



Debden Church of England Primary Academy
School Development Plan 2020-21 – March Update



Debden Church of England Primary Academy

Mission Statement, Vision and Values

As a member of the Great Oak Multi Academy Trust, Debden Primary Academy is committed to core principles of progress, inclusion, aspiration, excellence and enjoyment, in order to ensure that every child has the best possible educational experiences.

As a part of our ceaseless monitoring and review processes, we have recently updated our school mission statement to accurately reflect the vision and values that embody our school and its community. Staff, children and parents alike have all played important roles within this process.

OUR VISION: To ensure that the children in our care:

- Progress exceptionally well academically, across a broad and knowledge-rich curriculum;
- Develop into confident compassionate, well-rounded individuals, in a safe, caring, Christian environment;
- Become equipped with the learning skills needed to deal with future challenges;
- Create happy, positive memories of their childhood.

MISSION STATEMENT: In order to achieve our vision, we pledge to:

- Ceaselessly drive to improve the strength and consistency of teaching and learning across the school;
- Provide a stimulating, creative and engaging curriculum which develops the skills, abilities and talents of all pupils;
- Ensure that children are happily challenged in their learning and nurtured as individuals;
- Hold high expectations of behaviour, which are driven by Christian Values.
- Provide children with opportunities to develop their innovation, problem-solving, resilience and reflectiveness skills;
- Embed mutually-supportive and trusting partnerships between children, staff, parents, governors and the wider community.
- Ensure that children feel valued, safe, and confident to learn and excel.
- Continually and collaboratively reflect, challenge ourselves, and drive to improve.

VALUES: NURTURE, PROGRESS, EXCEL



Contextual Information

-As of the Spring census 2021, Debden C of E Primary Academy has 104 children on roll. This figure has risen from a low of 82 in November 2019.

-19 of the children on roll are in the Ducklings class (Reception) 29 children are in the Minnows class (Year 1 and 2) and 28 children are in each of the Frogs (Year 3 and 4) and Kingfishers (Year 5 and 6) classes.

-52 of these children (50%) are from military families based on the nearby Carver Barracks. There has been a recent increase in the proportion of children attending the school who are from military families (in September 2019, around 35% of children were from military families).

-In the last two years, there has been a dramatic influx of children who have transferred into the school working significantly below the age-related expectations for their own year group. They have severe gaps in their basic skills related to oracy, literacy and numeracy, which are hindering their ability to achieve well across all areas of the curriculum.

-At the end of the academic year 2019-20, there were 7 children working far below their age-related curriculum expectations. (JR, PB, JM, SA, LBC, KB, TP). 4 of these existing children on roll had arrived at the school in the previous academic year.

-Throughout 2020-21, a further 9 children (FJ, JJ, RB, FBM, CobA, ColA, JA, EM and LM) have joined the school who have been assessed as working below their age-related curriculum expectations in a number of subjects. All have severe gaps in more than one area of oracy, literacy and numeracy.

-12 out of the 16 children are from military families, and for many of these children Debden Primary Academy is their 3rd or 4th primary school. We have received little information about their prior progress and attainment. A further 3 of the children are from the same family, and are FSM eligible.

-Throughout both 2019-20 and 2020-21, the school's attempts to eradicate these learning gaps have been disrupted by school closures and other related restrictions of the COVID-19 pandemic. The attainment gap between these children and some of their peers have been exacerbated. The Spring update to our school development plan (and accompanying intervention and learning support action plan) has been updated to reflect the changing nature of our context, detailing the measures that we implementing to address the changing needs of our student cohort.

Attainment 2018-2019 (Last Available Externally-Verified Data Set)

Early Learning Foundation Stage

Average Score	38.6
Number of children achieving GLD	10
Percentage achieving GLD	77%

Year 1 Phonics Check

Of the pupils at DPA since September 2018, 100% achieved the expected level.

Of all pupils, 88% achieved the expected level. (The national result was ____ achieving the expected level).

End of Key Stage 1

Teacher Assessments

	Reading	Writing	Maths	Reading, Writing and Maths Combined
% achieving expected standard	85%	85%	77%	77%
% working at a greater depth	38%	8%	23%	8%

End of Key Stage 2

	Reading Test Results	Writing Teacher Assessment	Maths Test Results	Reading, Writing and Maths Combined	SPAG Test Results
% achieving expected standard	73% (National 73%)	73% (National 78%)	86% (National 79%)	66% (National 65%)	66% (National 78%)
% working at a greater depth	20%	26%	27%	13%	33%
Average Scaled Score	105 (National 104)	-	104 (National 105)	-	105 (National 106)

The scaled score range runs from 80 to 120. A threshold of 110 has been used to identify greater depth (as was used in prior years)

Attainment 2017-2018

Early Learning Foundation Stage

Number of children achieving GLD	10
Percentage achieving GLD	71%
National level achieving GLD	72%

Phonics Check

In Year 1, 100% achieved the expected level. The national result was 83% achieving the expected level.

Of those re-sitting in Year 2, 100% achieved the expected level. The national result was 61% achieving the expected level.

