Wheatley Hill

A Caring, Inclusive School

School Development Plan

2020/21

Introduction

This plan sets out the agreed priorities for **Wheatley Hill Primary** over the academic year 2020-21. It is the culmination of our on-going evaluation of school effectiveness, gathered from a variety of sources including external reviews, assessment data, in school monitoring and parental questionnaires / feedback.

<u>Future priorities</u>

The school improvement priorities have been selected following extensive discussions and consultation with our teachers, governors, parents and pupils as well as representatives from the LA and the wider community. Our next priorities have been grouped under the Ofsted Framework Headings:

- **<u>Quality of Education (Curriculum Intent, Implementation & Impact)</u>**

  - ➢ **Priority 1: To ensure the consistent application our innovative and exciting curriculum.**

  - ➢ **Priority 2: To improve the precision and purpose of teaching pedagogy enabling consistently outstanding teaching.**

  - ➢ **Priority 3: To raise the profile of Science across school including within the EYFS provision.**

  - ➢ **Priority 4: To implement continuous provision / challenge box elements and enhancements throughout all year groups.**

  - ➢ **Priority 5: To ensure current school culture around SEND remains highly inclusive allowing pupils with complex needs to access all areas of school life.**

  - ➢ **Priority 6: To accelerate pupil progress in writing focusing on developing staff teaching pedagogy.**

- **Behaviour & Attitudes**

    - ➢ **Priority 7: To continue to refine and deploy effective and consistent behaviour regulation strategies resulting in a purposeful ethos of support and engagement. (Zones of Regulation)**

    - ➢ **Priority 8: To improve the overall attendance of pupils in school.**

- **Personal Development**

    - ➢ **Priority 9: To improve parental involvement and community cohesion with recognised impact on pupils progress, behaviour and welfare.**

- **Leadership & Management**

    - ➢ **Priority 10: To implement a departmental structure in school to allow increased levels of leadership accountability.**

    - ➢ **Priority 11: To improve the overall effectiveness of Senior Leaders, Middle Leaders and Co-ordinators in school.**

- **The Effectiveness of Early Years**

    - ➢ **Priority 12: To improve the precision and purpose of teaching pedagogy within the EYFS.**

    - ➢ **Priority 13: To develop the outdoor learning space to offer further challenge, building on children's resilience and independence skills.**

    - ➢ **Priority 14: To raise attainment in writing through the development of staff teaching pedagogy.**

School Development Plan

Wheatley Hill Primary School

Inspection Framework Area – **Quality of Education**
Priority 1: To ensure the consistent application our innovative and exciting curriculum.

Overview of success:

- All staff & governors can clearly articulate our curriculum intent precisely.
- School Curriculum is progressive from 2yrs – Yr6 for all subjects.
- Curriculum Progression documents are challenging, precise and promote high levels of pupil engagement.
- Curriculum Progression documents include a progression of vocabulary development for all subjects.
- Progressions are "Teacher Workload Friendly", limit the need for additional planning and ensure NC coverage.
- Bsquared assessment is incorporated into Progression Documents ensuring feedback, assessments and next steps can be quickly actioned.
- Floorbooks are used to capture learning, discussions & vocabulary development and practical learning.
- Children are engaged, enthusiastic and challenged by the curriculum set within school.
- Children able to talk about their classroom curriculum in detail explaining their learning and next steps.
- Staff have confidence that our assessments are consistent within the school and in line with national expectations.
- The curriculum supports the early identification of underachievement so it is rapidly identified and intervention put in place.
- Assessment tracking shows improved achievement - attainment and progress.

Target	Actions	Resources / Monitoring	Responsibility
A) To ensure the headteacher clearly defines the Curriculum Intent of Wheatley Hill Primary School.	A1. Continually share vision and aims of our school curriculum – innovative, engaging and challenging to all learners. (Include in Staff Handbook / School Website) A2. Refine the use of Teaching & Learning Policies in school to ensure teaching is precise and consistency is maintained across school. A3. Curriculum intent clearly shared with all governors, parents and the wider community. A4. Staff to have release time to think of 'wow' engaging topics for next terms. (COVID-19 – On Site AT) A5. Staff meeting time to review topics, subject coverage and the development of skills based curriculum. A6. Ensure the curriculum promotes SMSC development. A7. Promotes life in modern Britain and British Values.	**Time**: HT to share with staff. Staff Meeting time to evaluate current curriculum. Staff time to plan exciting topics together. **Cost**: New resources – Curriculum Budget	**Headteacher** to ensure that school curriculum intent is clearly shared with all staff. **(September Training Day 2020)**

| B) To ensure clarity of curriculum progression across all year groups. | B1. Curriculum progression document created for each Subject ensuring NC coverage is a minimum requirement. (Subject Leaders by Sept 2020 – DT /History – Dec 2020)
B2. Progressions will ensure a clarity of objective / skills coverage from 2Yo – Yr6.
B3. A clear rationale for each subject will outline our approach for each subject area.
B4. Progression documents will incorporate a whole school overview as well as a precise planning framework for each topic / strand.
B5. Progression documents will incorporate a progression of vocabulary, which will be explicitly taught to pupils.
B6. Bsquared assessment framework will be incorporated into each progression document to support the assessment of pupils. (HT to provide staff training – Spring)
B7. A system of highlighting will be used by teachers to track coverage and sessions taught. (Teachers will share & publish their weekly planning overviews. AHT to monitor overviews weekly and progression documents termly – written termly feedback will be given to staff)
B8. Add strategies to support the 4 broad areas of SEND need to Progression Docs once complete. | **Time**:
Staff Meeting time to evaluate current curriculum
Staff time to plan exciting topics together.

Cost:
Supply cover
New resources – Curriculum Budget | **Subject Leaders** are responsible for the production of their Progression Documents. HT / DHT/ AHT available to support upon request.
English, Maths, Science, Art, Computing, Geography (Sept 2020)
History / DT (Dec 2020)
AHT will ensure all progression documents are consistent, high quality and completed on time then shared with HT. (Dec 2020) |
| **C) To ensure the curriculum is implemented consistently across all year groups.** | C1. Precise Teaching & Learning Policies will be in place to outline the teaching pedagogical approaches that will be used in school.
C2. A T&L policy will be in place for Mainstream, EYFS & SEND.
C3. T&L policies will outline planning, assessment and pedagogical expectations of staff.
C4. T&L policies will outline the general school day to staff, curriculum expectations and will give general guidance around classroom environment set up. (COVID-19 – Classroom adjustments in line with Risk Assessment)
C5. Consistency between all T&L policies will also be maintained.
C6. T&L policies will be used to outline the expectations of SEND inclusion within the classroom. (COVID-19 – SEND to remain in base classrooms - AT)
C7. Subject leaders will produce a framework to monitor their subject in line with the school moderation policy. They will keep written records of their moderations as well as provide regular verbal & written feedback to staff. Subject Leaders will create a written calendar of moderation, which will be shared with all staff. (**Shared AT**) | **Time**:
Allocation of time on Staff Training Day to review T&L policy.

Subject Leaders will create a moderation calendar in line with their subject requirements. | **HT** – Mainstream T&L Policy.
DHT – SEND T&L Policy
EYFS Leader – EYFS T&L Policy.
All to be shared on September Training Days.

Subject Leaders to ensure their subjects are operated in line with T&L policies. |

D) To use regular assessment processes to ensure the impact of our school curriculum is excellent on pupil outcomes.	D1. All academic staff are trained in the use of Bsquared assessment system. (Staff Training Session – Spring) D2. Bsquared is used to assess all subjects across school. D3. Bsquared is used to capture pupil learning Termly in English & Maths, where staff will use a "Grouping Approach" to assess and track key groups. D4. Bquared will be used to assess pupils annually across foundation subjects. (End of Summer Term) D5. Termly moderations of assessment will be conducted by leaders at all levels across school. D6. Pupils with SEND will be assessed and tracked individually using Bsquared and their personal targets from their EHCP / Support Plans. D7. UPS / TLR teachers will be responsible for the assessment and data validation of their subject, whereby they will moderate assessments, analyse curriculum coverage. D8. UPS / TLR teachers will manage the pupil progress within their subjects as well as setting challenging targets and making pupil progress predictions. D9. Clear deadlines for data submissions are maintained and follow up Pupil Progress Meetings completed.	**Time**: Staff will use allocated time to complete assessments and moderation processes. Any additional time needed will be requested in writing by staff. **Mon**: Moderations completed inline with school moderation policy.	**Classroom teachers** will ensure that their assessments are completed on time and accurately. **UPR / TLR** teachers will ensure that the assessments of their subjects are consistent across the school and will cross moderate these. **UPS / TLR** teachers must lead their subjects in a substantive and sustained way.
E) To enhance the curriculum through the provision of substantive learning experiences outside of the classroom.	E1. Development of school field to incorporate more opportunities for outdoor play including running tack, cycle area and adventure playground. E2. Weekly extended Outdoor Play / Enrichment Sessions & Daily Structured Play E3. School trips or in school visitors each term in school. (COVID-19 – On Site AT) E4. UK based and international residential trips available (COVID-19 – Postponed) E5. School to support with subsidises towards trips (COVID-19 – Postponed) E6. Provide high quality outdoor experiences for all learners including forest schools E7. Weekend nature clubs (COVID-19 – Postponed) E8. Classroom staff will use observations, captured learning and short observations to capture pupil learning & progress during all learning outside of the classroom opportunities.	**Time**: Staff time to plan trips Staff training around capturing learning through documentation. **Cost**: £ School Trip Budget Use of Sports Premium **Mon:** PE Leader will monitor PE / Outdoor education and liaise closely with the OE team. Termly written feedback will evaluate sessions, pupil progress and value for money.	**Headteacher** will support the overall planning of the provision. **PE leader** will lead all PE elements of the project. Classroom teachers will ensure they effectively communicate the curriculum objectives and approaches they want covered by the Outdoor Education team. **Class teachers** will be responsible for capturing learning during outdoor ED.

F) To raise the profile of reading across the curriculum	F1. Ensure all those pupils capable of achieving the National Standard in Reading are successful F2. Ensure those pupils working below NS make excellent progress on their own individualised Reading learning journey. F2. Each classroom will ensure that time is dedicated to reading daily. F3. CPD will ensure that all staff are confident in using chosen phonic programme (Read Write Inc) effectively. F4. Phonics will be accurately monitor in terms of quality of teaching, assessment and resource deployment to ensure pupils make at least good progress in phonics. F5. Assessments will be effectively carried out - phonic checks. F6. The quality and standard of home-school reading will be a focus to ensure home reading books match sounds the children are learning in school. F7. AHT & English Leader will analyse data and identify lowest 20% of each cohort, where interventions, parental support & tutoring will be implemented to ensure an enhanced support package is in place. F8. AHT & English Leader to ensure there is a consistent approach to 'guided reading' across KS2, which enables high quality teaching to take place, effective questioning and the accurate capture of pupil assessment. F9. Promote reading for pleasure with fluency and intonation through appropriately matched book levels & enable pupils to manage their own reading choices through the use of MYON home-reading. F10. Ensure curriculum books are in pace across school that promote purposeful learning across school. F11. Develop the use of Accelerated Reader across school to ensure that it is highly engaged with by pupils, pupil progress tracked and that it is having a purposeful impact on pupil outcomes.	**Time**: Staff meeting time Release from school for training Management time Time in curriculum **Cost**: £ Cost for Renaissance Palace (AR/myON) Cost for guided reading books (PGingell purchased) CPD budget English budget for reading books Cost of Read, Write, INC. Books to support curriculum Reading records **Mon:** Moderations completed in line with school moderation policy.	**Headteacher** **English leader** To ensure subject operates in line with T&L policy. EYFS Lead and English lead to monitor books that go home. Long Term Plan of Stories across school monitored by English lead. English lead to collate and analyse RWI data. **Class teachers** Class teachers to make half termly assessments of RWI Half termly assessment results handed in to English lead Teachers to read with children regularly. Teachers to check reading records at least twice per week Class Novels to be displayed.

School Development Plan

Wheatley Hill Primary School

Inspection Framework Area - <u>Quality of Education</u>
Priority 2: To improve the precision and purpose of teaching pedagogy enabling consistently outstanding teaching.

