

Tatworth School Development Plan 2020-21



Specific Target	Actions/Intent	Success Measures/Implementation	Time/Cost	Progress Update/Impact
Key Priority 1: Outcomes/Teaching Focus				
To improve outcomes across all year groups.	<ol style="list-style-type: none"> 1) To continue with robust CPD opportunities and robust appraisal to encourage and support teacher improvement. 2) Quality first teaching to be paramount. 3) Performance management strategy to use a triangulation of observations, scrutinies and attainment outcomes. Performance management meetings and reviews to take place at least termly with decisive actions to support success. 4) Focus on specific curriculum subjects to ensure offer shows progress in skills and knowledge. Oracy as a focus within English, Maths, Science, History, Geography to be focus subjects in 20/21. Art to be continued this academic year as CPD was stopped in summer term 2020. 5) To be compliant with the June 2020 Maths Government Document: Teaching Maths in Primary School. 6) Use of ICT as a method to provide remote provision. 7) Planning to include immediate reflection on previous sessions and how to move learners on. 	<ul style="list-style-type: none"> • Training, coaching and mentoring is effective and impacts on practice. • Staff encouraged to complete self-evaluation on NCETM for maths concepts. • To use WhiteRose Maths and Numicom as methods to support concrete to pictorial to abstract understanding. • School to continue to work with Cornerstone to • Senior leaders are effective in making informed judgements. • PM targets support whole school development • The extended leadership team, through middle leaders, are rigorous in driving up standards. • Effective monitoring embeds outstanding practice. Data and progress chats for all teachers for Reading, Writing, Maths and RWM combined, for all CT for each class per. • All staff to complete RWI training. 	<p>Ongoing</p> <p>Termly during performance management</p> <p>Termly at least during data chats. 6wkly for phonics</p> <p>Subject specific staff meetings, twilights and training.</p>	<p>Science CPD through STEM-Aut2 training completed; 29/1/21 delayed to 29/4/21</p> <p>Art CPD – skills training by SPAEDA, final two of five, planned for 20/21: textiles (12/20) and clay work spring21: delayed</p> <p>PM objectives include: progress, contribution to whole school and improve performance</p> <p>Autumn term analysis of planning shows a need for planning CPD</p>