End of Key Stage 1

Teacher Assessments

	Reading	Writing	Maths	Reading, Writing and Maths Combined
% achieving expected standard	63% (National 75%)	58% (National 70%)	74% (National 76%)	53% (National 65%)
% working at a greater depth	21% (National 26%)	16% (National 16%)	16% (National 22%)	5% (National 12%)

End of Key Stage 2

	Reading Test Results	Writing Teacher Assessment	Maths Test Results	Reading, Writing and Maths Combined	SPAG Test Results
% achieving expected standard	93% (National 75%)	85% (National 76%)	77% (National 79%)	77% (National 64%)	69% (National 78%)
% working at a greater depth	39% (National 28%)	23% (National 20%)	23% (National 24%)	15% (National 10%)	31% (34%)
Average Scaled Score		-			

The scaled score range runs from 80 to 120. A threshold of 110 has been used to identify greater depth (as was used in prior years).

Attainment 2016-2017

Early Learning Foundation Stage

Number of children achieving GLD	11
Percentage achieving GLD	77%
National level achieving GLD	71%

Phonics Check

In Year 1, 95% achieved the expected level. The national result was 81% achieving the expected level.

Of those re-sitting in Year 2, 75% achieved the expected level. The national result was 61% achieving the expected level.

End of Key Stage 1

Teacher Assessments

	Reading	Writing	Maths	Reading, Writing and Maths Combined
% achieving expected standard	74% (National 76%)	63% (National 70%)	58% (National 75%)	58% (National 64%)
% working at a greater depth	32% (National 25%)	21% (National 21%)	21% (National 21%)	21% (National 11%)

End of Key Stage 2

	Reading Test Results	Writing Teacher Assessment	Maths Test Results	Reading, Writing and Maths Combined	SPAG Test Results
% achieving expected standard	93% (National 72%)	79% (National 76%)	93% (National 75%)	79% (National 61%)	93% (National 77%)
% working at a greater depth	29% (National 25%)	29% (National 23%)	14% (National 18%)	0% (National 9%)	29% (National 31%)
Average Scaled Score		-			

The scaled score range runs from 80 to 120. A threshold of 110 has been used to identify greater depth (as was used in prior years).

Key School Priorities 2020-21

1. Teaching, Learning and Assessment: To continue to improve the strength and consistency of teaching and learning across the school by:

- Utilising precise assessment to tailor teaching plans and interventions;
- Broadening the range of interventions available at the school, in response to children's needs;
- Encouraging children at Debden to adopt a 'Growth Mindset' in their approach to learning.

Please also see the ['In Year Action Plan: Support and Interventions'](#) addendum

2. Curriculum: To further develop the school's ambitious, broad and balanced curriculum offer, through:

- Monitoring and developing the implementation of our curriculum plans;
- Rigorously measuring the impact of curriculum plans on students' outcomes, and making timely adaptations where necessary;
- Remaining abreast of the latest developments within subject areas and phases.

3. Reading and Writing: To improve students' progress and attainment in both reading and writing across the school, through:

- Continuing to devise consistent approaches to the teaching of reading and writing focus areas across the school (predominantly guided reading and the acquisition of vocabulary).
- Utilising CPD, monitoring processes and regular moderation to ensure that there is clear development in writing between phases.
- Monitoring and developing the school's approaches to the teaching of handwriting and SPAG.

4. EYFS: To continue to develop Early Years provision at the school through:

- Ensuring that Reception children continue to be exposed to highly-effective EYFS phonics sessions;
- Further developing EYFS baseline assessment and continuous assessment procedures and practices, to inform planning and future learning;
- Ensuring that pupil learning and engagement is maximised, through rigorous planning and the setting of consistent routines.

5. Leaders at all Levels: To further develop the impact of middle leadership across the school through:

- Providing more opportunities for middle leaders to monitor impact in their leadership areas.

- Broadening the roles and responsibilities of staff members across the school.

Ofsted Criteria – Context of School Priorities

The school development plan details core areas of development in the following categories.

1. QUALITY OF EDUCATION	2. BEHAVIOUR & ATTITUDES	3.PERSONAL DEVELOPMENT	4. LEADERSHIP & MANAGEMENT
A. TEACHING, LEARNING & ASSESSMENT* B. CURRICULUM* C. SEND D. Environment E. ENGLISH* F. Maths G. Science/STEM H. EYFS*	A. Behaviour B. Attitudes C. Attendance & Punctuality D. Anti-bullying	A. Learning Skills B. Character Development C. Extra-Curricular & Healthy Lifestyles D. Preparation for Life in Britain	A. Vision and Values B. LEADERS AT ALL LEVELS* C. CPD D. Self-Evaluation/ Improvement Planning E. Staff and Resources F. Staff Workload G. Parents & Community H. Governance I. Safeguarding

CAPS and * indicates 2020-21 location of key priorities

School Development Plan 2020-21

1. QUALITY OF EDUCATION

A. TEACHING AND LEARNING

KEY SCHOOL PRIORITY 1

Aim: To continue to improve the strength and consistency of teaching and learning across the school by:

- Utilising precise assessment to tailor teaching plans and interventions.
- Broadening the range of interventions available at the school, in response to children’s needs;
- Encouraging children at Debden to adopt a ‘Growth Mindset’ in their approach to learning.