Overview of success:
o   Rigorous Teaching & Learning policies underpin the pedagogical expectations of teachers in school.
o   Lessons in school are purposeful and precise.
o   Teachers purposefully consider their use of pace and questioning to drive pupil learning forward.
o   Observations & moderations show teaching overtime is trending towards Outstanding.
o   Quality First Teaching practices are shared within school and with other schools.
o   Improved pupil engagement and challenge in class ensures improved pupil progress.
o   Consistent use of Learning Objectives and TEACCH work systems

Target	Actions	Resources / Monitoring	Responsibility
A) To rigorously apply precise school Teaching & Learning policies to clarify pedagogical expectations.	A1. All academic staff are fully clear on the application of the school T&L policies. A2. Clear expectations around workbooks, planning and assessment are clear within the T&L policies. A3. Policies clearly outline what teachers need to do in order to be "Ready to Teach". A4. A tiered approach to moderation is in place and used by all subject leaders (AHT) A5. The T&L policies share the rationale for each subject. A6. The T&L rationales have been explained and shared with subject link governors by the subject leaders – the AHT will co-ordinate these termly updates for the governing body.	**Time**: Allocation of time on Staff Training Day to review T&L policy. (September 2020) **Mon**: AHT will share the updated Moderation policy with staff to support subject moderation. (Spring)	**HT / DHT / AHT** will ensure the consistent application of the T&L policies. **TLR / UPR** Teachers will precisely monitor their subjects and ensure they are being taught inline with the T&L policy. This will include the use of the school monitoring policy. **AHT** will support other subject leaders to monitor their subjects inline with the T&L policy.

B) To provide pedagogical scaffolding to enable teachers to consistently implement the curriculum.	B1. A consistent framework for the setting of LOs is evident – Colour coded Powerpoint slides. B2. The TEACCH work system is used to replace a success criteria approach. Initially developing theses in English (AT1), Maths (AT2) then foundation in Spr1. B3. Clear guidance is provided to teachers within the T&L policy around how best to organise the teaching within their classroom. B4. Teachers will be supported to move to a scaffolded for support approach rather than a traditional differentiation approach. B5. Colourful Semantics is embedded in the classroom to allow staff to scaffold learning. B6. Staff will be trained in the use of Communication in Print to allow them to effectively design & implement Scaffolding & Colourful semantics. B7. AHT to organise new staff laptops / ICT facilities to enable staff to access CIP in school & at home.	**Time**: Allocation of time for Staff Training on TEACCH approaches (15th September) **Mon**: AHT / Subject Leaders will ensure the WHPS pedagogical approaches are used in teaching.	**HT / DHT / AHT** will be accountable for the overall quality of teaching & learning in school. **UPS / TLR** teachers will ensure they are leading their subjects effectively and in line with the T&L policy.
C) To provide opportunities for teachers to share best practice within school	C1. In school book moderations – inline with moderation policy (7th Dec). C2. Half Termly peer mentoring and coaching sessions for teaching staff. (COVID-19 – Staff not crossing bubbles – telephones installed for any peer support) C3. Whole school work book presentation standards / expectations. C4. Staff meetings lead by each subject leader outlining best practice. (Spring Term) C5. Subject specific staff training to identify new best practice. (Spring Term) C6. Modelled lessons by outstanding teachers in school. C7. Develop opportunities to ensure basic skills can be mastered. C8. Support staff in planning real life learning opportunities including problem solving. C9. Develop the role of student teachers in school to enable our teachers to develop their teaching practice through the development of others. (COVID-19 – school has increased the number of ITT students in school to support COVID Catch Up & employed a Tutor to mentor / support these.)	**Time**: Staff Meeting time to share and discuss best practice Time out of classroom to observe best practice **Cost**: CPD costs Supply cover	**HT / DHT / AHT** - Will conduct formal lesson observations, scrutinise planning and workbooks as well as analyse data. **UPS / TLR** Staff expected to plan, conduct and feedback on their own rigorous monitoring processes.

School Development Plan

Wheatley Hill Primary School

D) To provide opportunities for teachers to share best practice with other schools within Durham authority.	D1. County led book moderations. (COVID-19 – Online training) D2. Joint book moderations with local school cluster. (COVID-19 – Hopefullly SpT) D3. Teaching staff to visit local lead schools to observe best practice (COVID-19 – Postponed) D4. Staff to attend county training on quality teaching. (COVID-19 – Online Only) D5. Subject leaders to attend network meetings. (COVID-19 – Online Only) D6. Take part in internal and external Peer Reviews. (COVID-19 – Internal Only)	**Time**: Staff Meeting time to share and discuss best practice Time out of school **Cost**: Moderation & CPD costs **Mon**: External County Moderators will scrutinise planning, workbooks and assessment data.	**HT** will be overall accountable for external data moderations. **UPS / TLR** teachers will lead external moderations and will (where possible) work towards becoming county recognised moderators.
E) To ensure precise & purposeful questioning enhances engagement and challenge.	E1. Planning to show clear challenge for more able pupils through questioning. E2. Planning to show opportunities for children to ask higher level questions during lessons using question stems. E3. Use of challenging questions in pupil marking – CHECK – CHALLENGE - CHOICE E4. Use of challenging and open ended questioning during shared teaching. E5. Use of talk partners and group discussions to support engagement and questioning. E6. Staff meeting on writing challenging questions to engage pupils. (Spring Term Agenda) E7. CPD on levels of challenge. (Spring Term Agenda) E8. Build on the training by Jim Smith to further enhance the use of questioning. E9. Use the concepts of Blooms Taxonomy to develop staff & pupil questioning. E10. Developing the use of questioning in the classroom is clearly outlined within the T&L Policy.	**Time**: Staff Meeting time to share questioning approaches. Time out of classroom for peer observations **Cost**: £ Supply cover costs to release staff **Mon**: Lesson Observations will reflect strong staff questioning.	**Subject Leaders (especially UPS / TLR)** will ensure support frameworks, staff training and monitoring is in place to develop questioning within their subject.

F) To increase the percentage of consistently outstanding teaching across all areas of the curriculum.	F1. Empowering the children to make decisions in their learning through effective questioning and open ended tasks – Check / Challenge / Choice. F2. Providing time for pupil reflection and self evaluation (Daily Feedback Sessions) F3. Inclusive teaching with a variety of learning styles – Incorporation of practical activities. F4. Supporting the most vulnerable pupils and identifying pupils not making expected progress – teachers attend pupil progress meetings, set challenging targets to pupils and implement appropriate actions. F5. Linking learning to age related expectations – Scaffolding for the 80%. F6. Ensuring stimulating lessons with pace. F7. Effective marking and assessment with clear next steps (Check / Challenge / Choice) F8. Quick intervention for those children with mis-conceptions and identified gaps on learning – effective use of support staff / student teachers. F9. Develop creative curriculum to encourage and motivate pupils to become independent learners – staff show their passion and enthusiasm for teaching pupils at WHPS. F10. Basic skills are explicitly taught and embedded in learning	**Time**: Time for internal and external moderations CPD opportunities to improve teaching and learning **Cost**: £ Reading Records CPD Costs Supply and moderation costs **Mon**: Leaders Scrutinise planning, workbooks and assessment data. Pupil evaluations and parental questionnaires	**HT / DHT / AHT** will be accountable for the over quality of teaching & learning in school. **UPS / TLR** teachers will ensure they are leading their subjects effectively and through their tracking/ moderation processes will ensure that teaching is strong in their allocated subjects / departments. **Classroom teachers** effectively review and reflect upon their pedagogy.
G) To use "TEACCH Work Systems" to develop independent working skills.	G1. TEACCH Work system is used with in lessons replacing the use of Success Criteria. G2. Staff meeting on writing Lesson Objectives and TEACH Work Systems. (15th September) G3. Sharing of planning during peer coaching sessions – Weekly Departmental Planning G4. Use of Scaffolded teaching (80% / 20%) to increase the number of pupils working at ARE – training needed (September 2020) G5. TEACCH referred to in marking. G6. TEACCH work systems evident during lesson observations and learning walks. G7. TEACCH work systems effectively to enable pupils to work independently and to provide a "self help" system. G8. A clear progression of Work Systems is evident across school, which is symbol based in EYFS / KS1, a worked model approach in lower KS2 and a written list approach in upper KS2. G8. A "check, challenge, choice" system is used to support the TEACCH worksystems.	**Time**: Staff Meeting time to develop staff ability to use TEACCH work systems. Time out of classroom for peer observations. **Cost**: £ Supply cover costs to release staff **Mon**: Senior Leadership & Subject Leaders will monitor teaching.	**AHT & UPR / TLR** teachers will ensure that their assigned subjects / Departments are utilising this pedagogical approach in school as outlined in the T&L policy.

School Development Plan

Wheatley Hill Primary School

H) To use practical resources to support pupil understanding, level of engagement and promote challenge.	H1. Effective use of ICT to support learning including IPADs. H2. Resources support and encourage Ind. Work. H3. High quality resources support vulnerable learners – SEN, FSM. H4. Use of online resources to support learning at home. (COVID-19 – Remote Learning Policy & Implementation) H5. Resources used to support learning outside of the classroom.	**Time**: Staff Meeting time to discuss and catalogue available resources Time out of classroom to order, sort and create effective resources. **Cost**: £ Curriculum budget **Mon**: SLT - Will observe the effective use of resources in the classroom and throughout school. Will track effective budget spending.	**HT / DHT / AHT** will be accountable for the over quality of teaching & learning in school. **UPS / TLR** teachers will ensure they have clearly demonstrated, trained staff and outlined expectations for practical working in their subjects. Subject Leaders will lead by example becoming expert across all year groups in their subject.

School Development Plan

Wheatley Hill Primary School

I) To enhance lesson pace & precision through the development of the use of Explicit Instruction.	I1. Lesson observations focus on the use of Explicit Instruction and its impact on lesson precision & pace – Staff Meeting (5th October) I2. Use of quality Explicit Instruction supports lesson pace – Modelling, Guided Practice, Guided Release & Apply/Observe. I3. Use of purposeful teacher / pupil dialogue ensures explicit Instruction is highly precise and purposely applied. I4. Use of effective explicit instruction (Modelling, Guided Practice & Apply) during lessons allows precision to be maintained. I5. Peer monitoring & coaching sessions focus on explicit instruction pedagogy. I6. Planning moderations show tasks are chosen purposefully so that children can engage with success. I7. Teachers are able to articulate their lesson pedagogical choices at any point within a lesson. I8. Teachers choose all elements of lessons with precision and purpose – explicit instruction, scaffolding, lesson tasks, questions and assessment actions. I9. UPR & TLR teachers are experts in teaching - they model excellent lessons that showcase purpose and precision, whereby other teachers & ITT Students are actively encouraged to observe. (COVID-19 – Ensure effective support & guidance is in place for increased numbers of ITT students) I10. COVID – 19 - Expansion in Teaching Student numbers allow staff to develop depth within their teaching understanding including their ability to articulate their pedagogical choices.	**Time**: Staff Meeting time to examine and refine the use of explicit instruction across lessons. Time out of classroom to observe other practitioners **Cost**: £ Supply Cover **Mon**: Monitoring & moderation processes. Lesson Obs.	**HT / DHT / AHT** will be accountable for the over quality of teaching & learning in school. **UPS / TLR** teachers will ensure they are leading their subjects effectively and through their tracking/ moderation processes will ensure that teaching is strong in their allocated subjects / departments. **Subject leaders** will be able to articulate the expectations around the explicit instruction of their subject area.

School Development Plan

Wheatley Hill Primary School

Inspection Framework Area - <u>Quality of Education</u>
Priority 3: To raise the profile of Science across school including within the EYFS provision

Overview of success:

- o Rigorous Curriculum Progression document used consistently by academic staff.
- o Staff effectively deliver Science curriculum with a focus on practical "Working Scientifically" approaches.
- o Assessment systems are further enhanced to effectively track pupil progress and identify areas of additional needs.
- o Working scientifically objectives (Science Stars) are embedded throughout the Science curriculum.
- o Improved science links made during outdoor learning including during Outdoor Adventure, Beach School and Forest School sessions.
- o Improved use of scientific equipment throughout school including in EYFS.
- o Effective use of Science Ambassadors throughout school.

Target	Actions	Resources / Monitoring	Responsibility
A) To ensure that Science leadership is effective within the school.	A1. Science leader conducts audits and creates a development plan of science in school. A2. Science leader manages an effective subject leadership file including school policy & curriculum expectations. A3. Identifies opportunities for staff and self CPD to enhance the teaching of Science in school. A4. Develops the use of a Science workspaces in school. A5. Develops links with local Science providers including Wellfield Academy, Durham University and other institutes to enhance science within school. (COVID-19 – Online Only) A6. Conduct regular moderation of lessons, workbooks and working scientifically. A7. Ensure outdoor learning opportunities given to children make links with Science, where appropriate and that learning is captured. (COVID-19 – On Site Only - AT) A8. Staff effectively capture learning from written & practical science lessons.	**Time**: Staff Meeting Time to discuss Science. (Spring Term) Staff CPD on Science. (Spring Term) **Cost**: Outdoor Learning Sessions - - £30,000 Cost of CPD **Mon**: AHT to monitor & Support Science Lead	**HT** to support the development of Science Classroom. **Science Leader** will conduct Science moderation in line with the WHPS Moderation Policy. **AHT** will support Science Leader to monitor the subject & hold staff to account.

