



# School Development Plan Summary 2019-20

## Key Priority 1

To raise the  
standards of  
achievement  
in English.

- **To ensure children are making at least 'good' progress in reading.**
  - Interventions are in place and have impact on children's progress.
  - Children's home reading is monitored. More rigorous book bands are established.
  - Continue to evaluate Destination Reader texts.
  - Invest in Oxford Reading Buddy and a suitable scheme for lower achieving children.
  - Investigate Reading Reward Scheme.
- **To ensure our book provision is helping to develop a love of reading.**
  - Completion of welcoming and inspiring library and outdoor library.
  - 'Story time' at least 3 times a week in each class.
  - Book corners in every classroom – inviting and well-resourced.
  - All staff to model love of reading – books read during assemblies when appropriate.
  - Develop a reward – with parents – a session in the library for 'fantastic readers'.
- **To enable parents to support their children's reading development.**
  - Open the library at the end of the day and welcome parents.
  - Parent Workshop – helping to support your child's reading development.
  - Use different communication methods to keep parents engaged with supporting children.
- **To engage and enthuse children to want to improve their writing.**
  - Blogging forms part of the school's curriculum – giving purpose to children's writing with a global audience.
  - Introduce writing competitions within the school and become involved with local and national writing competitions.
  - Introduce a writing / blogging club.
- **To ensure children are making at least 'good' progress in writing leading to an increased number of children achieving end of year expectations, with a particular focus on boys and greater depth.**
  - Further training given on how to assess children's writing and develop it further.
  - Investigate 'Class Edits' and assess the impact on children's progress.
  - Teachers to 'peel on/peel off' in lessons to meet individual needs.
  - Teachers to observe good practice in each other's classes / use Iris Connect.
  - A range of opportunities for HA writers to attend workshops for talented writers.
  - Moderations with Swan Schools/WSLP/internal
  - Regular book looks within and across year groups and SLT/YTL meetings
- **To ensure assessment is used effectively leading to improved outcomes for children.**
  - New assessment system for writing established.
  - PDM time given for assessment and moderation across year groups.
- **To improve children's spelling ability.**
  - Read, Write Inc spelling programme taught daily for 15 minutes across the school.
  - Spelling display boards to contain key year group words, speed sounds and alternative sounds.
  - Assessments used to target children who are below expected standards for support/interventions and to inform future planning.
  - Spelling is addressed in all books, not just English.

# Key Priority 2

To raise  
attainment  
in maths.

- **To ensure the new maths assessment system improves outcomes for children.**
  - Staff training to ensure that teachers and YTLs effectively use the new assessment system to inform improve outcomes for children.
  - Ensure teachers are using Assessment PDM time to effectively assess children and actively plan for next steps in their learning.
  - Evaluate whether White Rose assessment or Power Maths assessment gives the most accurate picture for children's predicted results at end of KS2 assessments.
- **To further embed to Maths Mastery approach to teaching and learning**
  - Journaling is present in all children's maths books and that is strengthening children's ability to reason and also deepening children's understanding of mathematical concepts.
  - Manipulatives to be available in every lesson – where necessary - to extend or support children's learning.
  - Teachers understand the importance of children experiencing concrete, abstract and symbolic activities to deepen understanding.
  - Challenge should be evident
  - Ensure consistency in approach to teaching through Maths Lead joining PPA, discussions with YTLs, drop-ins and book-looks.
  - Numicon training for all teaching staff and purchase new manipulatives where necessary.
  - Teachers to observe each other / use Iris Connect to share good practice.
  - Maths Lead to become the Lead Practitioner for maths and encourage teachers to observe his practice.
  - Maths Lead to engage with the Maths Hub for further training and support.
  - Use of Iris Connect where appropriate to encourage professional dialogue and sharing of ideas/strategies.
- **To ensure all children are making at least good progress in maths.**
  - Ensure lessons are challenging for all –children to start at different points (choosing their level of challenge).
  - Lower achieving children to have learning opportunities to 'plug' gaps in their knowledge.
  - Teachers should be 'peeling on/off' to ensure they are working with children at all levels – to challenge and support appropriately. Adults to be used for all children.
  - All year groups to receive planning support during PPA sessions when necessary.
  - Teachers to receive training so they can fully utilise Power Maths online tools.
  - Working Walls fully utilised to support children's learning and understanding.
  - Ensure arithmetic is still being taught regularly across the school.
  - Learning Times Tables is a focus in LKS2.
  - Maths Lead to keep informed of developments within White Rose curriculum and ensure this information is shared with teachers.

## Key Priority 3

To further  
enhance  
our wider  
curriculum.