Owner/s: Matt Hawley (Head of School) Gary Brown (Senior Teacher), Sarah Bailey (SENCO), Ally Weetch (PSHE Lead)

<p>Success Criteria:</p> <ul style="list-style-type: none"> - School target attainment figures for reading, SPAG, maths and writing are reached or exceeded at EYFS, KS1 and KS2 (see targets 2021). - School target progress figures for reading, SPAG, maths and writing are reached at EYFS, KS1 and KS2 (see targets 2021). - Assessment processes are in place for all subjects, demonstrating clear attainment and progress in all foundation subjects across the school. - Interventions are proven to have a clear and positive effect on children’s outcomes. 	<p>Evidence Sources:</p> <ul style="list-style-type: none"> - External/ peer group/ governor T+L reports; - Internal teaching and learning monitoring system; - Internal and external assessment data and children’s books.
---	---

Tasks	Intended Impact	Timeline	Participants	On-going evaluation Autumn, Spring, Summer
Review feedback policies and practices	To ensure that marking and feedback has maximum impact on pupil progress. To reduce teacher workload to make time for planning highly impactful learning sequences.	Early September 2020	All teaching staff	<p>Trial of ‘whole class feedback’ agreed, including the layout of the form, the frequency with which it will be used, the precision/ nature of the feedback notes expected and the subsequent teacher/ CA actions – 02.09.20</p> <p>Teachers are continuing to use whole class feedback and journals were checked – 01.10.20</p> <p>We will review effectiveness together at the start of the Spring term.</p> <p>Teachers to share their whole class feedback experiences and strategies in teacher meeting 21/03/21.</p>

<p>Swiftly assess children in core subjects to ascertain their baseline understanding.</p>	<p>To provide a clear understanding of children’s knowledge and skills, to enable them to plan highly tailored and effective lessons.</p>	<p>Early September 2020</p>	<p>All teaching staff</p>	<p>Agreement that reading ages will be assessed by the end of the first full week. Furthermore, all children will sit PIRA and PUMA assessments (aside from those in SATs years, who will sit SATs papers) in the opening two full weeks of term – 02.09.20 Assessment information to be uploaded to Insight by the end of week 3 – 02.09.20 Children assessed at the end of the Autumn term and again upon school return in March. Writing assessment sheet formulated and implemented. Information inputted into Insight and utilised to plan teaching sequences. 18.03.21.</p>
<p>Review current assessment tracking and monitoring procedures.</p>	<p>To provide staff with a clear understanding of the curriculum underpinning assessment standards. To ensure that internal assessment is rigorous, and enables teachers to pinpoint children’s needs.</p>	<p>September 2020</p>	<p>All teachers</p>	<p>Insight subscription extended – 30.08.20 Insight Training arranged for Wednesday 9th January. Staff to agree frequency and regulations of use – 02.09.20 Baseline data has been uploaded to Insight. 01.10.20 MH is in the process of ensuring that all historical data is on Insight – 01.11.20 KD is going to have an overview of logging interventions progress on Insight – 01.11.20 All data from Autumn term captured on Insight. Foundation assessments created to be sat by children at the end of each unit – Autumn term for History, Geography, RE, Computing and to be expanded to all subjects by summer term. Teacher meetings dedicated. 18.03.21.</p>
<p>To create a clear, cohesive and effective system of interventions across the school.</p>	<p>To ensure that children’s individual needs and learning gaps are addressed/met across the school. To enable children to make accelerated progress in identified areas of need.</p>	<p>Ongoing Groups set up by October 2020</p>	<p>Head of School SENCO</p>	<p>Audit teacher/ CA expertise and prior training – 08.2020. ‘Supporting Needs’ session run with teachers, outlining process of identifying needs, inclusion, interventions, OnePlans, etc. 02.09.20 Teachers agree to follow process. Initial intervention groups set up in learning mentoring and speech and language (from first week). Other groups will be formed using information from the initial assessments. 02.09.20</p>

				<p>Interventions CA recruited – 15.10.20. Timetable for the CA drawn up by MH and SB – 20.10.20</p> <p>Interventions timetable completed – started on 09.11.20. All children in interventions have been baseline assessed. SB has created the interventions record to ensure that effectiveness is adequately tracked – 09.11.20 See support and interventions addendum – 18.03.21.</p>
To launch an effective whole school approach to 'Growth Mindset' approaches.	<p>To ensure that children's learning attitudes and behaviours enable them to make as much progress as they can.</p> <p>To develop children's independence, initiative, resilience and bravery in learning.</p>	September 2020 (ongoing)	Head of School PSHE Lead	<p>Head of PSHE researching best methods to improve children's learning behaviours – 08.20</p> <p>Head of PSHE shared '5 top tips' for promoting learning behaviours – teachers to use in class and review – 02.09.20</p> <p>-Each classroom to display 'learning line' and regularly address in lessons – 02.09.20</p> <p>New behaviour for learning chart used to praise/ encourage positive learning behaviours. Up in classes 07.09.20.</p> <p>This now feeds into house points – 02.11.20</p> <p>Behaviour chart continues to be used for learning behaviours – e.g. resilience, creativity, resourcefulness, etc.</p> <p>Head of School-led assembly on progress – whole school shown Austin's Butterfly video and discussed in classes. 18.03.21</p>
Continue to communicate implement continuous, frequent, informal system of teaching and learning monitoring.	To consolidate and further improve the strength and consistency of planning, pedagogy, marking and feedback.	September 2020	Head of School All teaching staff	<p>Teaching and learning monitoring timetable has been drawn up – 23.10.20. This has been disseminated to all teachers and Governors.</p> <p>Writing T+L focus for the first week of term to coincide with writing moderation in staff meeting.</p> <p>Writing focus completed, report written and shared with teachers. MH.</p> <p>Head of school is completing whole-school learning walks every week whilst restrictions are in place.18.03.21.</p>
Termly subject coordinator monitoring to focus on teaching and learning, marking and feedback in the subject.	To ensure that standards and expectations are met and maintained across the curriculum.	Termly	Subject Leaders	To take place the week after the subject monitoring has taken place. Science will be first on week beginning 16.11.20.