School Development Plan

Wheatley Hill Primary School

B) To develop the role of Science ambassadors within School.	B1. Children given opportunity to volunteer to become a science ambassador. B2. Children receive Science ambassador training. (COVID-19 – Online Only) B3. Science leader to make links with other Partnership schools to develop science ambassadors across the partnership. B4. Children visit science institutes to look at how being a science ambassador could be the first steps towards a scientific career. (COVID-19 – In School Only) B5. Ambassadors develop working scientifically ideas to share with other classes in school. B6. Ambassadors plan and deliver a whole school assembly & science week. B7. Science ambassadors plan and deliver a parents science session. B8. Ambassadors take part in science learning walks, lesson observations & work book moderations. COVID – 19 – To review Spring Term 2020 in line with school COVID guidelines for mixing class bubbles.	**Time**: Staff Meeting Time to discuss science ambassadors. (Spring) Time for pupils and staff to attend ambassador training. Time to deliver science assemblies and class workshops. **Cost**: Science Events costs. Transport costs. **Mon**: Science Leader to monitor impact of Science Ambassadors	**Science Leader** to ensure the effective implementation of science ambassadors.
C) To ensure Curriculum Progression documents are used to provide high quality Science in school.	C1. Science Curriculum Progression documents available for all areas of Science from 2Yos – Yr6. C2. Progressions include a progression of vocabulary in each area of Science. C3. Science progressions include Bsquared assessment frameworks. C4. Progressions are highly detailed to support teachers to develop a deeper subject knowledge in Science. C5. Opportunities for Working Scientifically are also outlined within the progression documents. (COVID-19 – Monitor RA for COVID in relation to using equipment) C6. Teachers & ITT Students are shown how to effectively plan for written & practical science sessions using the Science Curriculum Progression documents. (COVID-19 – Effectively support increased numbers of ITT Pupils) C7. Teachers effectively track the curriculum coverage of Science using the Science Progression document.	**Time**: Staff Meeting Time to discuss assessment. Staff CPD on assessment (Spring) **Cost**: Supply cover costs for CPD Cost of CPD / Assessment training. **Mon**: AHT & Science Leader to monitor the usage of these.	**Science Leader** to create high quality Science Curriculum Progression Docs. **AHT** to support the Science leader to monitor the curriculum delivery & coverage of the science curriculum.

D) To ensure school Science assessment procedures are effective.	D1. Teachers engage in assessments of Science using Bsquared following the completion of each unit. D2. Teachers calculate percentages of pupils on track, working towards and those that need additional support. D3. The science leader co-ordinates science assessments and monitors pupil progress in science - working closely with classroom teachers. D4. Science Stars are effectively used to track pupil's ability to work scientifically. D5. Teachers are confident in the deployment of Science Assessments and are able to verbalise their pupil achievements & next steps. D6. Staff meetings to update Science Stars.	**Time**: Staff Meeting Time to discuss assessment. Staff CPD on assessment (Spring) **Cost**: Supply cover costs for CPD Cost of CPD / Assessment training. **Mon**: AHT to monitor & moderate	**Science Leader** - Leading to improved monitoring and attainment by pupils. Effective systems in place to track and monitor progress and attainment **AHT** to support the Science leader to assess the subject accurately.
E) To ensure rich opportunities are given to see science in "Real Life" including during outdoor learning.	E1. Children are given regular opportunities to take part in outdoor learning including Adventure activities, Beach School & Forest School. (COVID-19 – On site Only - AT) E2. Explicit scientific links are made during outdoor learning and learning is effectively captured by staff. (Capturing Learning Policy) E3. Children visit a range of scientific learning locations including museums, factories, medical, engineering facilities etc. (COVID-19 – On site Only - AT) E4. Opportunities and explicit signposts are developed to support parents and families to access science activities both during & outside of school hours. (COVID-19 – Online learning opportunities and school Remote Learning Policy) E5. Classrooms develop and maintain a practical floorbook, that includes scientific opportunities & real life learning opportunities.	**Time**: Staff Meeting Time to discuss possible science experiences. Parent's evenings to showcase events. Time to attend science events, workshops etc. (COVID-19 – Postponed) **Cost**: Event Costs Transport Costs **Mon**: Pupil & Parental Feedback from these experiences.	**Science Leader** to encourage Science Ambassadors and staff team to identify opportunities for children to engage in real life science. **Documentation Leader** will monitor the quality & precision of the Practical Science floorbooks alongside the Science Leader.

School Development Plan

Wheatley Hill Primary School

F) To enhance Science within the Early Years	F1. EYFS practitioners actively look for scientific opportunities within adult directed time and during continuous provision using the Science Progression Document as a guide. F2. Science opportunities are captured within Learning Journals and Floor books (Documentation Policy). F3. Hands on science resources, equipment and opportunities are given to all pupils, which are carefully used, managed and used to challenge pupils. (COVID-19 – Monitor RA for COVID in relation to using equipment) F4. Pupils are given opportunities to link scientific processes and ideas to outdoor learning activities including forest school. (COVID-19 – On Site) F5. Natural materials are used throughout EYFS to encourage discussion about the natural environment etc. F6. Children in EYFS are exposed to more formal science opportunities including equipment and theories.	**Time**: Staff Meeting time to plan Science opportunities in EYFS. EYFS Science CPD (**DATE**) **Cost**: Science Materials suitable for EYFS - £500 **Mon**: Science Leader to monitor Science in EYFS.	**EYFS Leader** to enhance the provision of Science within the EYFS provision. **Science Leader** to be responsible for the quality of science coverage in EYFS.
G) To ensure that effective practical science (working scientifically) opportunities are at the forefront of school science.	G1. Purchase a quality range of scientific equipment to ensure practical science lessons to be well resourced in our Science Classroom. (COVID-19 – Monitor RA for COVID in relation to using equipment) G2. Resources are effectively stored, catalogued and managed to enable these to be used by all classes in school including EYFS. G3. Resources are shared with all staff members and training is given to ensure that all staff members know how to use these resources. (Spring Term) G4. Links are made between scientific concepts and these resources to show how they could be used effectively during teaching. G5. Staff meetings are used to gather possible experiment ideas that link well with the equipment in school. (Spring Term) G6. Science leader to monitor regularity of working scientific lessons. G7. Specialist teachers and visitors are used to deliver CPD around using equipment effectively. (COVID-19 – Monitor RA for COVID in relation to using equipment)	**Time**: Staff Meeting Time to discuss Whole school science development. **Cost**: New whole School Science resources - £2000. **Mon**: Science Leader to monitor & moderate Working Scientifically in school.	**Science Leader** working closely with the whole staff team to develop the application of the science resources. **AHT** to overall monitor the quality of teaching of Science.

School Development Plan

Wheatley Hill Primary School

Inspection Framework Area - <u>Quality of Education</u> **Priority 4: To implement continuous provision / challenge boxes throughout all year groups.**			

Overview of success:
    o   Consistent approaches to the use of Continuous Provision elements used EYFS / KS1 / SEND departments and Challenge Boxes in KS2.
    o   Use of a recognised EYFS approaches adapted for all age groups in school.
    o   Successful use of documentation to capture pupil learning during this time – observations (short & long).
    o   Effective use of a floorbook to track learning and share continuous provision / Challenge Box experiences.
    o Pupils are set challenging enhancements within the continuous provision / challenge box activities that allow pupils to extend learning, explore a topic in more depth or to solve a problem.			

Target	**Actions**	**Resources / Monitoring**	**Responsibility**
A) To develop a consistent continuous provision across EYFS/ KS1 / SEND.	A1. Training to ensure all staff understand the role of continuous provision elements. (Spring Term) A2. Provide a core offer of continuous provision elements across all classes – i.e. sand, water, modelling, woodwork and art. A3. Use match-back labels to encourage pupils to take ownership of their own areas. A4. Use of real life equipment and tools. . (COVID-19 – Monitor RA for COVID in relation to using equipment) A5. Use of EYFS expertise to support classrooms in the set-up of continuous provision elements. A6. Staff meetings to ensure staff members are trained in the use of continuous provision elements. A7. Consistency of quality in the continuous provision offers in all classrooms.	**Time**: Staff Meeting Time to discuss continuous Provision. **Cost**: New Resources **Mon**: Department Leaders to monitor quality of resources, level of challenge & impact.	**HT / AHT** to ensure CP elements are available to staff. **Department Leads** to monitor and manage the effectiveness of CP including giving verbal & written feedback. **Classroom Teachers** will deploy high quality resources that are purposeful.

B) To develop a consistent Challenge Box system across KS2.	B1. Training to ensure all staff understand the role of Challenge Box elements. **(Spring Term)** B2. Provide a core offer of Challenge Boxes across all classes that include a wide range of hands on learning opportunities. B3. Use symbols & match-back labels to encourage pupils to take ownership of their own areas. B4. Use of real life equipment and tools. . (COVID-19 – Monitor RA for COVID in relation to using equipment) B5. Use of documentation to capture pupil learning including observations & captured moments. (Documentation Policy). B6. Staff meetings to ensure staff members are trained in the use of Challenge Boxes. B7. Consistency of quality in the Challenge Boxes offered in all classrooms.	**Time**: Staff Meeting Time to discuss continuous Provision. **Cost**: New Resources **Mon**: Department Leaders to monitor quality of resources, level of challenge & impact.	**HT / AHT** to ensure Challenge Boxes are available to staff. **Department Leads** to monitor and manage the effectiveness of Challenge Boxes including giving verbal & written feedback. **Classroom Teachers** will deploy high quality resources that are purposeful.
C) To develop capturing learning systems that allows pupil learning to be gathered.	C1. Refine the use of EYFS style learning observations across the whole school. C2. Teaching staff to be trained in the use of capturing learning. (**September 2020**) C3. Staff will be able to use "Captured Moments" and formal observations. C4. Observations will be based on learning rather than task (CPD to be given) C5. Documentation leader will monitor and support staff to capture learning. C6. Able to provide a more accurate description of a child's learning. C7. Evidence to show that all pupils are making progress. C8. Effective use of floorbooks in place to show captured pupil learning. C9. Teach / support the children to capture their own learning – i.e. children use IPADS to take their own photographs of models, challenges completed etc.	**Time**: Staff Meeting Time to discuss capturing learning. Staff CPD on capturing learning **Cost**: Supply cover Cost of CPD **Mon**: Documentation Leader to monitor the use of Captured Learning	**Documentation Leader** will improve monitoring and attainment by pupils. Will ensure effective systems in place to capture pupil learning.

| **D) To ensure enhancements are in place to extend pupil learning and ensure a high level of challenge during continuous provision / Challenge Box activities.** | D1. Produce challenge or extension activity cards for use within continuous provision / Challenge Boxes.
D2. Incorporate links to current classroom topics within the continuous provision / Challenge Boxes.
D3. Effective use of EYFS knowledge and experience in school.
D4. Partnership school within the DCC Year 1 project with Early Excellence (On-going)
D5. Review and give feedback on the initial use of continuous provision / Challenge Boxes in school.
D6. Support from the SENCO to ensure continuous provision / Challenge Boxes are suitable to support SEND pupils achieve outcomes.
D7. Activities set within the continuous provision / Challenge Boxes that can further challenge pupils.
D8. Continuous provision support the development of pupil basic skills including number, writing & science. | **Time**:
Meeting Time for leaders & staff to meet and discuss enhancements to the continuous provision. Time out of class attend CDP. (Spring)

Cost: £
Early Excellence Supply cover costs to release relevant staff

Mon:
Department Leaders to monitor the use of CP & CBs. | **Classroom Teachers** have the responsibility to ensure the CP / CBs in their classroom are of a high quality and impact upon pupil outcomes.

AHT / **Department Leaders** will ensure CP / CBs are in place/ |
| **E) To maintain an effective classroom floorbook that showcases pupil's learning journeys.** | E1. All classes maintain a quality floorbook that tracks the learning story of the class topic and incorporates elements of continuous provision, enrichments & Challenges.
E2. The floorbook shows curriculum coverage.
E3. Floorbook encourages and allows for pupil and parental voice.
E4. Ensure floorbooks are always available and celebrated / shared.
E5. Ongoing monitoring of the quality of school floorbooks.
E6. Termly staff meetings to review classroom floorbooks (November 2020) | **Time**:
Staff Meeting Time to discuss floorbooks.

Cost:
Floorbook purchase

Mon:
Documentation Leader & subject Leaders to monitor Floorbooks. | **Documentation Leader** will ensure Floorbooks are used in line with school policy. Will ensure these are high quality & showcase pupil outcomes.

