



2 Curriculum

School Development Plan
2017-18

AREA: ENGLISH

Target	<ul style="list-style-type: none">• Handwriting- Introduce fully cursive handwriting in KS2
Actions	<ul style="list-style-type: none">• All classes have a non-negotiable handwriting lesson each week.• Half termly assessment; review of progress and attainment using whole school pro-forma.• Pupils encouraged to use pen for neat copies and to begin to develop a fully cursive style as they enter upper KS2.• Resources for fully cursive handwriting made available.
Responsibility	<ul style="list-style-type: none">• Subject Leader: Claire Jarvis
Financial Implications	<ul style="list-style-type: none">• None
Desired Outcome	<ul style="list-style-type: none">• Teaching staff are confident to teach fully cursive handwriting.• Children are more confident in using pen to develop their own handwriting style.• Consistent approach to assessment of handwriting.
2018-2020 Future Development	<ul style="list-style-type: none">• Continuously review progression and fluency in handwriting
Reviewed By	<ul style="list-style-type: none">• Subject Leader
Review Autumn 2017 Spring 2018 Summer 2018	

AREA: ENGLISH

Target	<ul style="list-style-type: none"> • Host an English evening for parents and carers.
Actions	<ul style="list-style-type: none"> • Design curriculum evening to include all areas of English provision • Identify staff and activities to be covered • Host the evening • Encourage parental feedback regarding the evening with suggestions for the next curriculum evening.
Responsibility	<ul style="list-style-type: none"> • Subject Leader: Clare Jarvis
Financial Implications	<ul style="list-style-type: none"> • None
Desired Outcome	<ul style="list-style-type: none"> • Parents are fully informed regarding the current English curriculum and are better able to support their children. • Children develop greater confidence in all aspects of the English Curriculum
2018-2020 Future Development	<ul style="list-style-type: none"> • Review feedback to plan next curriculum evenings for parents and carers
Reviewed By	<ul style="list-style-type: none"> • Subject Leader
Review Autumn 2017 Spring 2018 Summer 2018	

AREA: ENGLISH

Target	<ul style="list-style-type: none">• Reading; research and purchase high quality texts which demonstrate key objectives for the writing curriculum.
Actions	<ul style="list-style-type: none">• Head and Subject leader to attend training on the teaching of higher order reading skills• Create a suggested booklist for each year group• Visit Peter's Booksellers in Birmingham (linked to our Library system) to purchase books to fulfill desired criteria.• Liaise with local school to borrow class sets of books not yet available in our school.
Responsibility	<ul style="list-style-type: none">• Subject Leader: Claire Jarvis
Financial Implications	<ul style="list-style-type: none">• Purchase of new books.
Desired Outcome	<ul style="list-style-type: none">• Children are encouraged to read more challenging texts which in turn supports the development of higher quality writing.• Greater range of high quality texts available in school.
2018-2020 Future Development	<ul style="list-style-type: none">• Review writing attainment from annual assessments to determine next steps
Reviewed By	<ul style="list-style-type: none">• Subject Leader
Review Autumn 2017 Spring 2018 Summer 2018	

AREA: ENGLISH

Target	<ul style="list-style-type: none"> • Reading: Create a greater range of opportunities for children to share reading.
Actions	<ul style="list-style-type: none"> • Arrange to recruit Adult reading champions who come in to hear children read. Seek to recruit a wide range of supporters from the community. • Enable book buddies to happen for one week each term • Identify children who need a boost with their reading confidence and facilitate the 'Book Club' approach for these pupils. • Provide parents with suggested book lists for each year group of pupils.
Responsibility	<ul style="list-style-type: none"> • Subject Leader: Claire Jarvis
Financial Implications	<ul style="list-style-type: none"> • Training costs (refreshments?) • Costs for any additional books needed.
Desired Outcome	<ul style="list-style-type: none"> • Children have greater confidence in reading and discussing literature. • Members of the school community can positively invest in supporting children's reading.
2018-2020 Future Development	<ul style="list-style-type: none"> • Identify and target groups who require additional support.
Reviewed By	<ul style="list-style-type: none"> • Subject Leader
Review Autumn 2017 Spring 2018 Summer 2018	