				A number of these monitoring sessions took place in the Autumn term, before being curtailed during lockdown. Teacher meetings between March and June have dedicated times for addressing these concepts for each subject. 18.03.21.
Continuously monitor and analyse internal and external data to identify gaps in learning.	Gaps in learning are addressed. Interventions are placed and reviewed for those who are not making a good level of progress.	Half-termly From November 2020	Head of School Senior Teacher Subject Leaders	Baseline assessments all completed in Autumn 1. Information analysed and data shared with teacher team to inform planning. Assessments are currently being sat for Spring term dataset (important to note the impact of lockdown/ remote learning on datasets).
Continue to research and implement retrieval practice methods.	Children commit knowledge and skills to long-term memory, and can access it readily.	From November	Head of School Senior Teacher	MH shared recall strategies as a part of teacher meeting 'Principles of Effective Instruction – 30.09.20 Craig Duncan shared that he thinks 'Cold Calling' particular will aid children's recall. 05.10.20 MH looked for the strategies in use during writing learning walk – positive signs – 05.11.20 During whole school learning walks and teacher meetings, the Head of School continues to promote retrieval strategies and principles of effective instruction – now widely evident in classes. 18.03.21.
Schedule termly progress meetings with each teacher, to discuss the progress and attainment of each child in their class.	Leaders are informed of learning standards at the school. They hold teachers and children accountable and suggest interventions for improving standards.	Termly from January	Head of School Senior Teacher Subject Leaders	Held collectively over Zoom in January. Individual progress meetings will be held shortly after the Easter break based on the information provided by post-lockdown assessments. 18.03.21.
Provide timely reports to governors on latest progress and assessment data, through T+L committee reports.	Governors are informed of learning standards at the school. They hold leaders accountable for driving improvement.	Termly	Head of School Governing Body	First Headteachers report created to include outline of baseline assessments and targets. 09.11.20 Second Headteacher's report to be shared with Governors in meeting on 25.03.21.
Provide timely reports to parents on latest progress and assessment data, through parent reports.	Parents are informed of how their child is doing – reports enable them to support learning from home.	Termly	Head of School Senior Teacher Subject Leaders	Parent-teacher meeting, held on 20 th -22 nd October. Children's baseline attainment and progress thus far shared. 24.10.20 Written reports will be sent in June – preparations are now being made for this. 18.03.21.

NOTE – PLEASE ALSO SEE THE 'IN-YEAR ACTION PLAN – SUPPORT AND INTERVENTIONS' – FOR DETAILS OF ACTIONS TAKEN IN RESPONSE TO THE INCREASE IN LEARNING NEEDS AT THE SCHOOL.

Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
------	-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

B. CURRICULUM*
KEY SCHOOL PRIORITY 2

Aim: To further develop the school’s ambitious, broad and balanced curriculum offer, through:

- Monitoring and developing the implementation of our curriculum plans;
- Rigorously measuring the impact of curriculum plans on students’ outcomes, and making timely adaptations where necessary;
- Remaining abreast of the latest developments within subject areas and phases.

Owner/s: Matt Hawley (Head of School), Gary Brown (Senior Teacher)

Success Criteria:

- Curriculum review documents show that the curriculum is ambitious, coherently planned and well-sequenced.
- Children demonstrate substantial understanding of a range of knowledge from across the curriculum, as shown in journals/ books and monitoring videos.

Evidence Sources:

- Curriculum overview, long term plans
- Mid-term plans, lesson resources.
- Student folders/ interview videos etc.
- Lesson observation/ learning walk feedback.

