



Background

Clearly the ongoing COVID-19 situation has had a significant impact on our School Development Plan. Schools closed to all pupils for the latter half of the academic year 2019-20 and our work was directed towards providing support for keyworkers and vulnerable pupils and developing online learning for all.

The COVID-19 pandemic helped highlight the strengths of our school – the sense of community and the working relationship between school and parents that leads to our academic success.

Next Steps highlighted by Ofsted (July 2019)

- Increase all teachers' expectations so that more pupils, including the most able, reach higher standards in mathematics, English and the wider curriculum.
- Develop the school's curriculum to ensure that sequences of learning provide sufficient depth and build upon pupils' previous knowledge and understanding.
- Ensure that leaders at all levels, including governors, oversee the performance of the school more critically and evaluate the impact of their work precisely.

Priorities for 2020-21

1. Development of existing remote-learning provision
2. Development of core curriculum areas for all children identified through whole school Gap Analysis
3. Development of a broad and balanced Foundation Curriculum





Priority 1 Development of existing remote-learning provision

The school set up a successful Home Learning system and approach using the VLE during the COVID-lockdown.

This needs to be refined to meet the expectations outlined in DfE guidance:

- use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos and that is linked to the school's curriculum expectations
- give access to high quality remote education resources
- select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback and make sure staff are trained in their use
- provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support and so schools should work with families to deliver a broad and ambitious curriculum
- set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects
- teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject
- provide frequent, clear explanations of new content, delivered by a teacher in the school or through high-quality curriculum resources or videos
- gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to adjust the pace or difficulty of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers

Tasks	Personnel	Resources	Milestones	Impact
What will we need to do to achieve the target?	Who will lead the work?	What will it cost in: Time? Supply cover? CPD?	Which are the <u>Key dates</u> for intended outcomes? What will be achieved?	Notes on progress (dated)
Design and trial a ' Remote Learning Policy '	PN/SLT	NA	By end of September 2020 all staff will be familiar with the policy and have trialled it in class	
Ensure all pupils to have access to the school's VLE	HD/SLT	NA	October half term	
Create packs of work designed to meet the needs of all pupils in the event of a child not being able to access the internet from home	MBo	NA	By the end of September 2020	
Communicate with hard to reach families to encourage engagement	HD	NA	Ongoing	



Priority 2 Development of core curriculum areas for all children identified through whole school Gap Analysis				
To create, implement and monitor a catch –up programme for core skills aimed at identified children across all year groups. This priority brings approx. £28,000 of government money with it.				
Tasks	Personnel	Resources	Milestones	Impact
What will we need to do to achieve the target?	Who will lead the work?	What will it cost in: Time? Supply cover? CPD?	Which are the <u>Key dates</u> for intended outcomes? What will be achieved?	Notes on progress (dated)
All year groups to carry out NFER tests in all core subjects	YGLs	NA	Completed by WB: 5.10.20	
Catch Up Programme RM to carry out gap analysis based on NFER tests carried out by all year groups	RM/YGLs	NA	Gap Analysis completed by WB: 19.10.20	
Timetable of catch up sessions for all identified children created and implemented	RM/YGLs	NA	Targeted teaching implemented by 3.11.20	
GPS - Bridge the gap post lockdown (based on returning assessments)'				
RM recovery intervention	RM	NA	Ongoing	
Improve teacher subject knowledge	LW	Staff inset	Ongoing	
Timetable discrete teaching	YGLs	NA	Termly	
Weave GPS into writing and wider across the curriculum	YGLs	NA	Termly	
Reading				
RM recovery intervention	RM	NA	Ongoing	
Firmly embed new reading model	Teachers	NA	Ongoing	
Support new staff with model	LW	Staff inset	Ongoing	
Further develop book corners / 100 books	Teachers	NA	Ongoing	
Writing - get children's writing back to where it was prior to lockdown				
RM recovery intervention	RM	NA	Ongoing	
Get children's writing back to where it was prior to lockdown	Teachers	NA	Summer term 2021	
Regular moderation of writing	YGLs	PPA	Termly	
Support new staff	LW	Staff inset	Ongoing	



Priority 3 Development of a broad and balanced Foundation Curriculum				
To ensure that expectations and challenge in foundation subjects are the same as those in core subjects.				
Tasks	Personnel	Resources	Milestones	Impact
What will we need to do to achieve the target?	Who will lead the work?	What will it cost in: Time? Supply cover? CPD?	Which are the Key dates for intended outcomes? What will be achieved?	Notes on progress (dated)
Planning - In planning, challenge is evident for all groups of children	MBI		Planning check in Autumn, Spring & Summer terms	
Evidence - In year groups there will be a planned, extended piece of non-fiction writing linked directly to the learning journey	MBI		Planning check in Autumn, Spring & Summer terms	
Evidence captures for humanities - A new humanities book for each child to capture evidence of skill development aligned with the history and geography curriculums	MBI		Planning check in Autumn, Spring & Summer terms	
Writing opportunities - In all foundation subjects, there will be planned writing opportunities where appropriate	MBI		Planning check in Autumn, Spring & Summer terms	
Homework - Year groups to plan opportunities for children to undertake written research linked to a significant aspect of their learning journey in addition to 3D models	MBI		All year	

Senior leaders who are responsible for leading and monitoring the SDIP will:

- Visit classrooms regularly in L & M release time
- Be aware that each classroom visit must have a clear focus i.e. child/key group/teacher focus
- Understand the data picture in each classroom and focus on specific and identified areas for development
- Provide staff with clear and timely feedback and plan revisits to follow up
- Report to SLT to show impact
- Update the SDIP to reflect progress against targets set