AREA: ENGLISH

Target	<ul style="list-style-type: none">• Reading: Introduce focused early work on reading comprehension based on class books.
Actions	<ul style="list-style-type: none">• Set up easy to manage system for Comprehension early work.• Review book selections available.• Ensure high level questioning is used throughout the activities.• Review impact on a term by term basis
Responsibility	<ul style="list-style-type: none">• Subject Leader: Claire Jarvis
Financial Implications	<ul style="list-style-type: none">• Possible costs for suitable resources
Desired Outcome	<ul style="list-style-type: none">• Children gain confidence in developing deeper level of enquiry into reading material.• Children are able to answer questions with increasing accuracy and depth of understanding.
2018-2020 Future Development	<ul style="list-style-type: none">• Identify and target groups who require additional support.
Reviewed By	<ul style="list-style-type: none">• Subject Leader
Review Autumn 2017 Spring 2018 Summer 2018	

AREA: MATHEMATICS

Target	<ul style="list-style-type: none"> • To use Year group teaching for Space and Measures in the Spring Term.
Actions	<ul style="list-style-type: none"> • Maths subject leader to lead organization of year group teaching and topics to be covered • Staff to select a year group to teach. • Timetable arranged to support whole school initiative. • Assessment and feedback opportunities created. • Evaluation of this approach to Sp&M
Responsibility	<ul style="list-style-type: none"> • Subject Leader: Michelle Downes
Financial Implications	<ul style="list-style-type: none"> • None
Desired Outcome	<ul style="list-style-type: none"> • Children receive year group focused teaching on more challenging concepts within Sp&M. • Children's confidence increases. • Children to be fully involved in feeding back outcomes. • Professional development for staff to engage in teaching an alternative year group that may impact practice.
2017-20189 Future Development	<ul style="list-style-type: none"> • Extend opportunities for further research in other areas of the curriculum
Reviewed By	<ul style="list-style-type: none"> • Subject Leader/Staff
Review Autumn 2017 Spring 2018 Summer 2018	

AREA: MATHEMATICS

Target	<ul style="list-style-type: none">• To investigate and make readily available more resources for developing greater depth in mathematics.
Actions	<ul style="list-style-type: none">• Work with Abacus to increase provision of greater depth resources.• Research other suppliers of linked resources.• Share resources at staff meetings
Responsibility	<ul style="list-style-type: none">• Subject Leader: Michelle Downes
Financial Implications	<ul style="list-style-type: none">• Possible Purchase of additional resources
Desired Outcome	<ul style="list-style-type: none">• Increased confidence of pupils in tackling greater depth maths topics• Increased range of resources available for use by teachers
2018-2020 Future Development	<ul style="list-style-type: none">• Plans to host curriculum evening on a different aspect of mathematics in Autumn 2018
Reviewed By	<ul style="list-style-type: none">• Subject Leader
Review Autumn 2017 Spring 2018 Summer 2018	

AREA: MATHEMATICS

Target	<ul style="list-style-type: none">• In Keystage 2 increase frequency of assessing Times Table knowledge.
Actions	<ul style="list-style-type: none">• Set up assessment system so that all tables for Y3-6 are assessed on a termly basis (following Spelling Bee tracking approach)• Analyse results and plan interventions accordingly• Investigate motivational systems for encouraging the learning of tables.
Responsibility	<ul style="list-style-type: none">• Subject Leader: Michelle Downes
Financial Implications	<ul style="list-style-type: none">• Possibly some new Maths resources
Desired Outcome	<ul style="list-style-type: none">• Increased knowledge and confidence of children in really 'knowing' their tables• Raised profile of maths across the school
2016-2018 Future Development	<ul style="list-style-type: none">• Select another area of mathematics for shared learning
Reviewed By	<ul style="list-style-type: none">• All staff
Review Autumn 2017 Spring 2018 Summer 2018	