Subject Leaders will be responsible for their subject coverage being captured in floorbooks. |

School Development Plan

Wheatley Hill Primary School

Inspection Framework Area - Quality of Education
Priority 5: To ensure current school culture around SEND remains highly inclusive, allowing pupils with complex needs to access all areas of school life.

Overview of success:
- All staff promote excellent inclusion of pupils with SEND.
- Children with complex SEND are welcome within the mainstream and staff work together to create a highly inclusive culture.
- Teaching & Learning policies support teachers to implement systems to support the integration of pupils with SEND into the classroom.
- Parents of Pupils / Pupils with SEND will be aware of outcomes, how they are progressing towards them and what provision is in place to meet the child's needs.
- Parents of Pupils / Pupils with SEND will make expected progress in lessons and reach their individual outcomes.
- Pupils with SEND can evaluate their learning (academic / social) effectively and identify next steps for themselves.
- Teachers have a good understanding of how to meet the needs of children with cognitive, social, communication, emotional and mental / sensory or physical difficulties and can plan and provide a good level of learning opportunities.
- Reduction in the number of high level behaviour incidents of children with SEND.
- School environment is accessible to all and able to support the learning of pupils with complex needs.
- Emotional Wellbeing is at the heart of teaching and learning and staff know the children well enough to support their individual needs

School Development Plan

Wheatley Hill Primary School

Target	Actions	Resources / Monitoring	Responsibility
A) To ensure all staff drive the message of quality inclusion within school.	A1. Staff to take part in staff meetings and training in order develop their practice in order to support those children with complex needs A2. SLT and department heads to lead by example to drive quality inclusion through school and offer support, workshops, drop ins and encourage the sharing of excellent practice A3. Staff challenged / supported to ensure the ethos in school is consistent and staff share the same values about high quality inclusion for all pupils A4. The 4 new teaching staff, in the SEND department will take a lead role in each of the four broad area of need and receive appropriate training, where needed to become the 'expert' in that area. They will promote this and offer advice to other members of staff in order to maintain high inclusiveness across school. . (COVID-19 – Increased staffing levels to support Covid Catch up) A5. SEND teachers will support their room support staff to become a specialist working under the teacher's dedicated area of need. A6. All staff will welcome base children into their classrooms. A7. SEND support plans are robust and ensure quality inclusion for all pupils with SEND. These will be reviewed and updated termly and shared with parents. A8. Staff will continue to work well with services such as OT, EP, SALT and take their recommendations and advice which will be clear to see on the children's support plans. (COVID-19 – Monitor RA for external services working on school site – SALT, OT, EP) A9. Mainstream staff will be aware of the SEND teaching and Learning Policy. SEND staff will follow it. . (COVID-19 – SEND pupils remaining in base classrooms at present)	**Time**: Staff Meeting Time Training session time Specialist SEND professionals to lead staff meetings SEND CPD time allocated **Cost:** CPD Costs **Mon:** Learning Walks and Drop ins Formal observations Book moderation where scaffolding is evident DHT to support lead SEN teacher in becoming a SENDCO	**HT/ DHT / AST** will lead by example to drive the message of quality inclusion in school and challenge and support where necessary. **AST** will ensure that weekly overviews are up to date and displayed **Department Leads** will ensure that teachers are supported to ensure that pupils work show a range of learning opportunities and experiences and ensure quality inclusion in school **Subject leaders and SLT** will observe lessons which show excellent inclusion for children with SEND. They will support and ensure that scaffolding is clear in lesson planning **Admin team** will ensure school Census is up-to-date **SEND teaching staff** will become the 'expert' in their chosen area of need and support their team to work on a focused area within their specialist area

School Development Plan

Wheatley Hill Primary School

B) To develop the school building to support the increased roll of pupils with complex SEND.	B1. Health and Safety audits take place regularly in order to ensure that each room is fully risk assessed. . (COVID-19 – Further H&S measures in place) B2. Possible development of gym in order to increase the number of classrooms for the SEND department B3. Portable classroom, on the yard, fitted with carpet B4. Increase the size of the school hall, so that PE sessions can take place and increase the size of the room to support the increase of numbers for school dinners. B5. Develop the SEND garden into a sensory garden and develop the farm area with chickens and hens. Outdoor classroom built complete with soft play equipment to support gross motor difficulties B6. Developments with the outdoor field take place with installation of a running track and yard in order for children with SEND to integrate with the mainstream during Outdoor play, Enrichment time and Outdoor Learning sessions.	**Time:** Time to complete H&S training and document completion **Cost:** Cost of developments to buildings	**HT / DHT** will explore ideas of extending the school building **AST / Department Leads** will ensure that pupils work show a range of learning opportunities and experiences. Scaffolding is clear in lesson planning Weekly overviews are up to date and displayed **DHT / SENDCO** will ensure lesson observations show excellent inclusion for children with SEND.

C) To enable pupils with SEND to access the school curriculum.	C1. Progression documents to be completed across school from 2yr olds to year yr6 in order for staff to be able to adapt in order for children with SEND to access C2. All mainstream staff will submit their weekly overviews / planning to SLT and display this on the SEND wall, so that SEND bases can sign their children up to come and join their lessons, where appropriate. (COVID-19 – SEND pupils to remain in base classrooms) C3. All staff will use a consistent LO template and slides for English lessons. These will be visual (using communicate and print) for our pupils with SEND, in order for them to access C4. Scaffolding within lessons will be evident in order for all learners to take part. C5. Termly updates of SEND plans and shared with parents. DHT / SENDCO to moderate. (COVID-19 – Via Zoom / Teams) C6. EHCP's will be formally reviewed, every year, and DHT will monitor funding and provision. (COVID-19 – Via Zoom / Teams) C7. Moderation of books, journals, floor books take place and feedback is given to staff. This is then further monitored by HT and DHT.	**Time:** Time for completion of al progression documents Training session time Staff PPA Specialist SEND professionals to lead staff meetings SEND CPD time allocated Allocated time for EHCP reviews and completion of documentation following meetings **Mon:** Weekly overviews / powerpoint slides and planning Lesson obs Book scrutiny / journals and floor books Learning Walks Book looks	**HT /DHT** to conduct book scrutiny / lesson obs / book looks / drop ins and learning walks **DHT / SENDCO** will ensure that EHCP's are reviewed on time **AST** to moderate weekly overviews for consistency **Department Leads** will ensure that pupils work show a range of learning opportunities and experiences Lesson observations show excellent inclusion for children with SEND. Scaffolding is clear in lesson planning Weekly overviews are up to date and displayed **Subject Leaders and EYFS lead** will ensure their progression documents are finished, published and shared with staff

School Development Plan

Wheatley Hill Primary School

| D) To ensure children with special educational needs make expected progress. | D1. Training and support for all staff to ensure they have a good understanding of how children with SEND learn effectively. D2. Weekly Monitoring of provision for SEND Support children to ensure class teachers have a thorough understanding of how to execute a programme of support in class for these children. D3. Training and support for all staff to ensure they have a good understanding of how children with language and communication difficulties learn effectively. D4. Weekly monitoring of all SEND interventions and regular feedback linked to training needs. (D3/D4 training & review Spring Term 2021) D5. Teachers to ensure there is effective communication between themselves and SENCO in order to ensure SEN Support / EHCP pupils receive effective support and make good progress. (COVID-19 – Via Zoom / Teams) D6. Increase SALT allocation of time in school. D7. Increase Educational Psychologist allocation of time in school. D8. Deployment of OT in school. (COVID-19 – Monitor RA for external services working on school site – SALT, OT, EP) D0. Ensure that EMP children can fully access all provision including clubs. | **Time:** Staff Meeting Time Specialist SEND professionals to lead staff meetings SEND CPD time allocated Moderation time

Cost: CPD Costs SLA costs

Mod: Pupil progress meetings Lesson observations Scrutiny of books/ journals/ floor books SLAs and Other service time and input | **HT/ DHT / AST** lesson obs / book looks / drop ins and learning walks

DHT / SENDCO will ensure that EHCP's are reviewed on time Monitor SLA and Services time in school

AST to moderate weekly overviews for consistency

Department Leads will ensure that they support staff to ensure that pupil progress data is good, pupils work shows good progress, individual targets are being met, lesson observations show good progress for children with SEN.

Documentation lead will moderate floor books and journals

Support staff will keep good records of interventions |

E) To ensure new staff have a good understanding of expectations of inclusion in order to meet every child's needs	E1. In class support to ensure new staff have a clear understanding of how to raise attainment of children with SEND. E2. New staff to have a good understanding of the SEND inclusion policy and what this looks like in practice. E3. SENCO to identify support needed and model good practice to new staff. E4. Monitor planning & teaching to ensure high expectations and differentiation for children with SEN is highly effective. E5. Support classroom practitioners to effectively include children with complex SEND needs into the mainstream classroom. E6. Deploy highly skilled practitioners to work alongside less experienced SEND staff members within the provision. (COVID-19 – Increased staff levels to support Covid Catch Up) E7. NQT SEND teachers to be supported by a skilled SEND teacher and appropriate support in place. (COVID-19 – Postponed to avoid crossing bubbles) E8. SEND teaching and Learning Policy followed by all SEND staff E9. Weekly SEND briefing (COVID-19 – Zoom / Teams)	**Time:** Staff Meeting times to share best practice SEN CO modelling Moderation time **Cost**: DCC NQT package for NQTs CPD **Mod**: T&L and SEND policy updates NQT moderations Planning / weekly over views	**HT / DHT / SENDCO** will model good understanding of expectations of SEND **Department Leads** will ensure new staff in their team have clear understanding of raising attainment of SEND pupils and a good understanding of inclusion **NQT mentors** will support NQTs
F)To ensure children receiving intervention make good progress through appropriate, high quality interventions	F1. SENCO support class teachers with planning interventions that meet identified needs. F2. Weekly monitoring of literacy and numeracy interventions and feedback given linked to training needs. F3. Half Termly work scrutiny of children receiving interventions in order to monitor progress. F4. Consider most effective use of support staff and teachers to enable pupils with SEN to make best progress. F5. Staff training in planning interventions to meet the needs of pupils with SEND. F6. Monitoring of Data to prove effectiveness of interventions F8. DHT regularly meets with staff to discuss any children who staff are concerned about and observations by SENDCO take place – any appropriate referrals are made following this with parental involvement and consent	**Time:** Staff training Moderation time Staff meetings **Cost**: CPD SEND interventions and resources **Mod**: T&L and SEND policy Intervention moderation Planning / weekly over views Data moderation	**DHT / SENDCO** will moderate interventions. In a plan do review approach and evaluate impact Moderate data Meet with staff to discuss any concerns **Head of Departments** will ensure appropriate interventions are taking place in their departments and offer support to staff who need it **Teaching staff** will ensure TA are directed to the appropriate person for support in the area of need

G) To ensure new children with SEND, joining WHP, receive appropriate transition and thorough assessment process.	G1. An Early identification meeting to take place with EYFS staff in order for any children joining us with SEND to be identified quickly and support put in place and monitored. G2. Transition procedure take place for new starters with high and complex needs. This includes discussions with previous schools, visits to current settings, paperwork handover and discussions with parents to ensure a bespoke transition package is in place for the children before they start. (COVID-19 – In line with COVID H&S Procedures & RA) G3. Assessments take place, under the 4 broad areas of need to establish the provision needed for new starters. DHT to monitor this.	**Time:** New child visits Meetings between DHT and previous school Transition support Staff training **Cost:** CPD Costs Assessment tools **Mod:** Moderation of assessments Meetings with other services	**HT / DHT** will complete consultation / admission paperwork in a timely manner Visit the current settings of new pupils or allocate an appropriate member of staff to do so **DHT / SENCO** will ensure robust assessment procedures **EYFS lead / DHT / nursery lead** will meet termly to discuss new children's needs **Head of departments** support staff to ensure a detailed transition package for a new child **Admin** ensure Census up-to-date
H) To reduce the number of high level of behaviour incidents from children with SEND	H1. Children to have an individual timetable which includes provision to meet their needs H2. EHCP's to be up to date and shared with staff so that they have a good knowledge of the background info / needs and provision needed for the child H3. DHT to moderate support plans to ensure the children are receiving support in order to support their needs H4. Staff are trained to use a variety of de-escalation techniques H5. Safe spaces are available for staff / children to use when needed. H6. All necessary staff are trained in Team Teach H7. Staff follow the behaviour policy and children who need it have an individualised behaviour plan which is shared with relevant staff to ensure a consistent approach and monitored by DHT.	**Time:** Staff Meeting Time Specialist SEND professionals to lead staff meetings SEND CPD time allocated Moderation time **Cost:** CPD Costs SLA costs Safe space and resource costs **Mod:** Behaviour plans SEND support plans moderated by DHT	**HT / DHT** to moderate any behaviour plans and RA **DHT / SENDCO** to moderate individual timetables Ensure EHCPs are shared and followed by staff Moderate support plans **Department leads** will ensure that behaviour Policy / Individual behaviour plan followed Individual targets are being met Lesson planning identifies role and expectations for support staff

Inspection Framework Area - <u>Quality of Education</u>
Priority 6: To accelerate pupil progress in writing focusing on developing staff teaching pedagogy.