- **To implement and embed new school values.**
  - Whole school INSET July 19 to establish need obtain stakeholders ideas.
  - Collate and distribute values to all stakeholders.
  - Weekly assembly led by HT
  - Twice a half-term teacher led Values lessons.
  - Rewards – tokens, certificates and hot chocolate & cookies with HT.
  - Parents informed Value of Half-Term
  - Information on Website and social media platforms.
  - Professional graphics created and displayed throughout the school and on website.
  - Implementation of Commando Joe's Character Education to support the embedding of Values Education in the school.
- **To further develop Learning Outside the Classroom**
  - MC to lead on bringing BioDome into the school's curriculum leading to higher engagement in the science curriculum.
    - Liaising with teachers regarding planning
    - Engaging parents and wider community with the project
  - A minimum of one LOtC session per week for each class on top of the lessons classes with MC.
  - Receiving Learning Outside the Classroom Silver Award.
  - Implementation of Commando Joe's to further enhance LOtC provision and the wider curriculum experience for children.
- **To develop teaching and learning in foundation subjects.**
  - Teachers teach discreet subjects rather than 'topic'.
  - Knowledge Organisers (History, Geography & Science) created – looking at key information and skills children need to learn over the half-term or term.
  - Subject Leads (all subjects) create a curriculum map of their subject – skills and knowledge taught and progression across the school.
  - Curriculum maps used to analyse curriculum for our children – how should it be improved next year?
  - Subject Leads to ensure lessons are learning focused not activity driven and focus on key skills and progression throughout the school.
  - Introduction of Activity Passport for children.
  - Joining of History, Geography, D&T, and PSHE Association to support teachers with subject specific pedagogy and lesson ideas.
  - Presentation of work in foundation subjects to be at the same high standard as those in English & Maths.
  - Art Lead to develop progression of skills to support teachers in teaching art. Training given to staff through PDMS. Effective use of sketch books throughout the school.
- **To develop teaching and learning in science.**
  - Dedicated science teaching happening each week.
  - Focus on investigative skills.
  - Focus on making children enthusiastic and excited about the subject.
  - Construction of new Science & Technology room.
  - Subject Lead monitoring – lessons, planning, books.
  - Subject knowledge developed by PDMs and ReachOut CPD for teachers.
  - Introduction of science assessment system.
  - Use of BioDome to enhance teaching and learning.

# Key Priority 4

To further  
develop  
teachers'  
practice.

- **To develop assessment for learning strategies in the classroom.**
  - Spring Term PDMS focused on:
    - Pupil generated success criteria
    - Decontextualized learning objectives (open and closed)
    - Children's talk & talk partners
    - Questioning
- **To develop adult and children's understanding of the brain and how we learn things.**
  - Summer Term PDMs focused on:
    - How the brain works
    - Memory processes and structures
    - Working memory and long-term memory
    - Metacognition
    - Emotions and learning
    - The brain and SEN
- **To ensure teachers take more ownership of their professional development**
  - Performance Management Targets set in the Autumn Term – teachers/TAs to reflect on their own practice and select their own areas for development.
  - Performance Management meetings and observations booked throughout the year.
  - Teachers encouraged to observe colleagues / have professional dialogue.
  - Teachers to use Iris Connect to help them to reach their developmental targets.
- **To improve the impact of the Marking Policy on children's learning.**
  - Research latest educational thinking about effective marking.
  - Visit Goldsworth Primary School / St John's Primary to learn about the impact they have had with reduced written feedback.
  - Teachers selected to trial aspects of effective feedback to see if they are right for our school.
  - Rewrite The Hermitage Marking Policy.

## Key Priority 5

To further develop the leadership team to ensure pupils make at least good progress in all subjects.

- **Ensure strategic leadership of the school continues to move the school forward.**
  - Planned SLT strategy afternoons/days booked throughout the year.
  - SLT members support Subject Leads to monitor progress against their action plans.
  - Timetabled sessions with SLT and YTLs throughout the year to review progress against SDP.
  - HT & SLT to work with CEO of Swan Trust & SIP.
  - Develop leadership skills of YTLs by training sessions with SLT.
- **Ensure subject leaders improve the curriculum provision for their subject area.**
  - Curriculum for each subject is mapped – showing knowledge and skills taught in each year group. Quality of provision evaluated; subject leads to make recommendations for improvement next year.
  - Subject Leaders monitor the quality of provision for their subject through observations, planning, book looks and discussions with pupils.
  - Performance Management Target linked to subject leadership focus.
  - SLT members support Subject Leaders with their Action Plans.
  - Subject Leaders to attend network meetings where available and attend Swan Subject Leads meetings to share good practice.
  - Subject Leaders timetabled to have regular release time throughout the year.
  - School to join Associations for: PSHE, Geography, History and D&T to help develop teachers subject knowledge and pedagogical skills within those subjects.
  - Subject Leaders share their knowledge and support teachers across the school.
- **For YTLs to ensure the quality of education in their year group is excellent.**
  - Performance Management Target set for YTLs to ensure year group curriculum is broad and balanced. In particular:
    - Science taught every week.
    - Two values lessons taught every half term.
    - Knowledge Organisers for history, geography & science in place for the year group – key learning (skills and knowledge).
    - Art lessons concentrating on skills – use of Sketch Books.
  - New assessment system: Deputy Head to work with YTLs regularly assessing Year Group data and thinking through next steps for children.
  - YTLs lead discussions in Year Group around the 3 children selected for performance management of teachers – professional dialogue about how to support / challenge children to ensure needs of all learners are being met.
  - Termly report completed by YTLs for Headteacher summarising: Quality of Education (teaching and learning as well as curriculum provision); Quality of work, presentation and feedback; Progress and attainment; News from the Year Group.
  - YTLs lead regular Year Group book monitoring sessions to ensure consistency across the year group (to include foundation subjects).
  - SLT / YTL book monitoring sessions to ensure consistency across the school (to include foundation subjects).
- **Ensure governors take an active role in ensuring improving outcomes for all pupils.**
  - Governors have a comprehensive understanding of the strengths and areas for development across the school.
  - Governors to be visible and accessible across the school and wider community by timetabling monitoring visits.
  - Ensure governors have all relevant data to enable them to challenge and support appropriately.
  - Governors release regular updates to parents.
- **To work collaboratively with schools in the Swan Trust.**
  - Participate and learn from Challenge Days – at The Hermitage, but also by visiting other schools.
  - Subject Leaders to attend Subject Lead Meetings and collaborate with other practitioners / leaders.
  - Participate with Swan Collaboration Projects – key leaders attend other schools to develop areas and learn from other schools' practice.