

# SCHOOL DEVELOPMENT PLAN - KEY AREAS for 2017/18

Key FOCUS AREAs and Success Criteria	Key Actions/Responsibilities include...			
	School staff	Children	Parents	Community
<p><b>READING</b></p> <ul style="list-style-type: none"> <li>✓ Attainment of Disadvantaged rises in every year group</li> <li>✓ Attainment of children @ exceeding rises in every year group</li> <li>✓ Increase in % of Disadvantaged who say they enjoy Reading and read at home</li> <li>✓ Writing sequence routinely incorporates development of reading skills</li> <li>✓ Challenge and expectations consistently high in reading sessions</li> <li>✓ Children have successfully learned range of techniques that enable them to comprehend the meaning of text</li> <li>✓ Vast majority of children accessing Lexia make rapid gains</li> </ul>	<ul style="list-style-type: none"> <li>• Analyse tests across the whole school; what does it tell us?; disseminate and adjust actions/practice as appropriate</li> <li>• Review and update "How We Teach Reading"</li> <li>• Targeted year group support</li> <li>• Deliver series of INSET re guided reading, including whole class and reciprocal, with focus on vocabulary; follow-up phase meets; direct planning and within-class teacher support; monitoring with personalised feedback; utilise video recording</li> <li>• Targeted planning support re incorporating reading into writing sequence</li> <li>• Targeted "engagement in reading" interventions for disengaged/underachieving Disadvantaged</li> </ul>	<ul style="list-style-type: none"> <li>• Read at home – maintain routine; record in Home Learning Journal</li> <li>• Engage in Whole Class Reading sessions</li> <li>• Explore and apply higher level of vocabulary</li> <li>• Engage in Lexia regularly (targeted children)</li> <li>• Engage with Reading Dogs and read more at home (targeted children)</li> <li>• Be inspired by author visit</li> </ul>	<ul style="list-style-type: none"> <li>• Share a relentless love of reading; engage in discussion about what children are reading; read, read, read</li> <li>• Sign Home Learning Journals weekly</li> <li>• Take part in "Read with your Child"</li> <li>• Attend workshops re how to best support with Reading at home; supported by Newsletter and website;</li> <li>• Reception parents to attend Phonics workshops</li> <li>• Be aware of end of year expectations and share with class teacher concerns relating to "gaps" (<b>Please note: expectations document attached</b>)</li> </ul>	<ul style="list-style-type: none"> <li>• Establish links with other schools re highly effective teaching of reading</li> </ul>
<p><b>WRITING</b></p> <ul style="list-style-type: none"> <li>✓ Attainment of Disadvantaged rises in every year group</li> <li>✓ Increase in % of Disadvantaged meeting EOY spellings expectations</li> <li>✓ Increase in % of children across KS2 meeting EOY SPAG expectations</li> <li>✓ Inspiring texts utilised which excellently support key learning points</li> <li>✓ Over 90% of children say they enjoy Writing and are observed to be enthused, motivated, engage willingly in their learning and sustain concentration</li> <li>✓ Vast majority of children meet EOY handwriting expects</li> </ul>	<ul style="list-style-type: none"> <li>• Through observation and discussion with children, ensure clear understanding of how spelling is learned and enjoyed; share best practice, including peer-to-peer observation. Track progress and respond as appropriate</li> <li>• Focus precision teaching on spelling</li> <li>• English Team support year group teachers reviewing texts linked to Writing sequence</li> <li>• English Team support targeted year groups with Writing Sequence planning – with a focus on drip-drip SPAG, Reading links for depth, engaging purposes for writing &amp; high pitch/expectations</li> <li>• Review &amp; share "How We Teach Handwriting"; monitor &amp; support</li> <li>• Review role TAs during lessons; deliver guidance; share excellent practice</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain spelling practice routine at home</li> <li>• Take part in Spelling Bee competitions</li> <li>• Engage in Lexia regularly (targeted children)</li> <li>• Share writing from home with teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Directly support spelling practice routine</li> <li>• Be aware of end of year expectations and share with class teacher concerns relating to "gaps"</li> <li>• Encourage writing for pleasure at home</li> </ul>	<ul style="list-style-type: none"> <li>• Visit other schools re development of SPAG (spelling, punctuation and grammar)</li> </ul>
<p><b>MATHS</b></p> <ul style="list-style-type: none"> <li>✓ Attainment of Disadvantaged rises in every year group</li> <li>✓ Improved judgements re AfL within lessons for each of 4 criteria (ie. questioning, feedback, addressing misconceptions &amp; reflection)</li> <li>✓ Vast majority of children able to articulate the key concept they are learning and teach and explain their methods clearly to others</li> <li>✓ All Disadvantaged children progress at least 2 Passports; 33+% progress 3 or more Passports</li> <li>✓ Quality of teaching consistently high</li> </ul>	<ul style="list-style-type: none"> <li>• Complete "Lessons Learned" document</li> <li>• Analyse whole school assessment data to establish children's relative strengths &amp; areas for develop't; refine training in response</li> <li>• Maths Team planning support</li> <li>• Maths Leader &amp; NQTs+1s attend 3-day course; Series of INSETs</li> <li>• Review and share "How We Teach Maths" document; include "Progression of Skills" and "Key Concepts"; monitor consistent implementation, including Magic Maths</li> <li>• Targeted Passport Clubs</li> <li>• Review how children supported in learning Passport targets; share best practice and agree consistent approach; monitor</li> </ul>	<ul style="list-style-type: none"> <li>• Take part in "Real Maths" week</li> <li>• Routinely practice Maths at home, linked to Maths Passport</li> <li>• Children to engage in new "Mastery Passports" as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Attend Learn With Your Child event</li> <li>• Attend parent workshops on how to support at home re Passports</li> <li>• Support children's practice of Maths targets at home, supported by games links on website and asking "how" or "why"</li> <li>• Be aware of end of year expectations and share with class teacher concerns relating to "gaps"</li> </ul>	<ul style="list-style-type: none"> <li>• Maths Team to take part in "Teaching for Mastery" with other schools</li> <li>• Greensand MAT to carry out formal monitoring, challenge and support</li> <li>• Establish professional project with Reigate School</li> </ul>