<p>Track progress and attainment from baseline assessments and act decisively to ensure there is an effective catch-up programme in place and that accelerated progress is made.</p>	<ol style="list-style-type: none"> 8) Following reopening of school in Autumn 2020, children to be assessed using Summer 2020 NFER tests. Use of these subject-specific assessments to identify particular areas where children have forgotten/misunderstood key concepts. 9) Teachers to read and understand the requirements of the previous year group and the year group, particularly in Maths and English to gain an understanding of the sequence and what has been missed. 10) Combine work from across the two-year groups to help catch up programme. 11) Bring reading more readily into all subjects and ensure children are reading widely and deeply. 12) Feedback from assessments needs to be effective – extra ppa time given to CT to facilitate individual mentoring and learning programmes for individual children. 13) Daily planning after each session to ensure teaching is targeted to support catch-up programme. 14) CT to move up with class where possible or effective handover. Missed teaching incorporated into present year teaching to ensure new material is built on secure foundations. 15) Use speech and Language assessments in Reception in September as a baseline assessment. 16) Employ a Speech and Language specialist to support assessment, training and cpd and specialist provision 17) Class teachers to each have an extra hour each week for mentoring bottom 20% of class or to support with curriculum co-ord role 18) Recognise where gaps in learning are (this is crucial for a successful 2020/21), through assessment and teacher informal methods (quizzes, discussion, marking) and plan lessons for each day after reflecting on the previous lesson – class teachers will need to create a file again this year with class details (such as pp/SEND/vulnerable children lists, assessment grids, ideas on planning) 19) Assessment a common focus on all middle leader meetings. 	<ul style="list-style-type: none"> • Autumn term data to show progress from initial Summer term assessment data. • Notes from CT mentor meetings with children in class • Half termly minutes will evidence focus on assessment and impact for learners. • NFER timetable will show plan for assessments. • Reports termly to Governors re: data • Subject leaders' evidence from completed half-termly rubric of assessment for each year group re: outcomes of a scheme of work for their subject. • Evidence from intervention evaluation. • Evidence from termly data and meetings with SH • Performance management targets for teachers to include focus on progress and attainment of the learners they work with. • Evidence in teacher progress and attainment files and on planning that groups are targeted and effective. • Predictions from Summer 2020 compared to initial data and data each term in 2020/21 	<p>Half termly meeting minutes</p> <p>Ongoing</p>	<p>NFER assessments used for in-year assessments in Reading, Maths, SPAG for Y3, 4 and 5 and Y1 Summer term.</p> <p>Autumn: data chats with SH, RB for reading/AW for writing and SENDCO and SH for Maths and RWM</p> <p>Phonics progress and attainment scrutiny through English Hub meetings (half termly) and Specialist input from RWI termly.</p> <p>Subject co-ordinators have unit assessment grids form CT to show EM/EXP/EXC data against objectives. (This will be in line with reduced curriculum offer during 2020 if applicatble)</p> <p>PM meetings completed Aut 2.</p> <p>Interventions assessment at the</p>
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	<p>20) Understand pupils' capacity to succeed through understanding FFT and ASP data</p> <p>21) Develop and refine assessment for learning for non-core subjects by building on evaluations of arts and focus work displays and create individual assessment and grading sheets which feed into future planning.</p> <p>22) To effectively target interventions and support to ensure consistency of progress and learning for all children and especially for individual children who have learning challenges. Provide targeted learning opportunities for groups or individuals to ensure progress is taking place.</p> <p>23) Target interventions and evaluate impact on a half termly basis so that changes may be made for greater impact on learning.</p> <p>24) Regularly review progress and identify other areas where gaps in knowledge/learning are identified.</p> <p>25) Have clear, accurate and detailed tracking in place to measure the progress being made.</p> <p>26) To further develop cohort plans where groups need to be targeted.</p>	<p>Sarah to attend update training</p> <p>Pupil Premium fund to cover CT extra session a week for mentoring/supporting lowest 20%</p>	<p>Training costs: £120</p> <p>1.6 days a week (</p>	<p>end of each round or 6-wkly. TA timetables changed in accordance of need of children.</p>
<p>At least consistently quality first teaching across the school.</p>	<p>27) Evidence of inclusion to allow all children to access learning</p> <p>28) Core standard observations for SEND children developing the skills of teachers so that they more consistently use their assessment of learning to identify and act upon pupils' needs</p> <p>29) Precisely matched learning tasks to the level of challenge.</p> <p>30) On evaluation, change the input or method of delivery where necessary to ensure accelerated learning/impact is improving the learning opportunities for the individual children involved.</p> <p>31) Ensure that individual progress as well as whole class is a focus for all teachers.</p>	<ul style="list-style-type: none"> • Evidence in SEND data and from assessment meetings that SEND children are making appropriate progress and evidence of interventions to support. • Evidence of action/intervention to support children who cannot access the level of work of their peers. • Evidence from assessment meetings with SH/AW/RB – action plans following discussion • Evidence of reflections from one lesson to the next, on planning. 	<p>Termly grid completed</p>	<p>SEND meeting wkly with SENDCO and HT</p> <p>SENDCO non-contact time to work with SEND Administrator/parents/carers. SEND Forum</p> <p>Data chat meetings/planning scrutiny</p>

**Key Priority 2:
English Focus**

To Improve our delivery of English by understanding our areas for development; make assertive changes to ensure improvements are possible for all learners (being particularly aware of boys) in oracy, reading and writing.

- 1) Understand that English includes: oracy, reading fluency (including phonics), comprehension, vocabulary, writing (including spelling, punctuation and grammar), speaking and handwriting.
- 2) Continue to engage with Accelerated Reader as a tool to support reading fluency, comprehension and targeted reading ability for each reader from Y2 upwards.
- 3) Continue to use Read Write Inc. as our phonics system.
- 4) Continue to engage with RWI advisor visits to ensure we are scrutinising our phonics practice and adapting our teaching to support all learners to succeed.
- 5) Create the building blocks for reading and writing so that children are enabled to make progress.
- 6) Ensure teachers understand clear progression and expectations at each stage of handwriting: letter formation, joining and fluency.
- 7) Track and intervene for those children whose handwriting is falling behind – ‘Write from the Start’ programme where necessary.
- 8) Ensure teachers are confident with RWI programme and that they are assessing progress, tracking and providing intervention when necessary.
- 9) When transitioning from RWI to the spelling programme, ensure we use the Y2 spelling list before other spelling lists.
- 10) Be consistent with Literacy and Language tracking and assessment. Ensure we are assessing and not just working through the programme.
- 11) Ensure all teachers are aware of the knowledge and understanding of the requirements for punctuation in each year group.
- 12) Ensure Grammar progression is evident in writing. Teach explicitly.

