

School Development Plan – Overview 2024.25

Maths

To adopt and embed planning that includes retrieval questions and tasks designed to challenge the higher ability children, ensuring that all children are constantly being supported and developing and increasing their mathematical knowledge, as well as to ensure teacher assessments and judgements enable tracking and targeted support.

- 1) To embed the HIAS 'I can...' learning journey planning is implemented across Key Stage One.
- 2) Embed updated White Rose Education scheme in EYFS planning.
- 3) To embed the 'checkpoints' assessment model.
- 4) To ensure task design is effectively moving the learning forward for all groups of children including the most able.

SEND

A school commitment to equality and inclusive teaching, ensuring individual needs are met via High Quality Inclusive Teaching and that learning takes place in the classroom wherever possible, supported by the use of provision mapping.

- 1) To ensure HQIT is taking place in every classroom.
- 2) To introduce and use Widgit as an aid to adapting lessons.
- 3) To ensure that Learning Support Assistants (LSAs) are maximising children's learning when working with them in class.
- 4) To use The Zones of Regulation correctly and consistently across the school.

English

Phonics has been a focus following our last Ofsted inspection in 2015 along with the government requiring all Primary schools to take an approach that is rigorous, systematic and used with fidelity (any resources used should exactly match the Grapheme Phoneme Correspondence (GPC) progression of their chosen SSP approach), and that achieves strong results for all pupils, including the most disadvantaged. In order to further improve reading, writing and speaking and listening skills in school, Oracy is a focus as this is important for children's wellbeing, active citizenship and future employability.

- 1) To continue to develop phonics teaching across the school and to use the Anima Phonics scheme to ensure all children are exposed to rigorous and effective phonics teaching.
- 2) To continue to promote a reading culture and reading for pleasure.
- 3) To develop a new model of English assessment.
- 4) To promote Oracy and Speaking and Listening.

EYFS

"Every child deserves the best possible start in life and support to fulfil their potential. We aim to ensure a smooth transition into school life, promote positive attitudes, and develop self-confidence and independence."

- 1) For all adults to continue to implement HQIT across EYFS, specifically focusing on 'how to be a good play partner'.
- 2) To ensure the new assessment model (pupil progress tracker) is being used effectively so that teachers can identify which children are on track and not on track in certain areas and inform next steps throughout the year.
- 3) To ensure continuous provision is effectively moving the learning forward for all groups of children, progressing their skills and giving them many opportunities to challenge their learning within their play.

Our Greener School

To increase motivation and engagement in young people and add value to teaching and learning across all areas of the curriculum via active and outdoor learning, creating opportunities for learning outside the classroom wherever possible.

- 1) Creating more areas and opportunities for learning outside the classroom to help enhance our curriculum and contribute to better all-round health.
- 2) Ensure that our school helps contribute to wider community issues such as energy use, recycling and plastic free pledges.
- 3) Unlock the potential within the school grounds to increase biodiversity by creating habitats which will also enhance learning opportunities for nature history, science and other subjects.
- 4) To continue work towards meeting the DFE "Sustainability and climate change: a strategy for the education and children's services system.