<p><b>CURRICULUM</b></p> <ul style="list-style-type: none"> <li>✓ Children evidence improved learning skills supported by CAPTURE</li> <li>✓ Children talk with children in another country (WC guarantee)</li> <li>✓ Children create an artistic masterpiece (WC guarantee)</li> <li>✓ Standards remain high across all subject areas</li> </ul>	<ul style="list-style-type: none"> <li>• Establish "Expert Learners" Team and implement Action Plan to develop children's learning skills through CAPTURE</li> <li>• Plan-do-review cycle consistently rigorous</li> <li>• Combine PSHE/SMSC/Healthy Schools/RE under one team... international and disability awareness, debate and Healthy School Gold Award</li> </ul>	<ul style="list-style-type: none"> <li>• Utilise the Wray Common Expert Learner Toolkit (CAPTURE)</li> <li>• Year 3 children to talk with children in another country</li> <li>• Year 5 children to create high standard artistic masterpiece</li> </ul>	<ul style="list-style-type: none"> <li>• Understand what CAPTURE Learning is about; plenty of discussion re how child has demonstrated expert learning</li> <li>• Attend Summer 2 whole school event</li> <li>• Lend your expertise!</li> <li>• Continue to delve into Brain Build Projects and topics/themes, supported by Topic Web</li> </ul>	<ul style="list-style-type: none"> <li>• Establish international school link</li> <li>• Seek external support to standards project</li> </ul>
<p><b>INCLUSION, BEHAVIOUR AND ATTENDANCE</b></p> <ul style="list-style-type: none"> <li>✓ Disadvantaged children make accelerated progress</li> <li>✓ Able to evidence positive impact and value for money from additional adult support</li> <li>✓ Attendance improves; significantly improves for Disadvantaged</li> <li>✓ Children and parents believe we are appropriately proactive in minimising the possibility of Bullying and respond appropriately if it occurs</li> </ul>	<ul style="list-style-type: none"> <li>• Develop consistent high quality teaching for children with dyslexia supported by shared "excellent practice" document, training and personalised monitoring and feedback</li> <li>• Ensure majority of additional adult support time engaged in short, sharp, measureable intervention</li> <li>• Additional targeted teacher release for pupil conferencing</li> <li>• Extend assessment points from 3 to 5 for Disadvantaged/Appraisal children</li> <li>• Establish "Team Around the Child" meets for targeted Disadvantaged children</li> <li>• Consistently implement "new to school" induction and assessment of needs procedures</li> <li>• Behaviour INSET day delivered by Rob Long</li> <li>• Inform parents how we work to prevent and deal with bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Targeted children to be mentored by SMT</li> <li>• Consistently demonstrate Wray Common Values which supports positive behaviour and relationships</li> <li>• Some children to take part in outdoor adventure club</li> </ul>	<ul style="list-style-type: none"> <li>• Promote highest possible standard of attendance and punctuality</li> <li>• Seek support from school as required</li> <li>• Share any concerns immediately with school</li> </ul>	<ul style="list-style-type: none"> <li>• Utilise specialist outreach for training re Autistic Spectrum Disorder (ASD)</li> <li>• Visit schools re targeted use of additional adults</li> </ul>
<p><b>Support Staff in Sustaining High Standards</b></p> <ul style="list-style-type: none"> <li>✓ Staff training contributes to raised pupil outcomes</li> <li>✓ Staff morale remains high</li> <li>✓ Staff feel positive purpose and impact of monitoring; it is carried out consistently as planned; it contributes to staff's development and standards</li> <li>✓ Effective financial planning supports high standards (in the context of reduced funding)</li> </ul>	<ul style="list-style-type: none"> <li>• Whole school professional development focused on above priorities</li> <li>• Establish NQT+1 programme for teaching and leadership</li> <li>• Embed practice of teachers voluntarily joining formal observations</li> <li>• Complete and share "How We Teach at Wray Common" document</li> <li>• Establish optional formal coaching support for all learning support staff</li> <li>• Embed English and Maths Teams, strengthening SLT support</li> <li>• Teachers to utilise Pay Progression document to support next steps identification</li> <li>• Embed Lead Practitioner career development</li> <li>• Establish "Feel the Love" Team to support social/well-being activities</li> <li>• Review finance: how do we get greater impact from less money?</li> <li>• Communicate with parents re financial challenge</li> </ul>		<ul style="list-style-type: none"> <li>• Wherever possible, take an active role in the school, eg. Friends, volunteering, school Governor</li> <li>• Support the school's financial contribution requests</li> </ul>	<ul style="list-style-type: none"> <li>• Collaborate with Greensand MAT schools in challenge and support</li> <li>• Engage with other professionals and schools in professional learning triads</li> </ul>