AREA: SCIENCE

Target	<ul style="list-style-type: none"> • Complete and submit next level of Eco Schools Award
Actions	<ul style="list-style-type: none"> • Form committee made up of staff and children • Complete the planned project ideas • Involve the school community to complete the plan • Carry out actions • Apply for award
Responsibility	<ul style="list-style-type: none"> • Subject Leader: Karoline Mansell
Financial Implications	<ul style="list-style-type: none"> • None
Desired Outcome	<ul style="list-style-type: none"> • Children develop greater awareness for their environment. • Children are pro-active in taking part in projects to achieve award. • Community involvement in the project. • School gains Eco Schools award
2016-2018 Future Development	<ul style="list-style-type: none"> • School gains next level of Eco Schools award.
Reviewed By	<ul style="list-style-type: none"> • All staff
Review Autumn 2017 Spring 2018 Summer 2018	

AREA: SCIENCE

Target	<ul style="list-style-type: none">• To improve outdoor environment to support Science teaching
Actions	<ul style="list-style-type: none">• To re-invigorate our pond area.• To create a weather station.• To create a list of activities for each class to encourage use of pond/school grounds for science activities.
Responsibility	<ul style="list-style-type: none">• Subject Leader: Karoline Mansell
Financial Implications	<ul style="list-style-type: none">• None
Desired Outcome	<ul style="list-style-type: none">• Pond is in working order• Weather station is created• School environment used more widely for science curriculum.
2018-2020 Future Development	<ul style="list-style-type: none">• Standards of science closely monitored to ensure no subject gaps are evident.
Reviewed By	<ul style="list-style-type: none">• All staff
Review Autumn 2017 Spring 2018 Summer 2018	

AREA: ICT

Target	<ul style="list-style-type: none">• Develop teaching expertise within the I.T strand of the ICT curriculum.
Actions	<ul style="list-style-type: none">• Arrange training at staff meetings to focus on the teaching of the information technology aspect of ICT curriculum• Attendance at BETT show in Spring Term• Create a portfolio of evidence and good practice for each year group• School staff actively implement new learning.
Responsibility	<ul style="list-style-type: none">• Subject Leader: Jo Hussey
Financial Implications	<ul style="list-style-type: none">• Cost of training
Desired Outcome	<ul style="list-style-type: none">• More confident delivery and expertise on the IT strand.• School staff have increased confidence delivering computing curriculum using available resources
2018-2020 Future Development	<ul style="list-style-type: none">• Keep up to date with developments in Computing curriculum.
Reviewed By	<ul style="list-style-type: none">• ICT Subject Leader
Review Autumn 2017 Spring 2018 Summer 2018	

AREA: RE

Target	Implement the “Understanding Christianity” programme within the RE Framework.
Actions	<ul style="list-style-type: none">• Subject leader attends training course• Staff receive training from subject leader• New resource is embedded for use within the RE teaching cycle
Responsibility	<ul style="list-style-type: none">• Subject Leader: Rebecca Ostler
Financial Implications	<ul style="list-style-type: none">• Attendance at training course
Desired Outcome	<ul style="list-style-type: none">• Pupils develop a greater understanding of Christianity within their RE lessons.• Staff are enabled to teach the Christian faith using high quality resources.
2018-2020 Future Development	<ul style="list-style-type: none">• Review resources available for teaching RE.
Reviewed By	<ul style="list-style-type: none">• RE subject Leader
Review Autumn 2017 Spring 2018 Summer 2018	

AREA: RE

Target	Review and re-organise resources for the teaching of RE.
Actions	<ul style="list-style-type: none">• Subject leader reviews available resources• Staff meeting time used to re-organise resources to match current teaching topics• New resources purchased for use within the RE teaching cycle
Responsibility	<ul style="list-style-type: none">• Subject Leader: Rebecca Ostler
Financial Implications	<ul style="list-style-type: none">• Possible new resources
Desired Outcome	<ul style="list-style-type: none">• Pupils have a greater range of artefacts to use within their RE lessons.• Staff are enabled to teach RE using high quality resources.
2018-2020 Future Development	<ul style="list-style-type: none">• Review resources available for teaching RE.
Reviewed By	<ul style="list-style-type: none">• RE subject Leader
Review Autumn 2017 Spring 2018 Summer 2018	