- Minutes from staff meetings evidence discussions and training.
- CPD from English group re: expectations for teaching reading in reading lesson and 25 mins of specific reading time each day.
- Group of English leaders to meet half termly to evaluation AR.
- Six-weekly assessments and placing of children in the correct phonics group.
- 3 x RWI visits during 2020/21 academic year.
- Engagement with Cornerstone KS1 English Specialist visits to school.
- English teachers to attend online cpd for early reading, comprehension and writing
- All children are able to spell NC spelling lists appropriate for their age
- Regular assessment meetings with SH; regular review and adaptations to intervention and teaching according to needs.
- Each class to have a list of non-negotiables and these to be a focus for each year group.
- CTs to have a clear understanding of the attainment of their class and

Ongoing

English focus on staff meetings regularly

Kirsten (RWI):
8/11/20
Cornerstone (Vikki):
22/10/20
All teachers/TAs have now attended RWI training

	<p>13) Track against the target: Children must understand what a sentence is and be able to demarcate with Capital Letter and Full Stop by the end of Year 2.</p> <p>14) Children need to automatically use Full Stops and Capital Letters so that they can concentrate on other skills.</p> <p>15) Each class should do at least 20 mins of writing each day to build fluency/stamina.</p> <p>16) Create and agree writing grids for each year group.</p> <p>17) Separate phonics on the timetable so that it is taught outside of the English lesson.</p> <p>18) Visit successful schools to get ideas for good practice (when possible)</p>	<p>next area of learning. Evidence in planning to link to assessment findings.</p> <ul style="list-style-type: none"> • Planning to reflect 20 mins of writing each class, each day. • Feedback in staff meetings from school visits. 		
<p>Key Priority 3: Curriculum Focus</p>				
<p>To offer effective provision for online education and a strong contingency plan in place for remote learning</p>	<p>1) Complete a digital strategy which includes work on:</p> <ul style="list-style-type: none"> • Access for all • Staff skills and confidence – audit • Staff workload • Safeguarding • Understanding school community grasp on technology - audit <p>2) Provision to include:</p> <ul style="list-style-type: none"> • Effective workflows/reference to a correctly sequenced curriculum which is also being delivered in school • To include a clear continuity of learning which includes new learning where knowledge and skills are built incrementally • Scaffolded practice needs to be included in the online offer • To include feedback on how to progress • High quality online and offline resources linked to curriculum • To include facility for printed resources if online access is limited • Providing pastoral social interactions or daily interactions with teachers • Consideration that offer has to be a replica of the book offer in school 	<ul style="list-style-type: none"> • Apply for Government funding to support online infrastructure and once secured to work with partner to prepare for online learning • Apply for funding to buy hardware to support learners and wifi connectivity • Engage with ELIM for supporting online safety • Mark book for each teacher to record individual’s marking and progression of knowledge and skills – how to move learning on. 	<p>£1500 granted in August 2020</p> <p>11 laptops confirmed October 2020</p>	

