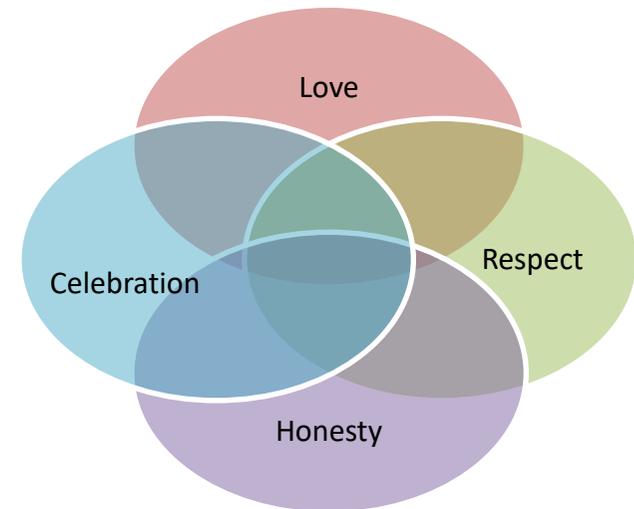


Fairfields Primary School School Development Plan 2018-19



Agreed by the Governing Body on the: 17th October 2018

SDP FOCUS 1: To improve the proportion of pupils achieving Age Related Expectations (ARE) in Writing through securing Spelling, Punctuation and Grammar (SPAG); including pupils' editing skills.

This is due to the proportion of pupils who did not achieve the expected standard in writing last year. The focus for this year will be to ensure that pupils make better use of technical elements within writing. For example, consistent use of tenses and punctuation. We will be setting standard tasks to ensure that moderation of work is refined.

Milestones

December- 90% of pupils are using the standard task skills expected for the Autumn Term.

April – 90% of pupils are using the standard task skills expected for the Spring Term

July - 90% of pupils are using the standard task skills expected for the Summer Term, SATS in KS2 show that over 78% are achieving ARE in GPS test.

76% ARE, 39% to achieve the higher standard (GDS) in Writing in KS2 against interim framework standards.

70% ARE, 29% higher standard (GDS) in writing in KS1 against interim framework standards.

Objectives	Task	Success Criteria	Resources	Time Frame	Lead	Training	Monitoring
1.0 Ensure that teaching is securing ARE expectations for the year group at different points throughout the year.	a. Standard tasks to be set each half term including a focus on grammar and punctuation aspects.	All Staff are aware of ARE aspects and planning reflects this each term.	Release time for subject leader to monitor. Standard task books.	Termly	K. Dillon/ D. Cservenka	For staff as appropriate.	Half termly moderation in staff meetings. Subject leader to check through the MER.
Objectives	Task	Success Criteria	Resources	Time Frame	Lead	Training	Monitoring

1.1 Ensure that pupils in Years 5 and 6 secure skills in spelling and grammar through explicit teaching.	a. SPAG guides to be purchased for all pupils in Years 5 and 6 b. SPAG. Com to be used in Year 5 and 6.	SPAG guides are in use in classrooms. SPAG. Com results show that pupils are improving over time. Year 6 SATs show that pupils are achieving ARE inline or better than National (78%).	SPAG guides for Years 5 and 6. SPAG.com	October-guides bought. SATS each half term.	B. Cox		Report to Governors on outcomes in tests.
Objectives	Task	Success Criteria	Resources	Time Frame	Lead	Training	Monitoring
1.2 Increase parents' knowledge of grammar and punctuation expectations for each year group.	a. Parent workshops to take place each term for KS1 and KS2.	Parent workshops take place each term. Through feedback, parents state that they understand what is expected from their child.	Release time to organise workshops to parents.	Autumn term workshops with follow up each term.	k. Dillon		Attendance and feedback at parent workshops.
Objectives	Task	Success Criteria	Resources	Time Frame	Lead	Training	Monitoring
1.3 ensure that all pupils in Year 1-6 demonstrate that they can edit and improve their writing.	a. Non-negotiable checklists to be in place in each classroom. b. Pupils to have designated time to edit work.	Non negotiables in place by the end of September. Teachers to identify time in their timetables for editing.	Pink pens	September	K. Dillon		Through the MER.
Objectives	Task	Success Criteria	Resources	Time Frame	Lead	Training	Monitoring

