



School Development Plan 2018-19 - Learning and Teaching

OUR PUPILS EXPECT:

A stimulating and safe environment where all pupils are happy, helpful and honest with good manners.
An education that allows them to achieve in a range of contexts enabling them to gain a wide range of skills and knowledge.
Well behaved classmates.

OUR PARENTS EXPECT:

Pupils to learn at a first class school with an excellent reputation that gives pupils the opportunity to succeed.
An environment where every child is safe, treated as an individual and their personal development is central to success.
Well behaved and polite children.

OUR STAFF EXPECT:

To be treated with respect by all members of the community.
To be encouraged to continue their own learning journey through high quality training.
Pupils to come to school prepared to learn and open to making mistakes.
Well behaved and polite children.

OUR COMMUNITY EXPECT:

Our pupils and staff to be responsible citizens who respect the local environment.
Our pupils and staff to respect, value and participate in their local community.
Our Governors to challenge, monitor and evaluate the work of the school.

OUTCOMES

- 90% of children reaching expected standard at the end of Key Stage 2 in 2018 in Reading, Writing and Maths
- To ensure progress rates are above national with a particular focus on high prior attainment children.
- At least 90% of pupils meeting GLD

LEARNING AND TEACHING

- Learning and teaching measured over time as good or better through the use of the school's assessment system.
- Use modelling as a matter of course in learning and teaching.
- Make effective use of HLTAs/LSA s during the beginning of a lesson.
- To allow time for processing and practising skills within lessons.

PERSONAL DEVELOPMENT & WELFARE

- Ensure at least 98% attendance.
- To use the school council to develop pupil voice so that pupil questionnaire responses improve from 2017.
- To ensure children feel safe in the school.
- To prepare children for the future.

LEADERSHIP & MANAGEMENT

- To improve teaching across all Key Stages through delivering a rich and varied curriculum.
- To provide appropriate professional development for all staff.
- To clearly promote what the school is trying to achieve to all stakeholders.
- To apply policies consistently.
- Governors to further improve working in school and partnerships with other schools.

Action	Impact	Cost	Monitoring	Date	Led By
Learning and teaching measured over time as good or better through the use of the school's assessment system, performance management, moderation and other measures.	Children to make excellent progress from starting points and perform above national norms by the time they reach exit points of a year.	Time	SLT	July 2018	DHT
Use modelling (demonstration) as a matter of course in learning and teaching.	Children have a deeper understanding of the taught process during the lesson and as a result most children are able to meet the learning intention.	Time	Curriculum Committee	March 2019	SLT
Teachers make effective use of HLTAs/LSAs during the beginning of a lesson to focus on identified groups.	Children to make improved progress/attainment during lesson time.	None	SLT	July 2018	HT
To allow time for processing and practising skills within lessons.	Children to have a clearer understanding of what they are learning and to have time to respond to feedback.	Time	SLT	Dec 2018	SLT

- Summer Term Data is predicted to be very good for standards

- Modelling has been observed in lessons
- HLTA's/LSA's being used effectively as seen in lesson observation feedback to staff and governors over the Spring Term.
- Time for practice and processing is seen in maths, but less in writing, especially in Key Stage 1.