Tasks	Intended Impact	Timeline	Participants	On-going evaluation Autumn, Spring, Summer
Review the current curriculum offer, and ensure that there is adequate coverage of the National Curriculum, and rational progression throughout each subject area.	Curriculum overview and long term plans demonstrate that children learn the full range of the learning prescribed in the National Curriculum.	September 2020	Head of School Senior Teacher Subject Leaders	Subject leaders asked to review the curriculum overview and agree any unit changes by the end of July 2020 – 08.2020 Continuing to reflect and refine curriculum areas as they are taught. 01.10.20 Curriculum overview and timetable allocation being reviewed for each subject in teacher meetings between March and June. 18.03.21. English, Maths, RE, History, Science and Geography currently completed. 18.03.21
Complete knowledge organisers for all units of learning in all subject areas.	Knowledge accumulated within subjects is logically structured and sequenced throughout children’s time at the school.	By November 2020	Head of School Subject Leaders	Completed for History, Geography, RE, PSHE, Computing, Art, DT, Science, MfL, Writing and SPAG. For maths and music we are using the existing knowledge organisers for White Rose and Charanga respectively. Reading knowledge organisers to be completed. 07.09.20 Beginning on PE knowledge organisers 09.11.20

Utilise knowledge organisers throughout planning, teaching and assessment, to ensure that the knowledge becomes embedded.	Children develop a deep and embedded knowledge of subject disciplines.	September 2020	Head of School Teachers	<p>Kos were sent to teachers in advance of summer break to use in planning. Expectations revisited in September 2020.</p> <p>Knowledge organisers sent to parents at the beginning of Autumn term. 05.09.20</p> <p>During writing monitoring, MH used knowledge organisers during student interviews to check student understanding.</p> <p>Knowledge organisers being used to create summer foundation assessments. 18.03.21.</p>
Termly subject coordinator monitoring to focus on curriculum design and review.	To ensure that subject co-ordinators are confident that the curriculum is being covered in each group and that there is clear evidence of progression as identified in the curriculum map.	Termly – beginning November 2019	Head of School Senior Teacher Subject Leaders	<p>To take place the week after the subject monitoring has taken place. Science will be first on week beginning 16.11.20.</p> <p>Head of School is coordinating learning walks at end of spring term – subject leaders will re-start monitoring cycle in summer term.</p>
'Debden Curriculum' physical documents and website area to be created, showcasing out curriculum and making expectations clear for all.	Children develop a deep and embedded knowledge of subject disciplines.	By November 2020	Head of School	<p>Being collaborated using all of the subject overviews, skills maps, and knowledge organisers. September 2020.</p> <p>Physical documents now in place for science, PSHE and geography. Aiming for all to be in place by the end of November. 09.11.20</p> <p>Now completed, as of January 2021.</p>
Continue to promote and progress less-developed subject areas - MfL	Teachers have a sound understanding of the MfL curriculum. They promote and develop children's knowledge and skills in the subject area.	Ongoing	MfL Lead Head of School	<p>Abi Brown has been recruited as a 1:2:1 LSA. Fluent French speaker – will support learning in KS2 MfL. 20.10.20 Sarah Bailey and Gary Brown now joint-leading MfL, as they are teaching the subject and SB is strong French speaker.</p> <p>Reviewing curriculum documents. 18.03.21.</p>
Continue to promote and progress less-developed subject areas - PE	Teachers have a sound understanding of the MfL curriculum. They promote and develop children's knowledge and skills in the subject area.	Ongoing	PE Lead Head of School	<p>Children took part in National Skipping Day on 23.09.20</p> <p>HM is auditing PE equipment in order to write her sports premium plan. 01.11.20HM has redesigned the PE curriculum map and is looking at the PE policy. 09.11.20</p> <p>Scheme has been found and we are collating the lessons from this. Knowledge organisers being created. 09.11.20</p> <p>HM has continued to ensure that the school is a strong participator in local sporting events and challenges. Sports presence throughout lockdown and on themed-days (e.g. Red Nose</p>

											Day). Additional PE equipment purchased. HM has also assessed quality of sports coaching and offer and provided feedback. Knowledge organisers continue to be created for each PE unit before it is implemented. 18.03.21.
Continue to promote and progress less-developed subject areas - Art	Teachers have a sound understanding of the MfL curriculum. They promote and develop children's knowledge and skills in the subject area.	Ongoing	Art Lead Head of School	LM has revisited the Art curriculum to ensure that there is a range of artists reflective of society (e.g. minorities/ genders etc). 01.10.20 Art gallery being created in the hall to showcase children's learning in Art. By 20.11.20 High-quality sketchbooks purchased for children to develop their arts skills. Display staff competition to showcase outstanding artworks from across the school. These also continue to be present in assemblies. 18.03.21							
Showcase week at the end of each term – knowledge of a defined subject area is presented.	Children develop a broad and deep understanding of knowledge from the curriculum.	End of each half term – from October	Head of School Senior Teacher Subject Leaders	We are now aligning the focus week with the subject coordinator visits throughout the term, as this is more frequent and ensures that all subjects have a heavy focus at least twice per year. 09.11.20 Continued during spring term. 18.03.21.							
Student audit – Head of School selects number students per class to share their knowledge of subject from learning over the term.	Children develop a broad and deep understanding of knowledge from the curriculum.	End of each half term – from October	Head of School	Completed for writing with two classes at the beginning of Autumn term 2. 09.11.20 Continued during spring term. 18.03.21							
Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	

ENGLISH

KEY SCHOOL PRIORITY 3

Aim: To improve students' progress and attainment in both reading and writing across the school, though:

- Continuing to devise consistent approaches to the teaching of reading and writing concepts across the school (predominantly guided reading and learning vocabulary).
- Utilising CPD, monitoring processes and regular moderation to ensure that there is clear development in writing between phases.
- Monitoring and developing the school's approaches to the teaching of handwriting and SPAG.

