

School Development Plan 2016-2017

(This School Development Plan was written in consultation with staff, pupils and governors and also reflects views of the wider community as collected in surveys and conversations.)

Main Development Target (Quality of teaching, learning and assessment)		To further develop internal assessment to ensure rigour and consistency exist throughout school.		
How will we know we have achieved this target?		Moderation of assessment will show professionals use evidence to arrive at the same judgement.		
Action What we will do.	Lead person Who will do it.	Timescale. When it will be done.	Review How we will know it is done.	Resources What we will need.
Review assessment timetable and identify need for change	DS and AN	Sept 2016	New assessment timetable in place for 2016-2017	Time
Review the way we assess and record assessment for R,W and M throughout school	DS and AN	Sept 2016	Recommendations for changes will be made	Time
Develop new assessment & recording system for R,W & M	DS and AN	Sept 2016	New system is developed and in place being used by all staff	Time and resources for recording
Share new assessment system with all staff	DS and AN	Oct 2016		Time
Review assessment system half termly	DS and AN	Ongoing half termly	Any changes are identified and put in place involving all relevant staff	Time

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Main Development Target (Quality of teaching, learning and assessment)		To identify opportunities for teaching reading across the curriculum and develop ways in which to identify assessment opportunities and record evidence to support teacher judgement.		
How will we know we have achieved this target?		Teaching of reading will be more evident and assessment will be based on a wider range of evidence.		
Action What we will do.	Lead person Who will do it.	Timescale. When it will be done.	Review How we will know it is done.	Resources What we will need.
Audit of staff confidence and skill	AN	July 2016	Audits will be analysed and inform SDP	Time
Feedback to staff analysis of reading audit and areas for action/improvement	AN	July 2016	Staff will be aware of what areas are to be addressed and ask for support in any other areas	Staff mtg time Support staff mtg time
Programmes of staff training to address areas of need	AN	Sept & Oct 2016	Wed afternoon training dedicated to reading – all staff to attend	Time
Reading to be timetabled for all classes	SLT	Autumn 1	Reading will be on all class timetables	-
Word walls to be used in classrooms	All staff	Autumn 1	Word walls will be evident and used	-
Adults to orally model correct use of vocab and higher level language	All adults	Ongoing	Adults will feel confident to model language	-

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Vocabulary books for key stage 2 pupils	Key stage 2 adults	Autumn 1	Books will be used by KS2 pupils and use of higher level vocab will be evident in writing	c£150
Promote reading for pleasure	AN & Whole school community	Ongoing	<p>Activities in place to support and engage children could include – ERIC/World Book Day/ assemblies dedicated to reading/ Displays/ Reading corners/ rewards or competitions/ book clubs/ links with library/ reading buddies</p> <p>Pupil engagement is high and can be seen in participation and organisation</p>	<p>Release time to organise</p> <p>Adjustments to timetable</p>
Develop the ways in which evidence to support assessment of reading is collected	AN, DS and SLT	Autumn 2	<p>Planned activities are in place to evidence reading</p> <p>Activities are planned across the curriculum</p> <p>Timed reading tasks are used across school</p> <p>Staff are confident in ways to evidence skills in reading</p>	Staff training

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Main Development Target (Personal development, behaviour and welfare)		To enable pupils to be more effective learners by developing their personal resilience.		
How will we know we have achieved this target?		Pupils attitudes to learning will become more robust across school with the fear of failure subsiding.		
Action What we will do.	Lead person Who will do it.	Timescale. When it will be done.	Review How we will know it is done.	Resources What we will need.
Identify and share skills pupils need to develop a more resilient attitude	CB	Sept 2016	All staff will have information relating to mental health and resilience in children and resources upon which to draw	Websites and relevant reading material
Plan activities to share this with pupils explicitly	Teachers	Sept 2016	Week 1 in 2016-2017 will be dedicated to identifying and building skills in pupils	Time and planning info
Revisit skills in explicit way throughout the year	SLT	Throughout 2016-2017	Three weeks over the year will focus on developing resilience	Time
Use PSHCE/Circle time to address issues relevant to specific cohorts as needed	Teacher	Ongoing	Ongoing and class/pupil specific issues will be highlighted and addressed as soon as they are identified	Time and planning of activities
Pupil specific issues will be identified early	Teacher	Ongoing	Pupils will be identified & given appropriate intervention (BO)	Release time for pupils to see Bo

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Minor Development Target (Effectiveness of EYFS)		To improve outcomes for all learners in nursery and reception by developing highly targeted learning opportunities.		
How will we know we have achieved this target?		Progression across the EYFS will be evident and outcomes will improve.		
Action What we will do.	Lead person Who will do it.	Timescale. When it will be done.	Review How we will know it is done.	Resources What we will need.
Separate nursery and reception classes by creating two rooms	JC and AE	Autumn 1	The erection of a dividing wall will create two separate learning spaces	Time £5000
Plan for targeted and differentiated learning in reception and nursery	JC and AE	Autumn 1	Planning will show learning opportunities specific to learning stage of all children	Time
Assessment to identify gaps and inform planning	JC and AE	Autumn 1	Ongoing and accurate assessment will identify gaps for specific children or in coverage so that planning can address these	Time

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Minor Development Target (Quality of teaching, learning and assessment)		To increase the percentage of pupils reaching age related expectations in writing throughout school and by the end of key stage two.		
How will we know we have achieved this target?		The percentage of pupils meeting age related expectations will increase.		
Action What we will do.	Lead person Who will do it.	Timescale. When it will be done.	Review How we will know it is done.	Resources What we will need.
Continue to use the interim assessment framework for year 6 and year 2	AN and LL	Ongoing	All staff will be familiar with the requirements	-
Share content of assessment framework with whole school	AN and LL	Autumn 1 and 2	All teachers will be aware of the requirements for writing at the end of both key stages and know where they need to be in relation to these	Staff meeting and training time
Develop assessment tool to gather and record evidence which supports year 2 and 6 systems (see main target for assessment)	AN and DS	Autumn 1	See main target for assessment	-
Moderate writing throughout the year and across the whole school	All staff	Ongoing	Teachers will arrive at the same judgement	Time
Moderate writing throughout the year and across the Batley and Birstall pyramid	Teachers as appropriate	Ongoing	Mill Lane judgements will be supported by external moderation - if not a review of ML assessment will take place	Time
Identify gaps in planning/teaching or outcomes and address as needed	AN and SLT	As needed	Any gaps in planning or teaching will be identified and rectified.	Time

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Minor Development Target (Quality of teaching, learning and assessment)		To increase the percentage of pupils reaching age related expectations in maths throughout school and by the end of key stage two.		
How will we know we have achieved this target?		The percentage of pupils meeting age related expectations will increase.		
Action What we will do.	Lead person Who will do it.	Timescale. When it will be done.	Review How we will know it is done.	Resources What we will need.
To manage interventions of maths outside wave 1 teaching Including year 6 boosters	AM and AS	Ongoing	Appropriate pupils will be identified and intervention put in place leading to accelerated learning	Time
To moderate teaching and learning	AM and all teachers	Ongoing throughout the year	Teachers will use evidence and arrive at the same judgement	Staff meeting time
To share good practice with all staff	AM (supported by teachers and ETAs)	During maths staff meetings and Wednesday afternoon training throughout the year	Policies and resources will be reviewed and up to date Teachers and ETAs will be confident and knowledgeable	Time and possible money to replace and renew resources