

School Development Plan Priorities 2016 - 17

Priorities developed in response to internal and external moderation.

Priority	What the priority involves in a nutshell	Lead
Focused Priority 1	<p><i>Writing: 90% of children achieve the expected standard in each year group</i></p> <ul style="list-style-type: none"> • Writing tasks are engaging to all as evidenced by pupil voice with specific reference to T boys. • Writing opportunities provide a strong motivation to write. • Powerpoints are used well to clarify learning. • Tracking of middle attainers shows curriculum and learning responds to their needs • Teaching responds to learning needs as evidenced by daily marking • Learning approach is adapted to allow greater time to focus on technical skill at an appropriate level • Teachers use their deep knowledge of the new English curriculum to plan both well-structured English learning journeys that provide engaging contexts for children to write for purpose and incorporate writing for purpose throughout the curriculum. • Children demonstrate a developing ability to take greater responsibility for their own development as 'writers' through opportunities for independent free-writing; they also demonstrate a positive approach to the importance of editing writing and polishing their work for publication • Assessed writing outcomes evidence improved accuracy in writing, specifically in relation to grammatical awareness of sentence structure and punctuation 	SGN + LA
Focused Priority 2	<p><i>Disadvantaged pupils make progress in line, or better, than other pupils in the school</i></p> <ul style="list-style-type: none"> • Aspiration for disadvantaged pupils is evident through their experience and pupil voice • Support and challenge is identified for all PP children • High achieving disadvantaged pupils perform highly 	LP / LJ
Focused Priority 3	<p><i>Teaching is consistently outstanding over time in all classes</i></p> <ul style="list-style-type: none"> • Promote interconnection of learning experiences for children who receive significant input • Exceptional learning journeys in books that respond to needs as evidenced in assessment and marking • Highly effective use of interventions and teaching that responds decisively and rapidly to learners' needs in both maths and writing • Curriculum choices and teaching approaches promote high levels of engagement and interest particularly for children who are working towards expected standard • Pupils speak positively about their learning 	LP
Focused Priority 4	<p><i>Assessment insightfully informs daily teaching and allows summative judgements to be made about attainment and progress</i></p> <ul style="list-style-type: none"> • Formative assessment processes, including marking and AfL, support day-to-day assessment inform next steps and promotes work life balance • Teachers confidently meet the needs of all children in their class through differentiation and timely support • Summative assessments for the end of learning sequence allow analysis of progress and identify priorities across the curriculum • Assessment is duly considered by the teacher before moving on • Individual learning needs are analytically assessed leading to appropriate support evidenced through termly provision maps and intervention logs for English and maths • The effectiveness of interventions is considered and commented upon • Teachers have detailed knowledge of assessment of writing and whole school moderation secures consistent judgements • The school is able to evidence progress in writing through assessment 	SS

Focused Priority 5	<p><i>Improve maths teaching and learning across the school to ensure all children make expected or better progress</i></p> <ul style="list-style-type: none"> • Children can recall facts fluently and have good knowledge of fundamentals such as place value • Children are able to explain their thinking and show their understanding in a number of ways • Children are confident to work independently on tasks for extended periods • Children speak positively about their experiences • Best practice approaches from maths hubs and NCETM are successfully embedded in to teaching across the school • Teachers have a secure understanding of deep learning and understand how to deepen learners' knowledge • Teachers teach groups confidently and cater for the needs of all children well throughout the learning journey • Teaching Assistants are skilled and effective in the delivery of interventions to underpin learning • Learning journeys are meticulously developed and provide appropriate balance of core learning, application of calculations and reasoning leading to improved reasoning outcomes • The development of maths is driven by a highly able and reflective team who rapidly respond to support fragile learners • Progress for all groups remains high and progress for children previously in groups 3 and 4 improves • Mathematical learning across the curriculum is well planned 	TB
Focused Priority 5	<p>To develop links with other schools that could support improved outcomes for children through improved teaching and learning</p> <ul style="list-style-type: none"> • Governors and school leaders explore collaboration models with a range of other settings to support best practice in teaching • School leadership and management models are explored with others focusing on improved outcomes and opportunities for children and staff 	LP