Owner/s:

Matt Hawley (Head of School and Subject Lead), **Holly Matthews (joint-subject lead).**

Success Criteria: <ul style="list-style-type: none"> - School target attainment figures for reading, SPAG and writing are reached or exceeded at EYFS, KS1 and KS2 (see targets 2021). - School target progress figures for reading, SPAG and writing are reached at EYFS, KS1 and KS2 (see targets 2021). 		Evidence Sources: <ul style="list-style-type: none"> - Internal assessment data - External assessment data - Observation/ learning walks feedback - Children’s journals/ books etc. 		
Tasks	Intended Impact	Timeline	Participants	On-going evaluation Autumn, Spring, Summer
Review the current English curriculum offer, and ensure that there is adequate coverage of the National Curriculum, and rational progression throughout each subject area.	Curriculum overview and long-term plans demonstrate that children learn the full range of English learning prescribed in the National Curriculum.	September 2020	Subject Leader	<p>English curriculum offer reviewed. Writing genres and SPAG content planned out in the 2 year cycle. Writing genres are fully aligned. 08.2020.</p> <p>The curriculum offer is being revisited as we reflect on each unit post-teaching – 09.11.20</p> <p>Key Learning priorities overview created in December 2020 to map development of basic skills. Timetable review in March 2021 to ensure that there is adequate coverage of SPAG and handwriting, which appear to be least-developed areas now. 18.03.21</p>
Research and develop consistent approaches towards guided reading.	<p>Children’s fluency and comprehension skills improve.</p> <p>Children develop enthusiasm for reading for pleasure.</p>	September 2020	Subject Leader SENCO	<p>Trial completed of Ashley Booth’s VIPERS guided reading programme.</p> <p>Extended to years 2-6 from September 2020. Mapped out and added to the curriculum overview – 02.09.20.</p> <p>We are now creating our own lessons in the same style, to ensure that the themes are even more closely aligned with our own subject matter – 09.11.20</p> <p>MH to ensure that there is a ‘hub’ of the mapped-out lessons on our shared drive, so that teachers can easily access both the Ashley Booth and original lessons in the same place. By December 2020.</p> <p>Reading scores from PIRA assessments demonstrate that the whole school reading provision has had a profound impact upon reading comprehension (see datasets). 18.03.21.</p>
Plan and lead CPD sessions and showcase best practice in order to raise standards.	Teaching and learning practice in English across the school strengthens and is more consistent.	Termly	Subject Leader	Subject leader has launched 3 weekly plan and review session for each writing genre. Slides are then sent to teachers to assist their planning

				<p>and let them know what to look for at each age stage. Began with contemporary fiction – 02.09.20.</p> <p>Moderation of contemporary fiction and structured poetry took place on 04.11.20 and new training was given on traditional tales – 04.11.20</p> <p>Writing planning form created in concordance with the writing cycle – HM led planning session on this. Learning walk in March 2021 demonstrated highly created, well-targetted writing lessons taking place across the school.</p>
Subject coordinator monitoring to focus on teaching and learning, marking and feedback in the subject.	To ensure that standards and expectations are met and maintained across the curriculum.	Termly	Subject Leader	<p>Checked whole class feedback journals and gave feedback to teachers. 02.09.20</p> <p>Whole School Feedback processes to be reviewed in teacher meeting on 24.03.21.</p>
Continue to embed the 'writing sequence' across years 1-6 (Reception later in the year) – ensure that teaching and learning of writing contains consistently embedded features.	Teachers are secure in their	January 2020 onwards	Subject Leader	<p>Meeting with new EYFS lead to discuss writing cycle – will be introduced in EYFS from term 3 each year.</p> <p>Meeting with KS2 teachers held to aid them in planning towards this sequence. 09.11.20.</p> <p>Writing cycle revisited in January 2021 and joint planning took place in March 2021 using the writing-cycle themed planning sheet.</p>
Continuously monitor and analyse internal and external data to identify gaps in learning.	Gaps in learning are addressed. Interventions are placed for those who are not making a good level of progress.	Half-termly	Subject Leader	<p>All children baseline assessed in reading and writing in term 1. Reading, writing, phonics, speech and language and handwriting groups have been formed as a part of the interventions schedule. 09.11.20</p> <p>Data from PIRA reading tests is extremely encouraging – strong progress from Sep baseline. Seems to be heavily influenced by the focus on whole class reading.</p> <p>Independent writing from term 1 shows some marked improvements, but agreements were made in February to improve the planning, implementation of independent writing tasks in term 2 and 3. Also, heavier focus on SPAG has been applied, as this seems to be the area in which most WTS and BLW children are behind. 18.03.21.</p>