1.4 improve teaching and learning of grammar and punctuation through other subjects.	a. Whole school visual to be created for punctuation expectations. b. Teachers to model use of punctuation through class readers and guided reading sessions. c. Teachers to check punctuation in other subjects. d. During planning tasks, pupils to include punctuation and grammar checks.	Visual evident in all classrooms. Evidence of explicit modelling of punctuation in classroom environment. Pupils' work shows punctuation expectations in other subjects. Sharing of good practice on the board in the Staff room.	Time to create visuals – colour coded sentences.	October create visual.	K. Dillon		Through the MER each term. Governor to monitor during visit.
Objectives	Task	Success Criteria	Resources	Time Frame	Lead	Training	Monitoring
1.5 investigate ways in which pupils who are on RWI have time to write longer pieces.	a. once a week RWI pupils expected to write one longer piece in other subjects.	RWI pupils have evidence of writing in other subjects. As a result, they demonstrate non-negotiables for the year group.		November	J. Moseley		Through the MER. J. Moseley to review the quantity of longer writing in KS1.
Objectives	Task	Success Criteria	Resources	Time Frame	Lead	Training	Monitoring
1.6 ensure that high challenge is evident in the creative curriculum.	a. Reinforce SSC manifesto. b. Monitor the SSC Manifesto within planning each month and give feedback to teachers.	The support, stretch and challenge manifesto is established in the school. Challenge can be seen.	Release time for D. Cservenka to lead on planning to include this.	Autumn 1 and ongoing for monitoring.	K. Dillon	INSET day	Creative Curriculum monitored by K. Dillon each half term through planning scrutinies.

SDP FOCUS 2: To improve the proportion of pupils achieving ARE and GDS in mathematics tests through regular challenge in the curriculum.

Test results in both Year 2 and 6 were below National expectations. Pupils were not able to apply their knowledge in mathematics to the test situation.

Milestones

December – Regular challenge is evident in books.

April – Test data shows that at pupils are on track for ARE in relation to their target.

July- ARE across the school has improved to ensure that:

80% ARE, 45% GDS in Mathematics in KS2

75% ARE, 34% GDS in Mathematics KS1.

Objectives	Task	Success Criteria	Resources	Time Frame	Lead	Training	Monitoring
2.0 Ensure that pupils are regularly using reasoning to explain their understanding.	a. Pupils to have writing opportunities each week.	Examples of reasoning are on display in the classroom and evident in books. Ambassadors can talk about their reasoning.		December	c. Warwick		Half termly by C. Warwick via the MER.
Objectives	Task	Success Criteria	Resources	Time Frame	Lead	Training	Monitoring
2.1 Ensure that pupils are able to apply their knowledge of concepts.	a. C. Warwick to analyse test papers to develop a set of common styles of questions from the tests for KS1 and KS2. b. Teachers to use EMA time to share examples of questions and discuss with the class. c. Create tests for the end of each term – 3 levels.	In test situations, pupils are able to tackle questions requiring them to apply concepts.	Create tests with teachers.	Autumn Term	c. Warwick		Review the impact at the end of autumn term with a test.

Objectives	Task	Success Criteria	Resources	Time Frame	Lead	Training	Monitoring
2.2 Increase parental awareness of the mathematics curriculum so that they are able to support their child at home.	a. Homework to be revised. b. Parents workshops to take place each term.	Parent workshops take place each term– white books, TT Rockstars and Mathletics. Through feedback, parents state that they understand what is expected from their child.		Termly	c. Warwick		Attendance and feedback at parent workshops.
Objectives	Task	Success Criteria	Resources	Time Frame	Lead	Training	Monitoring
2.3 Ensure that pupils make accelerated progress in mathematics due to well-focused interventions.	a. Target setting meetings to take place to ensure that each year groups ARE is in line with national expectations. b. K. Dillon to set a date for target setting and ensure that all teachers have identified pupils who need to make accelerated progress to achieve ARE. c. 1,10, 5 interventions to take place with these pupils to secure fluency. d. Teachers to ensure that fluency is secure and allocate booster sessions for pupils who are not secure.	<ul style="list-style-type: none"> • Each class has a list of pupils who need to be accelerated. • Weekly interventions task place for pupils. • Tracking of homework and use of TT Rockstars in the school. • A significant gain in speed can be seen with each class. 		Termly	K. Dillon		<p>Monitoring of speeds for each class each term.</p> <p>Termly progress meetings.</p> <p>S. White to monitor the impact of interventions each term.</p>
Objectives	Task	Success Criteria	Resources	Time Frame	Lead	Training	Monitoring
2.4 Ensure that pupils are securing number bonds and place value skills at ARE expectations.	a. C. Warwick to create tests for each year group so that teachers are more confident with ARE.	<ul style="list-style-type: none"> • Test results show that skills are improving over time. 		Tests created before autumn half term.	C. Warwick		
Objectives	Task	Success Criteria	Resources	Time Frame	Lead	Training	Monitoring

