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 followed  Follow up meetings to support areas  Monitoring of Lessons | | **KW/RF/Staff** |  |  |  |  |  |
| **High Quality Oracy Provision across the curriculum+** | | Talk given high status  Children growing in confidence orally in a variety of situations  Ability to express their thoughts/ ideas / emotions | New Vocab Oracy Curriculum shared with staff and followed  I Can Problem Solve  Follow up meetings to support areas  Monitoring 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 funds  Targeted 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.  Engagement  Positive Learning  Independence | Structure / Big Picture /  Build Up Revision as part of the lesson  Short 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 home  Parents supportive of quality learning requirements –  eg attendance, homework, breakfast, praise,  Parents feeling involved in their children’s learning journey  Parents feeling welcomed at school  Engaging Parents Policy | | **Adult Reading Guardians**  The Morning Read  **Lesson Invites**  FLW and FLW events  After school care  Invitation to lessons / events  Attendance Information  **Reading Information / Videos**  Website Updating | | **RF/KW** | **Time for parents meetings** |  |  | |  | |