Overview of success:
- o Consistency of standards in writing across the curriculum using T&L Policy as a pedagogical guide.
- o Effective use of English curriculum progression documents ensure curriculum coverage.
- o Teaching pedagogy of writing will be purposeful and precise, applying work models, TEACCH work systems and feedback approaches.
- o Children's books will show standards of written work in English are at least good and in line with expectations of T&L Policy.
- o Increased % of children reaching age related expectations in reading and writing.
- o Children's writing will show improved use of skills in sentence construction, structure of writing, grammar and composition.
- o All pupils will make at least expected progress in reading and writing.
- o Work will be well scaffolded in line with ARE and enhanced with high levels of challenge to raise attainment of all pupils.
- o Pupils will clearly understand and be able to articulate what they need to do to improve their own work in English.

Target	Actions	Resources / Monitoring	Responsibility
A) To ensure teaching of English is excellent across school.	A1. The T&L policy is used to outline the expectations in English across school. A2. Well-structured curriculum progression documents are in place for English that outline curriculum coverage for each year group explicitly. A3. Teachers are trained in how to effectively plan purposeful & precise English sessions. (Revisit work system & planning progression for Non-fiction – Spring Term 2021) A4. Planning, workbooks, lessons & assessments are frequently monitored to ensure best practice can be identified and shared across school. A5. A clear progression of English is evident in EYFS, which ensures more children are able to work towards the achievement of a GLD. A6. A progressive, cohesive EYFS approach to English ensures a smooth and effective transition to KS1.	**Time**: Staff Meeting / CPD Time to train staff in T&L policy, curriculum documents and outline English Expectations. **Cost**: Staff CPD time to develop curriculum offer. **Mon**: English Leader to oversee quality. AHT to oversee overall quality of T&L across departments.	**Documentation Leader** (Including EYFS) will ensure consistently excellent English is provided across their department in line with the given documentation. **Subject Leader** will be responsible for their subject coverage & excellence in English across school including EYFS. **AHT** will be responsible for overall quality of T&L across departments.

B) To use explicit instruction to improve the quality of English teaching in school.	B1. Staff are trained in the Explicit Instruction Approach to the pedagogy of English: Modelling, Guided Practice, Guided Release & Independently Apply. B2. Staff are able to model (WAGOLL) during English sessions in order to demonstrate success and embed their high expectations. B3. Staff are able to effectively select the appropriate tools to support them to effectively utilise guided practice / release – whiteboards, jotters and practical materials. B4. Staff are able to articulate their explicit instructional choices and provide a rationale for their pedagogical approaches. B5. Departments across school are consistent in their vocabulary and application of Explicit Instruction.	**Time**: Staff Meeting / CPD Time to train staff in Explicit Instruction. **Cost**: Staff CPD time to develop these skills **Mon**: English Leader to oversee quality of English offer in school. AHT to oversee overall quality of T&L across departments.	**Documentation Leader** (Including EYFS) will ensure consistently excellent English is provided across their department in line with the given documentation. **Subject Leader** will be responsible for their subject coverage & excellence in English across school including EYFS. **AHT** will be responsible for overall quality of T&L across departments.
C) To use scaffolding to support pupils with SEND to access English tasks at ARE	C1. Staff are trained in the use of scaffolding to support most (80%) children in the class to work at an ARE level. (Revisit in Spring Term following SEND AT Workbook Moderation / Data Moderation) C2. Staff are able to use scaffolding to support pupils rather than a traditional differentiated approach. C3. Staff are able to create scaffolded frameworks- table top, practical resources and workbook based support. C4. Staff are able to use CIP to create scaffolded support frameworks. (Chris Sumby to cost additional CIP licenses) C5. Scaffolding allows most pupils (80%) to achieve the same ARE LO	**Time**: Staff Meeting / CPD Time to train staff in the use of scaffolding. **Cost**: Staff CPD time to develop these skills **Mon**: English Leader to oversee quality of English offer in school. AHT to oversee overall quality of T&L across departments.	**Documentation Leader** (Including EYFS) will ensure consistently excellent English is provided across their department in line with the given documentation. **Subject Leader** will be responsible for their subject coverage & excellence in English across school including EYFS. **AHT** will be responsible for overall quality of T&L across departments.

D) To give pupils increased opportunities to write at length.	D1. Children in KS1/2 take part in extended writing tasks. D2. Teachers use quality guided writing to support pupil learning. D3. Staff training / refresher on Modelling writing / Explicit Instruction. D4. Staff Training on English planning and progression of text types. D5. Review and heighten the profile of writing areas in Foundation Stage and Key Stage One to develop emergent writing. D6. Develop exciting opportunities to write at length for a range of purposes, including editing and reviewing writing and book making. D7. Review spelling strategies used across Key Stage 1 and 2 with view to introduce new spelling system / computer resource. D8. Excellent use of writing display across school. D9. Children understand and can articulate how to improve their work.	**Time**: Staff Meeting / CPD Time to train staff in extended writing. **Cost**: Staff CPD time to develop these skills **Mon**: English Leader to oversee quality of English offer in school. AHT to oversee overall quality of T&L across departments.	**Documentation Leader** (Including EYFS) will ensure consistently excellent English is provided across their department in line with the given documentation. **Subject Leader** will be responsible for their subject coverage & excellence in English across school including EYFS. **AHT** will be responsible for overall quality of T&L across departments.
E) To give pupils the opportunity to demonstrate wider curriculum knowledge within English writing sessions.	E1. Writing, handwriting and presentation expectations maintained in writing throughout the curriculum. Foundation lessons are not English lessons but quality should still be strong. E2. Increased number of school trips, visitors and experiences to be used as prompts to generate extended writing and develop vocabulary. (COVID-19 – Remain on-site AT) E3. Pupils apply basic writing skills in floorbook work & develop Computing keyboard writing skills. (COVID-19 – limited use of computers due to access arrangements)	**Time**: Staff Meeting / CPD Time to train staff. **Cost**: Staff CPD time to develop these skills **Mon**: English Leader to oversee quality of English offer in school. AHT to oversee overall quality of T&L across departments.	**Documentation Leader** (Including EYFS) will ensure consistently excellent English is provided across their department in line with the given documentation. **Subject Leader** will be responsible for their subject coverage & excellence in English across school including EYFS. **AHT** will be responsible for overall quality of T&L across departments.

School Development Plan

Wheatley Hill Primary School

F) To improve the quality of pupil's handwriting by developing the technical skills of letter formation and joined script.	F1. Use of pupil presentation expectations to ensure high presentation standards. F2. Children participate in daily Fine Motor Skill / handwriting activities. F3. Clear progression of handwriting scheme used in school. F4. Use of quality pens to promote progression from pencil to pens. F5. Display pieces of individual 'best' handwriting. F6. T&L policy outlines handwriting sessions. F7. Handwriting sessions allow the opportunity of pre-teach / consolidation of other LOs.	**Time**: Staff Meeting / CPD Time to train staff in the development of pupil HW. **Cost**: Staff CPD time to develop these skills **Mon**: English Leader to oversee quality of English offer in school. AHT to oversee overall quality of T&L across departments.	**Documentation Leader** (Including EYFS) will ensure consistently excellent English is provided across their department in line with the given documentation. **Subject Leader** will be responsible for their subject coverage & excellence in English across school including EYFS. **AHT** will be responsible for overall quality of T&L across departments.
G) To improve children's spoken vocabulary and use of extended vocabulary.	G1. Review structure of guided writing to ensure modelling and shared writing with groups is well used to support learning. G2. Review structure of guided reading to focus on vocabulary and sentence structure. – **Move to reading priority** G3. Speaking and Listening opportunities for storytelling, including use of tiered vocabulary. G4. Daily EGPS sessions based on NC	**Time**: Staff Meeting / CPD Time to train staff in vocabulary development. **Cost**: Staff CPD time to develop these skills **Mon**: English Leader to oversee quality of English offer in school. AHT to oversee overall quality of T&L across departments.	**Documentation Leader** (Including EYFS) will ensure consistently excellent English is provided across their department in line with the given documentation. **Subject Leader** will be responsible for their subject coverage & excellence in English across school including EYFS. **AHT** will be responsible for overall quality of T&L across departments.

School Development Plan

Wheatley Hill Primary School

H) To narrow the gap in writing for identified groups through focused Quality First Teach and pupil feedback sessions.	H1. Develop use of Explicit Instruction and ensure it is well pitched to raise attainment and address misconceptions in writing of pupils with SEN / EAL in particular. H2. Provide support and training to all teaching and support staff to best meet needs of intervention groups. H3. Agree whole school strategies to improve comprehension skills for pupils, especially those with SEN/ EAL. H4. Teach specific strategies to support increased understanding and use of vocabulary in reading and writing. H5. Develop the use of Colourful Semantics & Communication In Print across school. H6. Develop the use of PECs in school to support pupil's development of spoken English & Sentence construction. H7. Effective support & CPD from SALT.	**Time**: Staff Meeting / CPD Time to train staff in Explicit Instruction. **Cost**: Staff CPD time to develop these skills **Mon**: English Leader to oversee quality of English offer in school. AHT to oversee overall quality of T&L across departments. SENDco will monitor interventions & SEND Plan outcomes.	**Documentation Leader** (Including EYFS) will ensure consistently excellent English is provided across their department in line with the given documentation. **Subject Leader** will be responsible for their subject coverage & excellence in English across school including EYFS. **SENDco** will support staff to deploy recommendations from SEND plans / SALT reports. **AHT** will be responsible for overall quality of T&L across departments.

School Development Plan

Wheatley Hill Primary School

Inspection Framework Area - <u>Behaviour and Attitude</u>
Priority 7: To continue to refine and deploy effective and consistent behaviour regulation strategies resulting in a purposeful ethos of support and engagement. (Zones of Regulation)

Overview of success:
- o Behaviour in school is excellent.
- o Excellent support is available for any pupils that struggle to self-regulate their behaviour.
- o Zones of Regulation is developed and deployed across the school.
- o All staff have high expectations of all pupils in all areas of school.
- o Children show that they are aware of and can manage their own emotions and feelings and can empathise with others.
- o Children have productive breaks / lunchtimes, where a range of activities are offered to engage their interest.
- o Children know that they can talk to a member of staff about any worries they may have.

Target	Actions	Resources / Monitoring	Responsibility
A) To constantly clarify, promote and reinforce our school values.	A1. Develop high quality playground facilities, reviewing zoning of areas in the school and creating zoned areas for the specific games / activities. (COVID-19 – Link to COVID Bubbles) A2. Positive play and mediation strategies used in school. A3. Establish long term plan for playground improvements – cycling, animal care, adventure activities, adventure play. (COVID-19 – In line with COVID RA) A4. Shared whole school behaviour policy is refined to include the support for children with more challenging behaviour needs linked to SEND. A5. Begin to use Zones of Regulation during lunch times – Train lunchtime supervisors in the language of Zones of Regulation included in Lunchtime Policy. A6. Weekly Safeguarding workshops in classroom. Supporting children with awareness if e-safety, bullying and homophobic bullying. A7. Parent workshop and activities. (COVID-19 – Remote Learning Policy) A8. Agree staff syllabus and coverage of PREVENT issues to teach (Staff to all complete PREVENT training). A9. Use of department worry box/pro, buddies and Inclusion Manager. A10. Inclusion and embedding of SMSC and British Values within school curriculum	**Time**: Staff Meeting Time to discuss / implement updated behaviour procedures. **Cost**: Staff CPD Costs – TeamTeach / Zones of Regulation **Mon**: AHT / DH to monitor school behaviour logs	**Department Leader** will ensure behaviour incidents within their department are well tracked in line with school expectations. **Senior Leaders** will be responsible for the implementation of Stage 3 behaviour contracts.