<p>2.5 To ensure that planning reflects gaps in knowledge.</p>	<p>a. Guidance given to teachers on how to plan for the month. b. Modelled plan given to teachers.</p>	<ul style="list-style-type: none"> • Teachers use gaps in knowledge to plan and target specific pupils. • Planning reflects gaps. • Pupils make progress as a result. • Mastery opportunities are seen in books for all pupils. 	<p>Mastery resources</p>	<p>12th November</p>	<p>C. Warwick</p>	<p>Monitor planning for the month. MER focus for the team.</p>
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SDP FOCUS 3: To ensure that teachers set precise and rigorous next steps for pupils, and communicate these effectively, so that pupils who are off track make accelerated progress within the year in all subjects.

The gap between teacher assessment and test results has fluctuated over the last two years. We are now assessing more regularly, but need to develop a mechanism for validating judgements more rigorously in the school.

Milestones

December – MER shows that Next steps are set and responded to consistently across the school.

April – Pupils understand their next steps based on target setting procedures in the school.

July- Judgements of ‘secure’ at each band are agreed between teachers. Accelerated pupils make the progress targeted.

Objectives	Task	Success Criteria	Resources	Time Frame	Lead	Training	Monitoring
3.0 teachers to set appropriate and purposeful next steps for pupils in all books and communicate these effectively to parents.	a. Review of the marking ladder. b. Non-negotiables to be focused on when setting next steps in writing. c. KS1 teachers to find a mechanism for feeding back to pupils' so that they respond regularly – including verbal feedback. d. Accelerated pupils identified in planning and through barriers to learning document. e. Teachers to communicate targets to parents and give advice where necessary.	Teachers set next steps which are focused on writing non-negotiables and secure these within writing. Pupils respond regularly to next steps set. Parents are informed about their child's next steps and are given advice on how to support them at home.	Release time	September	B. Cox and J. Moseley.		Through the MER process – check on Non – negotiables being corrected in pupils' writing. Parent questionnaire shows increased knowledge of their child's learning from February and July.
Objectives	Task	Success Criteria	Resources	Time Frame	Lead	Training	Monitoring

3.1 secure target setting in mathematics so that pupils understand their next steps.	a. Target setting system in place across the school in mathematics. b. Training for pupils on targets.	Pupils understand their next steps in mathematics. All pupils have target sheets in use in books. Year 3-6 all have target cards which have been completed.	Release time for C. Warwick	September	C. Warwick		Monitor through the MER.
Objectives	Task	Success Criteria	Resources	Time Frame	Lead	Training	Monitoring
3.2 pupil conferencing to be established in all year groups so that pupils understand what they need to work on within their writing.	a. Teacher to have training on how to effectively conference with pupils. b. Teachers to identify a time to conference with pupils each week. c. Teachers to annotate work where pupil conferencing takes place.	Pupils are conferenced with at least once a half term so that they are able to improve their writing. Pupil understand their target in writing.	Release time for D.Cserveka	November – introduce March – established in the school.	D. Cserveka.	Training during PPA time.	D. Cserveka to monitor each half term.
Objectives	Task	Success Criteria	Resources	Time Frame	Lead	Training	Monitoring
3.3 Learning Support Assistants are able to support teachers through an understanding of Target Tracker.	a. Target Tracker training for LSAs. b. Use of exemplifications to support teaching in Guided Reading.	LSAs are able to support teachers more effectively through an understanding of the targets pupils need to achieve.	Release time for LSAs.	Autumn term	K. Dillon		
Objectives	Task	Success Criteria	Resources	Time Frame	Lead	Training	Monitoring