	<ul style="list-style-type: none"> • Method of checking understanding and learning • Each day, a selection of some deliberate practise, some set daily lessons and some set weekly lessons. • Online and school learning to be equivalent in length • To include provision for SEND children in co-operation with their families to deliver a broad and ambitious curriculum <p>3) To investigate:</p> <ul style="list-style-type: none"> • Live lessons • Learning platforms and Apps/online resources that can be used consistently • Creating support materials 			
Improve the delivery of our curriculum with a clear focus on our intent, implementation, impact and integrity, by ensuring continuity and progression in knowledge, skills and vocabulary.	<p>4) Invest time to work together as a staff to write our new curriculum starting with English as the driver.</p> <p>5) Provide and promote positive universal work to promote wellbeing and a sense of belonging across the whole school.</p> <p>6) Ensure curriculum is progressive across the year groups by using external providers to support i.e. STEM, NCETM, Chris Quigley Curriculum, Technology Association.</p> <p>7) Middle leaders to scrutinise through book scrutiny, learning walks (where possible with bubble restrictions) and co-ordinators assessing planning and displays.</p>	<ul style="list-style-type: none"> • Each subject leader to write and work to an action plan which outlines intent, implementation and impact • New school curriculum written with English and specific book the starting point. • Evidence from book scrutinies, learning walks etc. • Staff meetings leading CPD to develop skills and knowledge of rest of staff. 		<p>All action plans completed 19/20 and 20/21. Subject leaders to meet with subject Director each term.</p> <p>All co-ordinators have working files.</p>
Provide a cohesive curriculum, which is broad and ambitious and delivers enriched experiences and learning.	<p>8) Adopt whole school thinking which ensures that all parts of the school work coherently together.</p> <p>9) To embed Relationship Education (RE) 2020 in our PSHE curriculum. Now delayed to 2021</p>	<ul style="list-style-type: none"> • Subject Co-ordinators to have time to review and develop a progressive curriculum in each subject. • Relaunch of Curriculum 2020 which includes evidence of progressive skills and knowledge through each year group. 		<p>All subject co-ordinators in post. PSHE curriculum now includes Relationship</p>
To develop parental engagement.	<p>10) Parent forums and parent council. Increase in opportunities to come into school to find out about initiatives.</p>	<ul style="list-style-type: none"> • At least 50% of parents/carers attend meetings, sessions in school. 	<p>From Autumn 1</p>	

Key Priority 4: <u>Covid-19 Response</u> <u>Learning</u> <u>Behaviours and</u> <u>Wellbeing Focus</u>				
To comply with Government guidelines and Health and Safety regarding Covid pandemic.	1) Complete a risk assessment in conjunction with staff to mitigate risks associated with Covid-19 and prepare the school for wider reopening and staying open during 20/21 academic year.	<ul style="list-style-type: none"> • Ratified Risk Assessment 		
To increase pupil voice.	2) Write and share a children’s version of the school development plan and enlist the KS2 School Council to sit on a half termly meeting with Gobs to evaluate and extend it. 3) SEND children to actively take part in whole school projects. 4) To always have wellbeing as an agenda on School Council meetings. 5) Continue to engage where possible with extra-curricular activities to support a love of learning and exposing children to as many opportunities as possible. 6) Children to be critical and creative thinkers to improve outcomes across all areas of the curriculum 7) Develop a supportive school and classroom climate and ethos which build a sense of connectedness, focus and purpose, the acceptance of emotion and vulnerability, warm relationships and the celebration of difference. 8) Understand and reduce the risk factors that can affect Wellbeing, and help pupils develop the resilience to overcome adverse circumstances. 9) Continue to create Wellbeing Garden.	<ul style="list-style-type: none"> • Create opportunities for children to take the lead: Eco-warrior, School Council, Librarian and Play Leader. • Global Citizenship focus for children to engage and be expected to lead on initiatives. • Children to engage with the Children’s Parliament. • Eco-warriors to organise friendship bench and wellbeing garden with outside support. • Evidence that weekly assemblies support wellbeing. 		2 groups of children leaders: School council, Eco-warriors Pupil strategic group planned Dec 2020
To increase wellbeing.	10) Provide and promote positive universal work to promote wellbeing and a sense of belonging across the whole school.	<ul style="list-style-type: none"> • PSHE planning and assemblies focus. 	Ongoing	Safeguarding meetings for all staff every Wed 1.35 pm