Termly subject coordinator monitoring to focus on curriculum design and review.	To ensure that subject co-ordinators are confident that the curriculum is being covered in each group and that there is clear evidence of progression as identified in the curriculum map.	Termly – beginning September 2020	Subject Leader	Subject coordinator and teachers continuing to review the curriculum as each unit is taught – e.g. questions over limericks at lower KS2 – do these constrain the children’s creativity and vocabulary – are they ambitious enough? 09.11.20 English curriculum (WCR, writing, SPAG, handwriting, spelling) reviewed in staff meetings on 10.03.21 and 17.03.21.
Upkeep of the English subject leader folder, including up-to-date development plan, policies, data analysis, work samples, planning, moderating, CPD and other appropriate evidence.	Record of improvement and achievements, for reference. To ensure that standards and expectations are met and maintained across the curriculum.	At least half-termly	Subject Leader	Subject folder created – 05.09.20 Subject folder revisited with evidence from writing focus week on w/b 02.11.20. All relevant documents have been added to the folder – February 2021.
Review and develop the whole-school approach to spelling	Children’s spelling skills improve across the school	October 2020	Subject Leader	Conversations with teachers which have fed into the revised English policy – 02.11.20 Purchased vocabulary ninja – teachers are now following this whole school approach to spelling. Teachers reinforcing spelling patterns, etymologies/ morphologies etc. across the curriculum when opportunities arise. 18.03.21
Review the English policy	Staff have a clear understanding of expectations and processes in English at the school.	November 2020	Subject Leader	Completed. Sent to staff, governors and published on website – 02.11.20 English policy reviewed and updated with new changes by MH and HM. Sent out to all staff and Governors – 18.03.21.
Review the school-wide approach to handwriting.	There is clearly-plotted development in handwriting across the school.	Ongoing	Subject Leader	Handwriting viewed as a weakness in writing moderation 04.11.20. Teachers to hone in on this over the next half term. Subject leader raised in assembly – excellent handwriting to be rewarded over the remainder of the Autumn term. 09.11.20. Timetable review – teachers are now devoting more time per week to the explicit teaching of handwriting skills. Identified children now have handwriting improvements identified as their individual targets. 18.03.21.
Review and develop the whole-school approach to teaching vocabulary	Children’s use of vocabulary across the school is improved.	October 2020	Subject Leader	Feedback given to teachers as a part of Craig Duncan’s visit on 05.10.20 MH coordinated research and produced ‘9 Effective Strategies for Teaching Vocabulary’ –

										<p>display to be laminated and placed in every classroom. Strategies to be used by all teachers when encountering new vocabulary with children.</p> <p>All children now have 'vocabulary books' which categorise new words into word classes, reinforcing knowledge of nouns/ verbs/ adverbs etc. Children write definitions, synonyms antonyms beside words. Subject specific words in back. Set structure agreed at English meeting.</p> <p>-Vocabulary Ninja provides subject specific vocabulary for children. 18.03.21.</p>
	<p>Ensure that the schools' banded reading scheme is fully aligned with the children's reading provision (e.g. phonics phases) and helps children to build fluency <u>and comprehension skills</u>.</p>	<p>-Children's reading fluency and comprehension is accurately assessed;</p> <p>-Children are given reading books that accurately reflect their phonics stage/ reading standard.</p> <p>-The range of reading books are high-quality and fit for purpose.</p> <p>-Sub-stages for more accurate snapshots of children's progress in reading.</p>			December 2020	Subject Leaders				<p>HM and MH have filtered out the books to only approved schemes which accurately follow phonics phases (e.g. BugClub).</p> <p>-Sub-stages created for more accurate snapshots of children's progress and attainment – now tracked on Insight.</p> <p>-All books in logical order with suitable displays in the main learning corridor.</p> <p>-More books ordered in stages which we were short.</p> <p>-Assessments created (based on PM benchmarking but for our books) assessing both fluency and comprehension. Wave 3 and wave 2 children all assessed. 18.03.21.</p>
Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul

EYFS

SCHOOL KEY PRIORITY 4

Aim: To continue develop Early Years provision at the school through:

- Ensuring that Reception children continue to be exposed to highly-effective EYFS phonics sessions;
- Further developing EYFS baseline assessment and continuous assessment procedures and practices, to inform planning and future learning;
- Ensuring that pupil learning and engagement is maximised, through rigorous planning and the setting of consistent routines.

Owner/s: Holly Matthews (EYFS Lead) and Matt Hawley (Head of School)

<p>Success Criteria:</p> <ul style="list-style-type: none"> - 100% of children make expected progress from their respective starting points throughout Reception; - 75% (15/20) of children achieve a GLD at the end of their Reception year. 	<p>Evidence Sources:</p> <ul style="list-style-type: none"> - Internal assessment data - Observation/ learning walks feedback, and children’s journals/ books etc.
--	---