AREA: PE

Target	<ul style="list-style-type: none">• To plan for and use new sports activities across the school (Boccia and Lacrosse)
Actions	<ul style="list-style-type: none">• Staff training on Lacrosse with a particular focus on skill development.• Develop agreed set of skills to be taught for each year group
Responsibility	<ul style="list-style-type: none">• Subject Leader: KW
Financial Implications	<ul style="list-style-type: none">• Training included in SSCO subscription
Desired Outcome	<ul style="list-style-type: none">• Staff more confident to teach new activities• Skill development agreed for each year group
2018-2020 Future Development	<ul style="list-style-type: none">• Consider further training opportunities for staff
Reviewed By	<ul style="list-style-type: none">• All staff
Review Autumn 2017 Spring 2018 Summer 2018	

AREA: PE

Target	<ul style="list-style-type: none">• To train new subject leader with support by school mentor
Actions	<ul style="list-style-type: none">• New subject leader to attend training through Sports partnership.• School mentor to assist with organization of sports events and inter-school competitions• Evaluate new activities selected through sports partnership
Responsibility	<ul style="list-style-type: none">• Subject Leader: KW
Financial Implications	<ul style="list-style-type: none">• Supply cover costs for training.
Desired Outcome	<ul style="list-style-type: none">• New subject leader confident to support PE curriculum• Children are fully involved in a wide range of sports activities.
2017-2020 Future Development	<ul style="list-style-type: none">• Develop further sporting opportunities/training between CB23 schools
Reviewed By	<ul style="list-style-type: none">• All staff
Review Autumn 2017 Spring 2018 Summer 2018	

AREA: PSHE

Target	<ul style="list-style-type: none">• Introduce use of 'Bubble Box' notes system for children
Actions	<ul style="list-style-type: none">• Children are encouraged to communicate any concerns through a note in a box system requesting support from an adult (inclusion worker)• Posters displayed in toilet cubicles alerting children to availability of adults to listen.• Staff training on use/techniques of circle time
Responsibility	<ul style="list-style-type: none">• Subject Leader: Becky Smith
Financial Implications	<ul style="list-style-type: none">• None
Desired Outcome	<ul style="list-style-type: none">• Children more confident in accessing adult support when required• Children's issues and concerns are fully addressed.
2018-2020 Future Development	<ul style="list-style-type: none">• Consider additional systems for ensuring high standards of behaviour
Reviewed By	<ul style="list-style-type: none">• All staff
Review Autumn 2017 Spring 2018 Summer 2018	

AREA: MUSIC

Target	<ul style="list-style-type: none">• Research and introduce woodwind lessons for pupils
Actions	<ul style="list-style-type: none">• Contact Music Hub regarding supply of teacher for woodwind lessons• Host an assembly to publicise lessons• Classes begin in Spring Term• Additional resources made available where necessary
Responsibility	<ul style="list-style-type: none">• Subject Leader: BS
Financial Implications	<ul style="list-style-type: none">• Purchase of additional resources ?
Desired Outcome	<ul style="list-style-type: none">• Pupils have the opportunity to learn a woodwind instrument• Evidence collected which may support Artsmark award
2018-2020 Future Development	<ul style="list-style-type: none">• Application for Artsmark award
Reviewed By	<ul style="list-style-type: none">• All staff
Review Autumn 2017 Spring 2018 Summer 2018	

AREA: ART/DESIGN TECHNOLOGY

Target	<ul style="list-style-type: none">• Introduction of KNEX to support DT curriculum
Actions	<ul style="list-style-type: none">• Purchase KNEX equipment• Upload teaching materials to staff share• Support planning and organization of lessons• Review activities so that range of skills are covered
Responsibility	<ul style="list-style-type: none">• Subject Leader: BS/MS
Financial Implications	<ul style="list-style-type: none">• Costs of KNEX and storage.
Desired Outcome	<ul style="list-style-type: none">• DT skills are enhanced by new equipment• Children develop greater confidence with DT• Opportunities enhance existing curriculum
2018-2020 Future Development	<ul style="list-style-type: none">• Review of activities with a view to extending.
Reviewed By	<ul style="list-style-type: none">• All staff
Review Autumn 2017 Spring 2018 Summer 2018	