	<p>11) Build in emotional gauges during registration each day</p> <p>12) Raise staff awareness about the widespread nature of mental health problems in children and young people, and the school's responsibility to identify them and intervene early.</p> <p>13) Help all pupils cope with predictable life changes and transitions, based on a sound understanding of child development. Keep abreast of new challenges posed by information technology, such as cyber bullying.</p> <p>14) Ensure high-quality implementation of specific programmes and interventions.</p> <p>15) Explicitly teach social and emotional skills, attitudes and values, using well trained and enthusiastic teachers and positive, experiential and interactive methods and resources. Integrate this learning into the mainstream processes of school life.</p> <p>16) Ensure that there are robust policies and practice in key areas such as behaviour, anti-bullying and diversity, including tackling prejudice and stigma around mental health.</p> <p>17) Have a yearly Wellbeing Week for children and staff.</p>	<ul style="list-style-type: none"> • ELSA and THRIVE work active in school • 1 x Thrive trained practitioner in school 2019/20, concluding training 2021. • 2-yearly programme of Elim work and NSPCC involvement. • Physical and mental wellbeing both evident in Wellbeing Week activities. • Continued use of SCARF • SH to celebrate and advertise wellbeing provision and complete AcSeed Wellbeing Award 		<p>Wellbeing staff meeting on managing stress on 8th October 2020</p> <p>Individual counselling sessions available for all staff 12th and 22nd October</p>
<p>Key Priority 5: <u>EYFS Focus</u></p>				
<p>To improve EYFS provision - ensure consistency and effectiveness and deliver best provision to ensure the highest outcomes possible.</p>	<p>1) Focus on language and vocabulary through regular reading and story/poem/rhythm time activities – shown on planning.</p> <p>2) Have English as the driver for the EYFS curriculum.</p> <p>3) Writing to include transcription and composition.</p> <p>4) Prioritise communication and language. Test early on for S&L, acquisition of phonics. Extend vocabulary as a priority. This should be a focus often during the school day. Ascertain whether EYFS have been affected by a limited transition – can group parents into bubbles and</p>	<ul style="list-style-type: none"> • Staff are effective in promoting the early development of skills and progress in all areas of learning and provide and excellent foundation for continued progress throughout the school • Recognised handwriting scheme in place to support letter formation. 		<p>All children (with exception of EHCP children) are at least at ARE for phonics; 19 above ARE. Impact of phonics teaching commended at recent RWI support visit</p>

	<p>have them in for a meeting on phonics/reading if planned correctly.</p> <p>5) Engage with NELI programme for S&L assessments</p> <p>6) Be mindful and prepare for 2020 'Development Matters' document.</p> <p>7) Include other forms of assessment and not just the use of observations to inform grading. Engage in ways of observation that do not require us to break too frequently from the interaction with children.</p> <p>8) Routine to follow Non-negotiables – essential specific expectations for each year group.</p> <p>9) Ensure there are child-initiated opportunities for writing.</p> <p>10) Include music as part of the curriculum as a method of enhancing learning.</p> <p>11) PE and physical development paper to focus on development of gross and fine motor skills.</p> <p>12) Complete an EYFS audit of provision and act on the findings</p> <p>13) Evaluate planning to ensure all sessions have a focus on teaching and continuous provision is effective to support independent development and exploration of teaching – as part of PM</p> <p>14) Evaluate the events the children should experience every day – what is the mix of explicit teaching, adult-focussed, child-initiated learning and effective continuous provision.</p> <p>15) Ensure that there is quality, adult-led teaching of writing/reading at least 4 or 5 separate times each day – that we are mindful that the % of time spend on composition both timetabled and independent opportunities has increased over the year as the children have more of the necessary skills to write and read.</p> <p>16) Review our use and teaching of spoken language and how we teach and develop comprehension.</p> <p>17) Evaluate the ways in which we engage the children in experiencing a rich language environment – review of the role play area.</p>	<ul style="list-style-type: none"> • Evidence of whole-school approach to promoting reading is implemented on planning • Adult levels of engagements are high; learning is still shown on Tapestry and planning reflects adults mainly interact with children during session time. • Quality teacher-child interactions should not be weakened by evidence gathering. • Music integrated into reading activities as well as stand-alone activity. • PE specialist teacher to prepare a plan for development of gross and fine motor skills and how the PE curriculum will show progression. • EYFS audit undertaken and action plan created. • Planning proforma is used and shows all areas of the curriculum. • Planning is scrutinised by SLT • Writing and Reading is evident on planning 4 or 5 times a day. • NFER Baseline is completed. • Evidence that English team have evaluated and actioned S&L plan across the school. Oracy is taught explicitly and is a focus during all teaching across each day. 		<p>Children follow high expectations in regard of learning and behaviour</p> <p>All staff in room are effectively utilised in support of enabling children to make strong progress</p> <p>All children have an effective and correct pencil grip.</p> <p>All children that require S&L support have intervention.</p> <p>All children reach a GLD.</p>
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	<p>18) Review our timetabling and effectiveness of physical development and the use of our outdoor space. Is it happening on a daily basis?</p> <p>19) Focus on independence and self-regulation referencing self-care/dentistry hygiene and healthy eating.</p> <p>20) Explore how we deliver arts and design in the EY's curriculum. Develop adult-led and child-initiated to reflect individuals' personality and stage of development.</p>	<ul style="list-style-type: none"> • Audit of outdoor space is evident and action plan written. • Art CPD includes information for EYFS curriculum. 		
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