Tasks	Intended Impact/Success Criteria	Timeline	Participants	On-going evaluation Autumn, Spring, Summer
Review behaviour systems in EYFS to ensure that all children behave appropriately and engage in their learning.	Behaviour practice are tailored to the individual needs and interest of the children, enhancing their confidence and progress.	September 2020	EYFS Coordinator Head of School	The EYFS lead has led the design of the school’s new behaviour for learning system. She has created the resources for this for the other classes across the school. 07.09.20 Fall in behaviour incidents in the Reception class after the opening three weeks. 09.11.20. Learning walk w.b 15.03.21 demonstrates how behaviour expectations are being continually reinforced in the early years classroom. Reception behaviour on playground at lunch has markedly improved since September. 18.03.21.
Review and develop EYFS assessment systems.	Children’s progress in the EYFS stage is enhanced by teachers’ excellent understanding of their learning.	September 2019	EYFS Coordinator Head of School	EYFS lead has designed the baseline assessment, using the latest research and literature to guide approaches. To be used to assess all children by the end of October. 08.2020 All baseline assessments completed at the end of Autumn 1. 09/11/20. EYFS lead has reviewed updated legislation on EYFS profile for summer 2021 and is reviewing the school’s approach. Aiming to internally assess the children anyway. 18.03.21.
Review the EYFS space, (including the outdoor space) to ensure that facilities and equipment are being maximised.	The school makes the best use of its environment and facilities. Children’s learning experiences are enhanced.	September 2020	EYFS Coordinator Head of School	The EYFS team have spent their summer holidays streamlining and enhancing the EYFS space. Resources are now maximised, and the room looks vibrant and engaging. Evidence of children’s mark making around the walls. 08.2020 Funding received from nursery closure being used to enhance the EYFS outdoor space. 09.2020

LEADERS AT ALL LEVELS***SCHOOL KEY PRIORITY 5:**

Aim: To further develop the impact of middle leadership across the school through:

- Providing more opportunities for middle leaders to monitor impact in their leadership areas.
- Broadening the roles and responsibilities of staff members across the school.

Owner/s:

Matt Hawley (Head of School), Gary Brown (Senior Teacher) Subject Leaders

Success Criteria:

- Pupil progress and attainment figures show clear improvement across school;
- Middle leaders complete 1 teaching and learning/ curriculum monitoring per term;
- Middle leaders lead CPD sessions (1 per term) and collective worship, regularly.

Evidence Sources:

- Pupil progress and attainment data;
- Teaching and learning/ curriculum monitoring documents;
- CPD schedule/ collective worship schedule.

Tasks	Intended Impact	Timeline	Participants	On-going evaluation Autumn, Spring, Summer
Identify and communicate middle leadership responsibilities far in advance of the new term.	Middle leaders are given the maximum planning and preparation time for understanding their role and specialist area.	July 2020	Head of School	Subject Leadership roles decided and communicated with teachers – July 2020.
Termly subject coordinator monitoring to focus on curriculum design and review.	To ensure that subject co-ordinators are confident that the curriculum is being covered in each group and that there is clear evidence of progression as identified in the curriculum map.	Termly – beginning September 2020	Head of School Senior Teacher Subject Leaders	Subject monitoring weeks have started from 02.11.20. Review meetings with subject leaders to take place the week after the subject monitoring has taken place. Science will be first on week beginning 16.11.20. Focus on individual subjects in teacher meetings between March and June. Being led by subject leaders. 18.03.21.
Regular, meaningful opportunities for middle leaders to lead staff CPD.	Develop middle leaders' ability to inspire, create and communicate. Ensure that standards and expectations are communicated.	Termly – beginning September 2019	Head of School Middle Leaders	PSHE Lead – Growth Mindset SENCO – Supporting Learners at Debdon EYFS Lead – Behaviour for Learning All the above were sessions led on the opening inset days. Staff meetings schedule circulated to allow all staff to identify session that they would like to lead – 07.09.20 Senior teacher has led session on Assessment for all teachers. 07.10.20

										Further meeting led by EYFS lead – building knowledge of EYFS provision and teaching Makaton to staff. 14.10.20 Focus on individual subjects in teacher meetings between March and June. Being led by subject leaders. 18.03.21.
	Termly subject coordinator monitoring to focus on learning in lessons, data and marking and feedback.	To ensure that standards and expectations are met and maintained across the curriculum.	Termly – beginning September 2020	Head of School Subject Leaders						Checked by writing lead on w/b 02.11.20. Subject monitoring completed for most subjects in Autumn term 2020. A second cycle will run in summer 2021.
	Regular opportunities for middle leaders to contribute to collective worship/ assemblies/ services	The status of middle leaders is raised. Develop middle leaders’ ability to inspire, create and communicate.	Schedule begins September 2019.	Head of School Middle Leaders						LM is now leading the worship schedule and has circulated this to all staff. Each teacher leads whole school worship at least once per month. Harvest schedule created with RE Governor and circulated to staff. 07.09.20. After LM’s departure, MH and GB have taken responsibility for the worship cycle. All teachers lead worship sessions. 18.03.21
	Subject Leaders to autonomously drive progression in all areas of their subjects. Promotion of middle leadership – teachers and CAs to identify areas for development and devise plans for improvement.	The status of middle leaders is raised. Develop middle leaders’ ability to inspire, create and communicate.	Ongoing 2020	All						Focus on individual subjects in teacher meetings between March and June. Being led by subject leaders. 18.03.21. Lots of evidence of this taking place – e.g. SEND lead and assessment lead leading training for CAs on interventions and support. PSHE lead coordinating ‘Wellbeing Week.’ Sports lead led schools Fun Run for Comic Relief.
Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul