averages'**



# PRIORITY 1: Provide challenge across the curriculum for all children

We will ensure that we:

## MATHS

- ❖ **White Rose:** Introduce and plan in line with White Rose expectations and materials as part of everyday maths teaching
- ❖ **Booster groups:** Introduce dedicated, focused teaching for identified groups of children in years 3, 4, 5 and 6 taught by experienced teachers (45-minute sessions per week)
- ❖ **Bar model:** Introduce the maths bar modelling method throughout the school
- ❖ **CPD:** Staff are provided with professional development of what greater depth mathematicians look like in each year group

## WRITING

- ❖ **External support:** Introduce regular planning scrutiny to increase provision for more able writers across the school
- ❖ **Planning:** Provide support and guidance to all year groups, through planning scrutiny, with a focus on more able writers
- ❖ **CPD:** Provide staff with professional development of what greater depth writers look like in each phase

## READING

- ❖ **GPS:** Improve staff subject knowledge and understanding of GPS at greater depth
- ❖ **Texts:** Introduce good quality non-fiction texts through guided reading model weekly
- ❖ **CPD:** We provide staff with professional development of what greater depth readers look like in each phase

## FOUNDATION

- ❖ **Planning:** provide challenge for all groups of children in planning activities
- ❖ **Evidence:** Plan an extended piece of non-fiction writing linked directly to the learning journey
- ❖ **Evidence:** Introduce a humanities book for each child to capture evidence of skill development, aligned with the history and geography curriculums
- ❖ **Writing opportunities:** In all foundation subjects, there will be planned writing opportunities where appropriate
- ❖ **Homework:** Plan opportunities for children to undertake written research linked to a significant aspect of their learning journey, in addition to 3D models

# PRIORITY 2: Further develop leadership at all levels

We will ensure that:

- ❖ **Evaluation:** The impact of all actions taken by all leaders will be evaluated and the impact will be measured (e.g. the introduction of White Rose in mathematics) and will show data progress; a centralised folder of monitoring evidence will be created and populated during the year.
- ❖ **Learning walks:** All leaders (including YGLs) will undertake scheduled learning walks using the appropriate proforma to evaluate and provide feedback to staff; to use previous feedback to inform future learning walks.
- ❖ **Governance:** Leaders will undertake learning walks with a nominated governor.
- ❖ **Observations:** All leaders will employ the new lesson observation proforma; Ensure any identified steps for staff are reviewed, addressed and embedded; all subject leaders will be given the opportunity to carry out formal lesson observations and deliver feedback to staff.
- ❖ **CPD:** Joint observations and feedback will take place with the Headteacher or Deputy Headteacher.