William Barnes Primary School **Teaching and Learning** School Development Plan **2021.2022**

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| **Objective**  | **Planned Impact** | **Process** | **Who/****When** | **Resources** | **Monitor?** | **Review and Next Steps** | **Next Steps** |
|  |  |  |  |  |  | **January 22** |  |
| **Improve the amount of Outstanding Quality First Lessons** | 90% of lessons outstanding ?Key Focus: HA children and management of pace in lessons. | Observations and Key themes of **Talk Time, Oracy and Questioning skills.** PACE, Improvement Time, Challenge, TA Deployment, **Progress**  | **KW/RF/RH** |  | **KW****SEP****Govs** |  |  |  |
| **Introduce outstanding attention to vocabulary across the curriculum+** | Vocabulary given high profile.Children interested in new words.Greater understanding in discussion and reading. | New Vocab Oracy Curriculum shared with staff and followedFollow up meetings to support areasMonitoring of Lessons | **KW/RF/Staff** |  |  |  |  |  |
| **High Quality Oracy Provision across the curriculum+** | Talk given high statusChildren growing in confidence orally in a variety of situationsAbility to express their thoughts/ ideas / emotions | New Vocab Oracy Curriculum shared with staff and followedI Can Problem SolveFollow up meetings to support areasMonitoring of Lessons | **KW/RF/Staff** |  |  |  |  |  |
| **Develop use of Learning Organisers for curriculum areas** | Clear pathways for each year group, each building on the learning  | Long term goal: each curriculum area to have an organiser containing vocab/skills/knowledge required for each year group. | **KW/RF/Staff** |  |  |  |  |  |
| **Continue to target extra provision to children who have lost out due to the Covid Experience** | Children with poor home provision/illness given the opportunity to catch up with gaps in learning/experience/knowledge | Targeted tutoring Targeted catch up fundsTargeted use of personalised learning  | **KW/RF/Staff** |  |  |  |  |  |
| **Continue to develop strategies for post-trauma support.** | Children supported emotionally on return to school.Staff aware of signs.  | Identify children as concerns, showing behaviour concerns/settling issues/ discussion with parents.Organise support through TAs, ELSA etc.SEN register | **KW/RF/Staff** | **ELSA time** |  |  |  |  |
| **Further develop ‘lesson structure’ skills across all lessons in all year groups** | The very best learning experience in every lesson.EngagementPositive LearningIndependence  | Structure / Big Picture /Build Up Revision as part of the lessonShort teaching sessions with early opportunity to apply. \*\*\*/\*\*\*\*/\*\*\*\* | **KW/RF/Staff** |  |  |  |  |  |
| **To continue key elements of AFL practice.****(including the non-negotiables)** | **\*more children talking** **\*more children engaged in talking partner work****\*more context free learning intentions**\*effective success criteria\*positive self assessment procedures\* positive reinforcement through growth mindset\*effective use of random questioning**\*use of visualiser** | 1x training day/Staff meeting?Regular updates throughout the year (SM)(Observations to include aspects) | **RF/KW/****RH** | **Inset time****Visualiser** | **KW****SEP****Govs****RF** |  |  |

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| **Continue to utilise the Personalised Learning model.** | Children given support in the very short term – before the next stage of their learning.PP children to be given focussed personalised time for an aspect of their learning.Records will be kept for each child. | Monitoring of files for inconsistences. Montoring of TA time to ensure enough. | **KW****SLT** |  |  |  |  |
| **To further develop standardised ‘Learning Behaviour, throughout the school** | **Children entering classroom ready to learn****Increasing awareness of the impact of poor learning behaviour on themselves and the learning of others.****All adults in school following a standardised ethos.** | Key focuses\* Lining up at the end of playtime\*Entry to the classroom\*Standing behind chairs\*Developing a learning atmosphere where those disturbing it are aware of their effect\* Developing engagement strategies  voice / seating / expectations / repercussions | **KW RF** | **Staff meeting time** |  |  |  |
| **To ensure HA children are challenged in their learning.** | **HA children making accelerated progress through the year.****Lesson observations showing HA children challenged and making good progress throughout the lesson****Greater % of children reaching the Exceeding label or 100+ standardised score** | \* Focus for lesson observations\*Staff discussion into strategies for the management of HA children – lesson structure / not extra work / independent work \*Staff discussion into strategies within different areas Mathematics / Science – Guided R / Reading Journals / Grammar / Spelling/ HTSW and Extended Writing / Peer Editing  | **KW RF** | **Staff meeting time** |  |  |  |
| **Further engage parents in their child’s learning** | Parents aware of need for reading at homeParents supportive of quality learning requirements –eg attendance, homework, breakfast, praise, Parents feeling involved in their children’s learning journeyParents feeling welcomed at schoolEngaging Parents Policy | **Adult Reading Guardians**The Morning Read**Lesson Invites**FLW and FLW eventsAfter school careInvitation to lessons / eventsAttendance Information**Reading Information / Videos**Website Updating | **RF/KW** | **Time for parents meetings** |  |  |  |