School Development Plan

Wheatley Hill Primary School

B) To ensure the continuation of consistent approaches towards Positive Behaviour Management in school.	B1. Up to date policies and procedures linked to the TeamTeach Stages of a Crisis model – Staff update training needed (September / October 2020) <mark>(COVID-19 – In line with Team Teach COVID RA)</mark> B2. Introduction of Zones of Regulation approach to behaviour management deployed across the school. B3. Associated paperwork procedures for Stages Crisis Management is in place. B4. Use of behaviour tracking used in all class in school – Ready to learn system. B5. Record keeping of behavioural incidents in classes and centralised on CPOMS. B6. Parents contacted and supported by Assistant Headteacher if needed. B7. Reporting CP concerns, safeguarding incidents and racial incidents on CPOMS as well as through verbal channels in line with school CPOMS protocol. B8. Introduction of conflict resolution discussions in EYFS. B9. Consistent use of staff language and reflection of pupils - time used following behaviour incidents.	**Time**: Staff Meeting Time to discuss / implement updated behaviour procedures. **Cost**: Staff CPD Costs – TeamTeach / Zones of Regulation **Mon**: AHT / DH to monitor school behaviour logs	**Department Leader** will ensure behaviour incidents within their department are well tracked in line with school expectations. **Senior Leaders** will be responsible for the implementation of Stage 3 behaviour contracts.
C) To ensure the school council take an active role within school.	C1. Selection of children onto the school council and establishment of sub-groups. C2. Allocation of funding to school council. C3. School council to hold regular meetings to address areas of school strengths and possible improvements. <mark>(COVID-19 – Zoom / Teams)</mark> C4. Use of pupil, staff and parental questionnaires. C5. Take part in workbook and lesson moderations. (Tier 5 – Children's Conference) C6. Take part in recruitment and selection processed. <mark>(COVID-19 – Follow DCC Recruitment procedures)</mark> C7. Clear records and logs of meetings kept. C8. School council training and support sessions. C9. Will have sub-committees for Rights Respecting, Anti-bullying & healthy schools	**Time**: Staff Meeting Time to discuss / implement updated school council procedures. **Cost**: School Council Funding **Mon**: AHT / DH to monitor school behaviour logs	**Department Leader** will ensure behaviour incidents within their department are well tracked in line with school expectations. **Senior Leaders** will be responsible for the implementation of Stage 3 behaviour contracts.
D) To develop the use of the Zones of Regulation across the whole school	D1. Introduction of the Zones within the SEND provision initially to support children with challenging behaviour to identify and eventually regulate their behaviour. D2. Identification of an "action research" classroom to initially trial and develop the use of the zones of regulation. D3. Action research classroom will receive CPD and support the set up the zones framework within the classroom. D4. Evaluate impact of Zones work within action research classroom. D5. Feedback and support other classes to become "Zones of Regulation" classrooms.	**Time**: Staff Meeting Time to discuss / implement Zones of Regulation & establish an Action Research Group. **Cost**: Zones of Regulation Materials **Mon**: DH to monitor.	**Department Leader** will ensure Zones of Regulation is being developed within their classroom. **Senior Leaders** will be responsible for the implementation of Stage 3 behaviour contracts.

Inspection Framework Area - <u>Behaviour and Attitude</u>		
Priority 8: To improve the overall attendance of pupils in school.		

Overview of success:
   o   Develop school Team Around Attendance
   o   Embedding the effective systems to monitor and improve attendance / lateness
   o   Monitoring attendance trends and Analyse data to identify patterns and deal with them.
   o   Raise profile and link more closely with curriculum (PSHE)
   o   Develop community links to improve attitudes towards school attendance
   o Develop a School Transport / Transitional Support model to enable children to get to school		

Target	**Actions**	**Resources / Monitoring**	**Responsibility**
A) To develop the attendance team in school	A1. School Leadership to identify a suitable senior leader to support the Inclusion Manager to manage this group. A2. Review allocation of resources in light of development of attendance team. A3. Begin a robust audit and evaluation of the current interventions for improving attendance and punctuality. A4. Refine escalation systems as necessary and review range & content of letters sent out A5. Fast track persistent absentees ensuring that clear referral systems are in place. A6. Provide SIMS training to staff involved in "Team around Attendance" A7. Team around Attendance set up and working with year groups to improve attendance. A8. Access and analyse data to identify areas/groups that are cause for concern A9. Work with Inclusion Manager & AIT to identify children falling below 95% A10. Refer persistent absentees to AIT. A11. Record and monitor lateness in school. <mark>(COVID-19 – Implement / Follow DCC updated Attendance Procedures)</mark>	**Time**: Staff Meeting Time to discuss / implement updated school attendance procedures. **Cost**: School Inclusion Manager Funding **Mon**: HT / Inclusion Manager to monitor school attendance logs	**Department Leader** will promote excellent pupil attendance within their department. **Senior Leaders** will be responsible maintaining school overall attendance records and interventions. **Inclusion Manager** will daily monitor the school attendance records and implement referrals.

B) To track closely and take action to improve attendance in particular year groups.	B1. Staff to be vigilant about absence and report 'soft' intelligence for further investigation. <mark>(COVID-19 – Support families through School Inclusion Manager)</mark> B2. All staff to talk to parents informally (teachers and TAs when it links to interventions) and frequently about the impact of the child's poor attendance on academic progress. B3. Office staff to produce graded letters for parent's reports. B4. Much tighter focus on lateness in school – 9AM. <mark>(COVID-19 – Different school drop off times)</mark> B5. Continue high impact strategies that will lead to significant improvements (Penalty notices, class attendance cup, end of year rewards, Raffle for pupils & parents etc.) B6. Work more closely with EYFS parents to outline the school attendance expectations for EYFS. <mark>(COVID-19 – Implement / Follow DCC updated Attendance Procedures as well as school COVID Operational Procedures Handbook)</mark>	**Time**: Staff Meeting Time to discuss / implement updated school attendance procedures. **Cost**: Attendance Prizes / Rewards. **Mon**: HT / Inclusion Manager to monitor school attendance logs	**Department Leader** will promote excellent pupil attendance within their department. **Senior Leaders** will be responsible maintaining school overall attendance records and interventions. **Inclusion Manager** will daily monitor the school attendance records and implement referrals.
C) To bring attendance into PSHE sessions.	C1. More classroom discussion around the value of good attendance. C2. Work with SMSC, Rights Respecting coordinator to ensure development of attendance work through PSHE plans lessons. C3. Develop links with EYFS parents, newsletters, flyers etc. C4. Liaises with KSI coordinator and extracurricular activities coordinator to develop after school activities	**Time**: Staff Meeting Time to link attendance to the school curriculum. **Cost**: School Inclusion Manager Funding **Mon**: HT / Inclusion Manager to monitor school attendance logs	**Department Leader** will excellent pupil attendance within their department. **Subject Leaders** will embed opportunities to discuss attendance discussions within the lessons of PSHE. **Inclusion Manager** will support staff to develop their understanding of school attendance requirements.

School Development Plan

Wheatley Hill Primary School

D) To make contact with community leaders to discuss attendance issues e.g. doctors, dentists etc.	D1. Further investigate reasons for absence – use info to address specific issues. D2. Request local services to encourage families to make appointments out of school times. D3. Attempt to work with local holiday providers to offer deals during agreed school holidays. (COVID-19 – Most Cancelled) (COVID-19 – Implement / Follow DCC updated Attendance Procedures as well as school COVID Operational Procedures Handbook)	**Time**: Staff Meeting Time to link attendance to the school community. **Cost**: School Inclusion Manager Funding **Mon**: HT / Inclusion Manager to monitor school attendance logs	**Department Leader** will promote excellent pupil attendance within their department. **Inclusion Manager** will support staff to develop their understanding of school attendance requirements.
E) To support families of children with complex SEND needs to improve their school attendance.	E1. Support parents of pupils with SEND to access our home / school transitional support offer (School Transport) E2. Implement home/school diaries and report to support communication between parents / staff. E3. Provide parental meetings to discuss barriers to school attendance, transitional timetables and personalised attendance support packages. E4. Provide access to PSA & school inclusion manager to offer parental support and signposting to other services. E5. Work closely with other professionals SALT, OT, EP to support children with SEND to access school. E6. Provide children with a "Meet & Greet" service to remove pupil anxiety. E7. Install a dedicated SEND phone line for parents to contact SENDco directly for support. E8. Discuss pupil attendance and any barriers at SEND Plan & Annual Review Meetings. E9. Use of Zones of Regulation to support children's SEMH needs and support with any worries throughout the day. (COVID-19 – Implement transport policy in line with Infection Control Procedures for COVID-19)	**Time**: Staff Meeting Time to outline school attendance support that we can offer parents of pupils with SEND **Cost**: School Inclusion Manager Funding **Mon**: HT / Inclusion Manager to monitor school attendance logs.	**SENDco** will promote excellent pupil attendance within their department. **Inclusion Manager** will support staff to develop their understanding of school attendance requirements. Will support parents with SEND to access home / school transitional support.

School Development Plan

Wheatley Hill Primary School

| **F) To develop a school transport offer to support home / school transitional support.** | F1. Introduce the role of Transport Manager to develop the school's home / school transitional support offer.
F2. Work with the school Governing Body / Finance Committee to purchase / lease a number of school vehicles – mini buses & cars.
F3. Develop a compliance Framework to ensure all school vehicles are legal to transport our pupils i.e. insurance, tax, licencing and permits.
F4. Develop a servicing and monitoring check to ensure the ongoing compliance of all H&S expectations for vehicle management.
F5. Implement a Home / School parental agreement for our home / school transport offer.
F6. Recruit a team of appropriate vehicle drivers & escorts.
F7. Ensure a rigorous process of staff induction and CPD to ensure driver & escorts are effective and proficient.
F8. Establish monitoring systems to track pupil numbers, transport requests and to monitor the impact on school attendance.
(COVID-19 – Implement transport policy in line with Infection Control Procedures for COVID-19) | **Time**:
Staff Meeting Time to introduce staff to the new home / school transitional support approach.

Cost:
Vehicle Costs & Running Costs – Allocated £37,000

Mon:
HT / Transport Manager to monitor vehicle usage logs, finances and H&S of operations of vehicles. | **Transport Leader** will promote the safe usage and management of school vehicles including compliance & servicing.

Inclusion Manager will support parent s/ pupils to apply for home / school transitional support.

HT / GB will recruit drivers & escorts in line with the needs outlined by the Transport Manager. |

School Development Plan

Wheatley Hill Primary School

Inspection Framework Area – <u>Personal Development</u>				
Priority 9: To improve parental involvement and community cohesion with recognised impact on pupils progress, behaviour and welfare.				

Overview of success:
- o Improved pupil progress, behaviour and welfare through continued direct involvement parents with school.
- o Parents and pupils are highly positive about behaviour, which is exemplary in class and around school.
- o Parents to have a better understand of the roles, responsibilities and impact of the school governing body.
- o Parents aware of how life experiences can vastly improve pupil progress.
- o Increased numbers of parents supporting and involved with the governing body / Friends of the School.
- o School communication is improved with parents through the effective use of the school website and social media tools.

Target	Actions	Resources	Monitoring
A) To coordinate a series of parent information events and workshops to impact on pupil's learning through improved parental support.	A1. Use school questionnaires/ surveys to find out what support parents need. A2. Parental support workshops (COVID-19 – Postponed – COVID support offered via School Inclusion Manager) A3. Access to school Inclusion Manager or School Based Support A4. Online Safety parent meetings – National Online Safety Including supporting vulnerable parents / pupils & those with SEND. A5. Parents invited to class assemblies, and all school events. A6. Parent volunteers in school to support Teaching & Learning. A7. Use of a staff meeting to plan parental events. A8. Support parents to access job opportunities at school through training and apprenticeships.	**Time**: Staff Meeting Time to plan parent workshops, events etc. **Cost**: Event Funding **Mon**: Surveys & questionnaires	**Department Leader** will promote excellent parental engagement within their department. **Inclusion Manager** will support parents to access events and give their view points and feedback.
B) To extend children's life experiences.	B1. Involve parents in taking children out on local trips, using transport and understanding how giving their children wider experiences would have a positive impact their learning. (COVID-19 –On Site) B2. Use of nature club on weekends to support working families. (COVID-19 –On Site) B3. Speakers in school on issues relevant to the local community B4. School trips & residential trips subsidised by school to encourage uptake – Ski Trip, Camping Residential. (COVID-19 –Postponed) B5. Summer experience trip to Rome (COVID-19 –Postponed) B6. Staff MFL residential to France to develop MFL curriculum to better promote children's understanding of the wider world. (COVID-19 –Postponed)	**Time**: Staff Meeting Time to discuss wider school opportunities – residentials etc. **Cost**: Additional school funding to support. **Mon**: MFL leader to monitor the application of MF	**Department Leader** will encourage children & families within their department to engage with the wider school offer **Inclusion Manager** will support parents to access these opportunities.