<p>3.4 Teachers have a clear understanding of 'secure' at each Band.</p>	<p>a. moderation of writing each half term by teachers against standard task document. b. correlation to be made between test results and teacher judgements. c. consistency to be discussed when administering tests. d. Paragraph to be written in Teaching and Learning Policy related to making judgements.</p>	<p>Teachers agree with judgements made in July with pupils working at 'secure'.</p>	<p>Staff meeting.</p>	<p>February.</p>	<p>K. Dillon C. Warwick</p>		<p>SLT each term.</p>
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SDP FOCUS 4: To ensure that pupils, especially pupil premium pupils are reading regularly and are tracked through appropriate systems.

Outcomes for pupil premium children were below in both Year 2 and 6. Reading progress now needs to be focused on so that pupils are tracked more closely in Key stage 2.

Milestones

December – All pupils to have a reading book at their level. Teachers have detailed knowledge and understanding of the reading level of their pupils.

April – Pupils have up to date tracking information and more pupils are reaching ARE than in December. Pupil premium pupils are monitored and parents are supported when this is not possible.

July- Pupil Premium pupils make better progress and attain in line with non-Pupil Premium pupils.

Objectives	Task	Success Criteria	Resources	Time Frame	Lead	Training	Monitoring
4.0 Accelerated Reader to be established in the school.	a. Accelerated reader training for all staff in KS2. b. Star reader test to be completed and pupils to have books by October half term. c. Pupils to complete book quiz regularly and teacher to track.	All pupils in KS2 to have a reading book at the correct level. Teachers have detailed analysis of the pupils in their class.	Time for M. Rees to lead in the school.	October	M. Rees	During Team meetings	M. Rees at half term to monitor pupils and reading age/speed.
Objectives	Task	Success Criteria	Resources	Time Frame	Lead	Training	Monitoring
4.1 Pupils read regularly both in school and at home.	a. Reading record in school to be set up to ensure that target pupils are heard read.	Pupils read regularly through additional opportunities and incentives created in school.	Books to be purchased £2000.00 budget.	October Termly	L. Roche to set up reading	Accelerated reader training	Team meetings used to identify pupils who are

	<p>b. Teachers monitor and address pupils who are not reading regularly at home and refer to Terri if necessary.</p> <p>c. Individual reading passports to be investigated.</p> <p>d. recommended reading list sent home to parents.</p>			Autumn	records in school. J. Moseley and B. Cox to monitor reading through team meetings.		not reading at home.
Objectives	Task	Success Criteria	Resources	Time Frame	Lead	Training	Monitoring
4.2 Increase reading opportunities in the school.	<p>a. Improve the library to raise the profile of reading in the school.</p> <p>b. Introduce school book club for KS1 and KS2 pupils.</p> <p>c. Pupils to write book reviews and display in the library.</p> <p>d. Audio books to be introduced.</p> <p>e. Books to be taken onto the playground at lunch and break times for pupils.</p>	Pupils report that they are able to read more regularly in school.	SLS to support with audio books and also Playground books to be purchased including bean bags.		M. Rees		
Objectives	Task	Success Criteria	Resources	Time Frame	Lead	Training	Monitoring
4.3 Ensure that Pupil Premium pupils make better progress in reading than non PP pupils and that they attain in line with non-pp pupils.	<p>a. teachers to identify pp pupils in their classroom and look at gaps on Target tracker.</p> <p>Reading buddies set up for pupils so that they read in school at least 1 x week.</p> <p>b. Achievement for All structured conversations</p>	Pupil premium pupils read regularly and as a result make better progress in reading.	Achievement for All. Release time for structured conversations.	Autumn term to establish and have structured conversation.	B. Cox, J. MoseleyS. White	Structure d conversation training.	Phase Leaders to monitor each half term and report to Governor on the progress of pupils.

	to be focused around reading at home. c. PP pupils as a focus group in the school.			Half termly reviews.			
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