AREA: ART/DESIGN TECHNOLOGY

Target	<ul style="list-style-type: none"> • Include development of skills progression for DT within two year art progression.
Actions	<ul style="list-style-type: none"> • Review and ensure DT skills progression is fully included into art two year cycle • Research DT projects to be included
Responsibility	<ul style="list-style-type: none"> • Subject Leader: BS/MS
Financial Implications	<ul style="list-style-type: none"> • None
Desired Outcome	<ul style="list-style-type: none"> • Clear skills development planned and in use • DTresources are fully timetabled for use across the school, including digital resources
2018-2020 Future Development	<ul style="list-style-type: none"> • Application for Artsmark award
Reviewed By	<ul style="list-style-type: none"> • All staff
Review Autumn 2017 Spring 2018 Summer 2018	

AREA: HISTORY/GEOGRAPHY

Target	<ul style="list-style-type: none"> • Developing links with new school in different countries
Actions	<ul style="list-style-type: none"> • Headteacher/Staff to further establish collaborative links with Schools in different countries. • Develop curriculum links between schools. • Evaluate experiences at end of school year and re-apply for International School accreditation.
Responsibility	<ul style="list-style-type: none"> • History/Geog subject leader/ International School Coordinator
Financial Implications	<ul style="list-style-type: none"> • Shared costs for training and activities.
Desired Outcome	<ul style="list-style-type: none"> • Positive links established with new schools.
2016-2018 Future Development	<ul style="list-style-type: none"> • Investigate grants for visiting Partner schools
Reviewed By	<ul style="list-style-type: none"> • All staff
Review Autumn 2017 Spring 2018 Summer 2018	

AREA: MODERN FOREIGN LANGUAGES

Target	<ul style="list-style-type: none">• Develop role of new subject leader
Actions	<ul style="list-style-type: none">• New subject leader to shadow existing leader for one year• New leader attend relevant training• Ensure smooth handover at the end of the year
Responsibility	<ul style="list-style-type: none">• Subject Leader: Helen Jackson
Financial Implications	<ul style="list-style-type: none">• Costs linked to training
Desired Outcome	<ul style="list-style-type: none">• Increased confidence of new subject leader to lead MFL• Liaison and transition handled smoothly
2018-2020 Future Development	<ul style="list-style-type: none">• Links between MFL and International schools partnerships
Reviewed By	<ul style="list-style-type: none">• All staff
Review Autumn 2017 Spring 2018 Summer 2018	

AREA: SPECIAL EDUCATIONAL NEEDS

Target	<ul style="list-style-type: none"> • Support Teaching Assistants to embed role of Pupil Premium Champions
Actions	<ul style="list-style-type: none"> • SENDCO to support planning and direction of work for new TA employed to support needs of Pupil Premium pupils • Set up files (case studies) on each PP pupil and maintain records of intervention and the impact and subsequent progress of pupils • Liaison with class teachers to ensure specific needs are being met • Half termly meetings to monitor interventions and impact
Responsibility	<ul style="list-style-type: none"> • Subject Leader: Michelle Downes (SENDCO)
Financial Implications	<ul style="list-style-type: none"> • Employment costs
Desired Outcome	<ul style="list-style-type: none"> • Fully trained staff in school to support Pupil Premium pupils with specific needs • Whole staff benefit from sharing of support to support the wider range of needs for PP pupils. • Clear records and tracking are in place
2018-2020 Future Development	<ul style="list-style-type: none"> • Review staffing hours in the light of available Pupil Premium funding available
Reviewed By	<ul style="list-style-type: none"> • All staff
Review Autumn 2017 Spring 2018 Summer 2018	

AREA: EARLY YEARS FOUNDATION STAGE (EYFS)

Target	<ul style="list-style-type: none">• Review and Re-organise outdoor provision
Actions	<ul style="list-style-type: none">• Review existing equipment and facilities provision• Purchase/acquire any necessary equipment• Train pupils in use of new equipment• Review frequency of access for pupils
Responsibility	<ul style="list-style-type: none">• Subject Leader: Jo Hussey
Financial Implications	<ul style="list-style-type: none">• Purchase of outdoor equipment
Desired Outcome	<ul style="list-style-type: none">• Improved equipment leading to enhanced outdoor provision• Outdoor environment is attractive and enabling.
2012-2014 Future Development	<ul style="list-style-type: none">• Evaluate use equipment including consumables
Reviewed By	<ul style="list-style-type: none">• Headteacher
Review Autumn 2017 Spring 2018 Summer 2018	