School Development Plan

Wheatley Hill Primary School

C) To increase parental involvement and understanding of the school governing body.	C1. Increase numbers of parents on the school governing body. C2. Use school website to show parents who school governors are and what they are responsible for. C3. Ensure governors are more visible in school. C4. Establish a contact system for parents to give feedback to the school governors. C5. Ensure pupils, parents and governors are clear about school policies and procedures.	**Time**: Staff Meeting Time to work with Link / Subject Governors. **Mon**: HT / CoG to monitor Staff & governor involvement.	**Department Leaders** will promote staff & parental engagement with the GB. **Governors** will actively support the staff in their role as subject / link governors.
D) To develop the use of the school website and social media in order to improve communication between parents and the school.	D1. Establish effective and secure social media policies for use in school in line with GDPR. D2. Ensure effective teaching of Online safety and social media use to pupils during safeguarding workshops in line with GDPR. (National Online Safety) D3. Parental consent forms for use of social media using new Privacy notices. D4. Staff and parental training around safe use of social media (Privacy notices & GDPR) D5. Effectively manage school website, facebook and youtube accounts in line with school policy, GDPR etc. D6. Continue to edit, update and improve school website to incorporate social media aspects.	**Time**: Staff Time to develop our school social media presence. **Cost**: School Social Media resources **Mon**: School DPO to monitor GDPR Aspects	**Department Leader** will promote staff to engage with their class pages. **Inclusion Manager** will ensure all Attendance / Safeguarding Information is up-to-date on website. **HT / DHT / AHT** to ensure the website is up to date in regards to allocated areas of responsibility.
E) To continue to develop the use of the school inclusion manager & School Therapist	E1. Inclusion manager given dedicated time to operate role. E2. Effective records kept detailing families supported, actions and outcomes. (CPOMS) E3. Quick referrals given to families to access local support services & school based support. E4. Link with safeguarding designated members of staff to carefully track and monitor actions and outcomes. E5. Inclusion manager to work with AH to develop thorough systems to assess and monitor behaviour. E6. Effective use of SMSC and British values within school (Rights Respecting) <mark>Will Review Post Covid - 19</mark>	**Time**: Staff Meeting Time to identify support needed for pupils / families. **Cost**: School Inclusion Manager / therapist Funding **Mon**: DHT / AH to monitor cases of Inclusion Manager / Therapist.	**Department Leader** will promote the usage of the school inclusion manager & school based therapist. **Inclusion Manager** will support pupils and families to access services.

School Development Plan

Wheatley Hill Primary School

Inspection Framework Area - <u>Leadership and Management</u>
Priority 10: To improve the overall effectiveness of Senior Leaders, Middle Leaders and Co-ordinators in school.

Overview of success:
- Develop a culture of leaders rather than followers – empowering staff to take the lead.
- Introduce clearly defined school departments with an established leadership structure.
- Substantive and sustained impact of all Leadership & UPR teachers in school.
- Precise use of whole school Performance Management to clearly outline expectations of staff.
- Effective use of CPD to develop middle leaders to improve subject leadership.
- Audit of current staff strengths and areas for development across school subject areas.
- Annual review of action plans to further improve subject areas.
- Improved involvement of designated school governors with subject / middle leaders.
- Effective subject policies, leadership and impact, supported by a strong evidence base of pupil progress.
- Improved use of "working together" in school to develop staff reflection and peer support.

Target	Actions	Resources / Monitoring	Responsibility
A) To implement a departmental structure in school to allow increased levels of leadership accountability.	A1. Implement a whole school departmental approach: Explorers, Pioneers, Pathfinders, Trailblazers & Climb. (COVID-19 – Staff to work into these Bubbles throughout COVID) A2. Establish a UPS / TLR teacher as department leader for each department. A3. Outline the expectations of the Department Leaders within their personal performance management sessions. A4. Department Leaders will be responsible for the H&S, resource & staffing management for their department. (COVID-19 – Maintain separate resources to avoid cross contamination of bubbles) A5. Department Leaders will be responsible for the supporting of NQTs & ITT students. A6. AHT to take a strategic role overseeing the leadership of all of the departments. A7. Departmental meetings, branding and support groups will be established. A8. Departmental planning, coaching and support sessions will be held to maintain consistency across the department. (2 Year Rolling System) A9. The AHT will utilise the WHPS T&L policy & Monitoring Policy to ensure consistency across all departments.	**Time**: Staff training time for departmental leaders **Cost**: Additional CPD & Resource costs to establish a departmental model. **Mon**: HT / DHT will oversee & monitor the operations of the departmental model.	**Department Leader** will promote excellence within their department ensuring high quality T&L, H&S and resource management. **AHT** to oversee departmental model.

School Development Plan

Wheatley Hill Primary School

B) To create leadership opportunities for staff developing future leaders.	B1.Observe other Department Leaders / Subject Leaders B2. Shadowing team leader i.e. during meetings (COVID-19 –where possible / safe) B3. Training to gain confidence in leadership B4. Establish a "Coaching Culture" to maximise engagement with Professional Development (COVID-19 – Zoom / Teams) B5. Plan programme of coaching opportunities that builds on previous work – Drop ins CPD Sessions etc. (COVID-19 – Zoom / Teams) B6. Confident and organised department / subject leaders B7. Positive relationships amongst team members. B8. Regular meetings to give positive feedback (COVID-19 – Zoom / Teams) B9. Reaching goals/targets B10. Develop a clear school staffing / department structure B11. Develop the role of the departmental leadership team and middle leadership team.	**Time**: Staff Meeting Time for department team to meet, plan and share ideas. **Cost**: Additional CPD costs **Mon**: AHT to monitor departmental outcomes.	**Department Leader** will promote excellence across their department. **AHT** will monitor the quality of departments across school
C) To audit the current staff skillset and identify next steps in development.	C1. Audit present skills and CPD needs of staff. C2. Ensure robust Induction systems are in place for all staff –SLT, teachers, T.As, students & volunteers C3. Provide specific and bespoke training related to CPD needs across the school , using a variety of mechanisms i.e. informal sessions, modelling ,external C4. Compile register of expertise in delivery of different interventions. C5. Visits to partnership schools to enhance knowledge & skills within Wheatley Hill & in order to share expertise across local schools C6. Develop identified staff to deliver bespoke and accredited courses to others in Wheatley Hill, and across the other schools. C7. Deputy Headteacher to complete NPQH C8. Look at enrolling staff on aspiring leaders, NPQSL & NPQML C9. Staff in school to be Peer Review Trained and conduct internal Peer Review. C10. HT to complete NPQEL	**Time**: Staff Meeting Time audit current skills. **Cost**: CPD Budget **Mon**: HT / AHT to monitor the effectiveness of school based CPD.	**Department Leader** will support their staff team to self-evaluate themselves, attend training and support others. **AHT** will oversee the impact of CPD & ensure the department leaders are operating effectively.

School Development Plan

Wheatley Hill Primary School

| **D) To continue to develop subject leaders, who work effectively to promote and ensure pupil progress in their subject area.** | D1. Subject leaders understand curriculum expectations for all year groups for their subject.
D2. Subject expectations & rationale are clearly set out within Subject Progression Documents.
D3. Subject leaders strive to become experts in their domain specific area.
D4. The EYFS has worked with Subject leaders to ensure a robust EYFS curriculum offer that is in line with the rest of the school. **(COVID-19 – Zoom / Teams)**
D5. Leaders understand assessment of their subject using "Bsquared", where children are support to work at ARE (80% / 20%)
D6. Leaders are able to support planning, delivery and interventions for other members of staff. Subject Leaders monitor the weekly planning submitted by classes and ensure effective curriculum coverage.
D7. Subject Leaders use the T&L policy effectively to support the implementation of their subject across school including planning, workbooks, pedagogy & assessment.
D8. Leaders create and implement a schedule of monitoring (using the WHPS Monitoring Policy) to include:
   o   planning scrutiny;
   o   lesson observation;
   o   work scrutiny;
   o   evaluation of test results;
   o   evaluation of standards;
   o   pupil & parent surveys;
   o   effectiveness of governors;
   o   assessment of training needs.
   o   Peer review
D9. Leaders feedback schedule back to governors – they give the governors an overview about the strengths and AOD for their subject. **(COVID-19 – Zoom / Teams)**
D6. Leaders operate an effective subject file, which outlines current areas of strength and development in their subject area.
D7. Leaders ensure the quality deployment of subject resources and spending of allocated finances.
D8. Leaders will plan and deliver a staff meeting around their subject area. **(COVID-19 – Zoom / Teams)** | **Time**:
Staff allocated time to lead their subject as outlined by the subject leader's policy.

Cost:
CPD costs to develop domain specific expertise

Mon:
AHT to oversee the quality of Subject Leadership files and the effectiveness of subject leadership. | **Department Leader** will support the individual subject leaders within their department.

AHT will support subject leaders to develop their practice. |

School Development Plan

Wheatley Hill Primary School

Inspection Framework Area - <u>The Effectiveness of Early Years</u>
Priority 11: To improve the precision and purpose of teaching pedagogy within the EYFS.

Overview of success:
- Rigorous Teaching & Learning policies underpin the pedagogical expectations of teachers in school.
- Lessons in EYFS are purposeful and precise.
- Teachers purposefully consider their use of adult led, adult initiated & child led approaches.
- Observations & moderations show teaching overtime is trending towards Outstanding.
- Quality First Teaching practices are shared within school and with other schools.
- Improved pupil engagement and challenge in class ensures improved pupil progress.
- Planning is driven by current assessment levels.
- Adult led teaching sessions are based on objectives from school progression documents.
- Continuous provision is linked closely to assessment.
- All adults demonstrate a clear understanding of children's next steps and how to support this within child initiated play.

Target	Actions	Resources / Monitoring	Responsibility
A) To rigorously apply precise school Teaching & Learning policies to clarify pedagogical expectations.	A1. EYFS lead to produce detailed T&L policy for the early years. A2. EYFS staff trained on EYFS teaching and learning policy. A3. All EYFS staff are fully clear on the application of the school T&L policies. A2. Clear expectations around workbooks, planning and assessment are detailed within the T&L policies. A4. Policies clearly outline what teachers need to do in order to be "Ready to Teach". A5. A tiered approach to EYFS moderation is in place and used by EYFS leader and all subject leaders (AHT). A6. The T&L policies share the rationale for early years teaching. A7. Staff feel confident in articulating their pedagogy and apply it within their teaching. Being able to explain it to others when asked. A8. The T&L rationales have been explained and shared with EYFS link governors by the EYFS lead. A9. New staff will be given the T&L policy at induction and expected to practise and apply the directions it includes.	**Time**: Allocation of time for lead to write T&L policy. Allocation of time on Staff Training Day to review T&L policy. (January 2020) Time for cross class moderations allocated. **Mon**: EYFS lead will attend Peterlee Partnership moderation sessions and Local authority moderation sessions.	**EYFS lead, HT / DHT / AHT** will ensure the consistent application of the T&L policies. **TLR / UPR** Teachers will precisely monitor their subjects and ensure they are being taught inline with the T&L policy. This will include the use of the school monitoring policy. **EYFS lead** will support other staff with implementing the T&L policy.

School Development Plan

Wheatley Hill Primary School

| B) To provide pedagogical scaffolding to enable teachers to consistently implement the curriculum. | B1. A consistent framework for the setting of LOs is evident – Colour coded PowerPoint slides.
B2. The TEACCH work system is used to replace a success criteria approach. A gradual introduction to these systems will be rolled out across the explorers. Initially developing theses in English (AT1), Maths (AT2) then foundation in Spr1.
B3. Application of TEACH work systems used effectively at an age and stage appropriate level for the children.
B4. Clear guidance is provided to teachers within the T&L policy around how best to organise the teaching within their classroom.
B5. Teachers will be supported to move to a scaffolded for support approach rather than a traditional differentiation approach.
B6. Teachers in EYFS will model outcomes for children using a combination of oral, pictorial and written modelling.
B7. Colourful Semantics is embedded in the classroom to allow staff to scaffold learning.
B8. Staff will be trained in the use of Communication in Print to allow them to effectively design & implement Scaffolding & Colourful semantics.
B9. AHT to organise new staff laptops / ICT facilities to enable staff to access CIP in school & at home. | **Time**:
Allocation of time for Staff Training on TEACCH approaches (15th September)

Mon:
AHT / Subject Leaders will ensure the WHPS pedagogical approaches are used in teaching. | **HT / DHT / AHT** will be accountable for the overall quality of teaching & learning in school.

EYFS Lead will ensure LO's, work systems and scaffolding are being carries out at the correct level across the Explorers department and support staff in using them effectively.

UPS / TLR teachers will ensure they are leading their subjects effectively and in line with the T&L policy. |
| C) To use Curriculum Progression documents to support accurate pupil assessment procedures. | C1. Subject leaders to produce subject specific progression documents for each of their areas of learning.
C2. EYFS lead to collate progression documents into a planning guise for EYFS. Staff will then use this document to deliver their curriculum with effective LO's for each lesson taught across EYFS.
C3. EYFS lead will supplement progression documents with detailed guidance on what specific objectives, progress, vocabulary and teaching ideas will look like when following the progression documents. These will be added into the EYFS planning guide as they are created.
C4. Staff will be trained in using the progression documents and how this will then feed into the termly assessments that are carried out.
C5. Moderations will be take place by EYFS lead, Subject leaders and HT to ensure curriculum coverage and effective use of assessment. | **Time**:
Allocation of time for EYFS lead to create detailed guidance to supplement the progression documents.

Time for staff training on the sue of progression documents.

Mon:
A tiered moderation approach established to monitor coverage and assessment. | **TLR / UPR** Teachers will precisely monitor their subjects and ensure they are being taught in line with the T&L policy. This will include the use of the school monitoring policy.
EYFS lead will support other staff with implementing progression documents and carry out moderations and provide evaluations on how these translate into EYFS. |

D) To improve outcomes in EYFS through the use of excellent Quality First Teaching to drive standards in English, Maths and Phonics.	D1. Staff to attend CPD on LO's, work systems, CIP and Colourful semantics in order to create a clear understanding of how to organise the teaching within their classroom. D2. Scaffolding strategies are implemented and embedded into daily routines and all writing lessons. D3. Staff are aware of what they are teaching and the pedagogy behind how and why they are doing it. D4. EYFS lead and UPS teachers to model lessons for staff to observe best practise. D5. Careful grouping of children to enable targeted quality first teach driven by current assessment levels can have the maximum impact. D6. Ongoing assessment of children carried out to ensure they remain in the correct T&L grouping alongside formal termly assessments to track and monitor progress. D7. High adult to child ration to allow for targeted support of all children. D8. A clear and focused intervention programme on mastering basic skills is in place. D9. In school book moderations carried out ensuring they meet school expectations.	**Time**: Allocation of time for Staff training. EYFS lead to create detailed guidance to supplement the progression documents. Time for staff to observe other lessons. **Mon**: Additional staffing to maintain high ratios and allow for large intervention programme to take place. A tiered moderation approach established to monitor coverage and assessment.	**HT / DHT / AHT** will be accountable for the overall quality of teaching & learning in school. EYFS lead/UPS teachers will mentor staff in delivering improved lessons where needed. EYFS lead will ensure intervention programme runs effectively with timetables, rota's allowing for this.
E) To refine the continuous provision to offer further purposeful challenge.	E1. EYFS team to plan development of new areas. E2. Maths, reading and writing opportunities to be embedded throughout the areas. E3. Staff to use progression documents to use effective LO's to support provision in areas and provide subject specific enhancements E4. Provide open ended resources to encourage imaginative play and offer further challenge. E4. Continuous provision to be linked closely to children's current interests. E5. Continuous provision to be driven by subject progression documents to ensure that the needs of all children are met.	Time: Staff time to attend training. Staff meeting time to share CPD information **Mon**: Mainiting continuous provision resources. Cost of enhancements to support further learning.	EYFS lead To evaluate provision regularly throughout the department through learning walks, observations and moderations.

School Development Plan

Wheatley Hill Primary School

Inspection Framework Area - <u>The Effectiveness of Early Years</u>
Priority 12: To develop the outdoor learning space to offer further challenge building upon children's resilience and independence skills.

Overview of success:
- An exciting, engaging and challenging outdoor learning space will be available for pupils in EYFS
- Resources will be natural and open ended to promote creativity and imagination.
- Frequent forest schools sessions will support the children to manage their own risks effectively.
- Real tools will be used safely.
- Staff will encourage challenge through targeted questioning.

Target	Actions	Resources / Monitoring	Responsibility
A) To ensure the outdoor area is fit for purpose with equipment and resources in good repair.	A1. Equipment that is no longer usable removed by contractors from the area. A2. Install new pathway to enable safe movement around the site. A3. Install outdoor classroom to house waterproof clothing and outdoor equipment. A4. Removal of old continuous provision that is damaged and in poor repair. A5. Audit remaining outdoor provision A6. Action plan future improvements and establish effective continuous provision for outdoors.	**Time**: Child free periods to remove equipment and install path. **Mon**: Removal of equipment. Resources for improved areas.	EYFS team to generate ideas for new areas. EYFS lead audit resources and to create action plan.
B) To establish effective continuous provision linking the indoors to the outdoors.	B1. Each outdoor area to have a set of continuous provision resources that are constantly available to children. B2. The outdoor area had clear learning zones linked to the EYFS areas of learning. B3. Provision is closely linked to the indoor provision offering similar experiences but on a larger or alternative scale. B4. Outdoor provision is carefully planned for during EYFS team meeting B5. Enhancements are added to provision linked to the subject progression documents or through child led interests.	**Time**: Staff meeting time to plan new provision. **Mon**: Purchase of additional resources.	EYFS lead to ensure teams plan for outdoor learning. EYFS lead to monitor provision through learning walks, planning scrutiny.

School Development Plan

Wheatley Hill Primary School

C) To develop the use of open ended resources that challenge children to use their imagination.	C1. Provide natural and open ended resources for outdoors. C2. Staff to model using the resources in creative ways. C3. Provision linked to objectives from the subject progression documents. C4. Children given opportunities to engage in aspects of play from all 17 areas of learning. C5. Continue to develop forest schools within the EYFS provision of the school C6. Train staff to deliver forest Schools C7. Give staff opportunities to observe experienced practitioners delivering forest schools. C8. Forest school objectives linked to subject progression documents.	**Time**: Staff meeting time to plan provision **Mon**: Purchase of additional resources. Staff training.	EYFS lead to ensure teams plan for outdoor learning. EYFS lead to monitor provision through learning walks, planning scrutiny.
D) To develop children's ability to take calculated risks.	D1. Teach children to assess risks and take appropriate risks. D2. Involve children in the development of risk assessments D3. Involve the children in real life situations, which require personal risk management. D4. Provide appropriate clothing for all weather play that the children must select and use appropriately to keep themselves safe. D5. Involve the pupils in the Risk Assessment of the outdoor playground equipment. D6. Involve other professionals in supporting the children to develop their own knowledge of managing their own risks.	**Time:** Staff meeting time to share best practice and discuss approaches to be used. Time to teach the children these skills **Mon** CPD costs Costs for new resources to enable this kind of learning.	EYFS team to embed this approach into daily lessons and planning strategies.
E) To ensure the children are able to use real tools safely.	E1. Teach children how to use tools safely and effectively. E2. Provide real tools that children can easily access such as peelers. E3. Real tools are incorporated within the continuous provision. E4. Pupils will use real tools during outdoor / forest school sessions. E5. Pupils will be taught to handle, use and store tools safely. E6. Pupils will be taught to select the appropriate tool for a given task.	**Time:** Staff meeting time to share best practice and discuss approaches to be used. Time to teach the children these skills **Mon** CPD costs Costs for new resources to enable this kind of learning.	EYFS lead will monitor through Moderations, lesson observations, learning Walks

School Development Plan

Wheatley Hill Primary School

Inspection Framework Area - <u>The Effectiveness of Early Years</u>
Priority 13: To raise attainment in writing through the development of staff teaching pedagogy.

Overview of success:

- o Rigorous Teaching & Learning policies underpin the pedagogical expectations of teachers in school.
- o Lessons in EYFS are purposeful and precise.
- o Teachers purposefully consider their use of adult led, adult initiated & child led approaches.
- o Improved pupil engagement and challenge in class ensures improved pupil progress.
- o Consistent use of Learning Objectives and TEACCH work systems
- o Opportunities for writing available throughout the continuous provision.
- o Daily physical development sessions to develop pre writing skills.
- o Precise phonics session underpin Quality First Teach in EYFS
- o Resources and advice for parents to develop writing skills at home.

Target	Actions	Resources	Monitoring
A) To ensure high quality teaching of Writing & Phonics is at the core of EYFS learning.	A1. Detailed and comprehensive T&L policy in place. A2. Staff training and T&L policy. A3. Staff training and development days on RWI. A4. Regular and robust assessments take place to monitor progress with phonics. A5. Staff have clear understanding and pedagogy for the teaching of writing within their settings and use support principals to underpin lessons. A6. Writing opportunities are available across continuous provision in all EYFS settings. A7. Timetabled daily physical development activities to underpin early mark making and improved writing outcomes.	**Time**: Allocation of time for lead to write T&L policy. Allocation of time on staff training to learn T&L policy, RWI and carry out assessments. **Mon**: RWI Training	**HT / DHT / AHT** will be accountable for the overall quality of teaching & learning in school. EYFS lead/UPS teachers will mentor staff in delivering high quality writing and phonics lessons.

School Development Plan

Wheatley Hill Primary School

B) To ensure staff utilise the pedagogical support and expectations outlined within the Teaching & Learning Policy.	B1. Staff are confident and adept at using the progression documentation, LO's and work systems to support teaching and learning. B2. All writing lessons have clear LO's and work systems where appropriate. B3. All children are clear about what they are learning and staff are clear about what they are teaching and why. B4. Colourful semantics and CIP are integral part of writing lessons. B5. Rapid and sustained interventions are prioritised amongst teaching. B6. Daily high quality phonics teaching supports the effective development of reading and writing skills. B7. Learning walks, observations, moderations of work books and data analysis support targeted planning, teaching and rapid progress.	**Time**: Staff training on pedagogical support systems. **Mon**: Staffing costs for interventions	**HT / DHT / AHT** will be accountable for the overall implementation of T&L policies. EYFS lead/UPS teachers will mentor staff in delivering improved lessons where needed and in using and applying the pedagogical approaches. EYFS lead will ensure intervention programme runs effectively with timetables, rota's allowing for this.
C) To provide, a writing rich environment offered both indoors and out.	C1. Staff meeting to analyse the provision and outline an action plan for development. C2. Audit resources and source additional writing tools. C3. Progression documents for English and Physical development used to focus writing opportunities and provide clear objectives for learning. C4. Have writing opportunities included within most areas of the provision. C5. Children use a 'plan do review' approach when accessing the provision including creating written plans for their play. C6. Ensure a range of different test types, fonts, familiar logo's and examples of writing are available in the setting. C7. Offer writing opportunities during outdoor learning opportunities. C8. To include gross motor activities to promote early mark making.	**Time:** Staff meeting time to share best practice and establish writing areas. CPD Time **Mon:** Supply cover costs. CPD costs Writing Resources Gross/Fine motor intervention programme.	EYFS lead/UPS teachers will ensure writing opportunities are embedded and it is at the centre of provision.

School Development Plan

Wheatley Hill Primary School

C) To ensure pre writing skills are well developed.	C1. Daily physical sessions focussing upon fine and gross motor skills. C2. Audit resources and source additional writing tools. C3. Timetabled word time activities focusing on fine motor development for writing. C4. Have pre-writing opportunities included within the continuous provision. C5. Daily outdoor learning focusing on the development of gross motor skills. C6. Provision outdoors which encourages children to use their whole bodies to make marks and cross their mid line. For example, paintbrushes, rollers, large barrels, sweeping brushes. C7. Staff encourage good pencil grips and support the development of these. C8. Mark making is celebrated and children can displays their marks.	**Time:** Staff meeting time to share best practice. Moderate writing and standards. CPD Time **Mon:** Supply cover costs. CPD costs Writing Resources	EYFS lead/UPS teachers will ensure pre writing skills are embedded across their classrooms. EYFS lead will monitor writing provisions cross the department.
D) To ensure adult focused phonics sessions are purposeful and precise.	D1. Staff training on RWI D2. EYFS lead to model creative teaching to team. D3. Robust assessments ensure children are grouped effectively for maximum impact. D4. Early rhyme, rhythm, stories and sound awareness are integral parts of the nursery and two's curriculum. D5. Phonics is highlighted and referenced in writing lessons and embedded into continuous provision. D6. EYFS leader to closely monitor writing data to ensure rapid progress is made D7. Targeted interventions in place for identified children.	**Time:** Staff training on RWI & early phonics. Time for assessments. **Mon:** Supply cover costs. CPD costs Staffing for interventions.	Department head and subject leader to ensure phonics progressions and analysis of data. Department Head to ensure profile of and effectiveness of interventions.
E) To ensure Parental engagement is high.	E1. Host parent meeting to provide them with ideas about how they can support their child's writing development at home. E2. Phonics activities sent home to support home learning. E3. Parents updates with the phonics focus for the half term ahead and encouraged to support as home. E4. Send home leaflets to support writing at home. E5. Parents are involved in observations through notes from home and drop in sessions. E4. Progress discussions at termly intervals to advise and support parents.	**Time:** Creation of resources Preparation of updates. **Mon:** Creation of support materials	Department Head and UPS teachers to lead parents meetings, evaluating effectiveness and gather feedback from parents.

School Development Plan

Wheatley Hill Primary School