



Aboyme Lodge School

School Development Plan

2020-2021

This plan was created in consultation with the following stakeholders; pupils, parents, teachers, teaching assistants, and school governors

Target 1: To develop the skills of Subject Leaders

Why? To ensure that all leaders share a clear and ambitious vision for providing high quality inclusive education for all pupils to help pupils discover their talents and interests.					
What?	How?	When?	Resources	Monitoring (see also monitoring TT)	Impact
Establish expectations of best practice	<ul style="list-style-type: none"> SL reports completed in line with inset expectations 	September 2020	Inset time	Action plans written. SL reports written.	
SLs consolidate their subject knowledge	<ul style="list-style-type: none"> SLs consider NC statements and identify gaps. They expand the statements as appropriate SLs research ways to extend/consolidate their on learning eg professional societies 	Autumn then ongoing		SOW/POS personalized to school and published on the website	
Develop Curriculum teams	<ul style="list-style-type: none"> Half termly meetings Subject action plans feed into this document 	ongoing		SDP	
Staff to understand the neuroscience behind NC	<ul style="list-style-type: none"> Inset from Robin Lauder 	September 2020		Evidence in learning walks and pupil voice of children being given appropriate opportunities for deep learning	
SLs to understand EYFS practice	<ul style="list-style-type: none"> Inset from EYFS team to explain CIL and assessment practice 	Autumn 2	Inset time	EYFS included in monitoring timetables. Examples of good practice seen, and recorded.	

Target 2: To continue to develop the wider curriculum

Why? So that leaders can be sure they offer an ambitious curriculum designed to give all pupils the knowledge and cultural capital they need to succeed in life					
What?	How?	When?	Resources	Monitoring (see also monitoring TT attached)	Impact
Review all medium and long term plans to ensure a coherently planned and sequenced curriculum INTENT	<ul style="list-style-type: none"> SLs and curriculum teams consider and expand on the NC statements 	Autumn		SOW/POS personalized to school and published on the website	
Ensure progression in skills and knowledge	<ul style="list-style-type: none"> SLs support class teachers in the effective use of Chris Quigley materials for skills and Knowledge Organisers for knowledge 	Autumn 2020 onwards		Work scrutiny Planning scrutiny	
Embed identified curriculum drivers	<ul style="list-style-type: none"> Class teachers are incorporating the curriculum drivers in their planning 	Autumn 2020 onwards		Website Planning scrutinies	
Develop the skills of SLs to monitor and support effectively	<ul style="list-style-type: none"> SLs to identify strengths and areas for development in their subjects, specifically learning gaps and staff confidence 	Autumn 2020 onwards	Focus education SL guides	SLs report to curriculum teams, rolling programme of monitoring established.	

Target 3: to continue to prioritise well-being across the school and to respond to the effects of Covid 19

Why? To help staff and pupils develop resilience, confidence and knowledge to keep themselves mentally healthy					
What?	How?	When?	Resources	Monitoring (see also monitoring TT attached)	Impact
Wellbeing of pupils	<ul style="list-style-type: none"> • Embed Jigsaw: PHSE SoW based in mindfulness • Identify and train mental health leads • RC to do mental first aid course • MH leads to deliver stage one training to staff • RC to identify appropriate children for drawing and talking sessions and deliver • All teachers to build regular times for calming activities into the school day, eg mindfulness, as well as opportunities for physical exercise. • Staff to identify a whole school activity to help re-build pupils' sense of connection to each other and the school. 	<p>Autumn 1 and ongoing</p> <p>CTs/ongoing</p> <p>CTs /09.2020</p>	<p>RC/MT training</p> <p>RC training</p> <p>RC advanced training</p>	Pupil voice, planning scrutinies	
Well-being of staff	<ul style="list-style-type: none"> • Include discussion about wellbeing in performance management reviews and act on concerns • Focus on behaviour for learning 	On going		<p>Staff and pupil surveys</p> <p>Performance management records</p> <p>Behaviour logs</p>	

	<ul style="list-style-type: none"> • Develop feedback and marking • Provide information and guidance to staff about how to support pupils and colleagues • Time at the beginning of staff meetings to feed back concerns or observations and to brainstorm responses. 	MHL			
Well being of the whole school	<ul style="list-style-type: none"> • SLT to publish comprehensive risk assessment and guidance notes to reassure staff and parents that we are following government guidelines. • Teachers to ensure children are fully aware of the new expectations as described in the RA, and reasons for them. Classes to set their own ground rules within those expectations to re-establish boundaries • Staff, parents and pupils to be reminded about the 5 ways to wellbeing 	SLT/09.2020 CTs /wk 1		Feedback from staff and pupils PPMs	

<p>To acknowledge, identify and correct learning gaps and misconceptions developed during lockdown</p>	<ul style="list-style-type: none"> All teachers to be aware that their first responsibility will be to get children ready to learn before they can move to any new learning. Building relationships within the classroom and across the school will be fundamental and must take priority. (See above) Teachers will start teaching from the age appropriate curriculum and use AfL techniques to identify gaps and misunderstandings. Teaching may have to be in shorter sessions at first as children build up their learning stamina. Inset on AfL to remind staff of good practice Robin Lauder inset to explore how memory works and how to help children remember their learning Whole school writing moderation Maths diagnostic tests to support AfL findings Feedback from all the above to determine how best to spend the government Corvid funding 	<p>AA/start of term</p> <p>CT/TAs</p> <p>Buy in from HfL</p> <p>Autumn 1</p> <p>English SL/End Autumn 1</p> <p>Maths SL/End Autumn 1</p> <p>SLT/End Autumn 1</p>	<p>Back on Track materials Inset time for staff to familiarize themselves</p> <p>Robin Lauder Inset day</p>	<p>Feedback from staff and pupils</p> <p>SLT monitoring</p> <p>SL/Curriculum team monitoring</p>	
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Monitoring timetable 2020-21

	Autumn 1	Spring 1	Summer1
SLT	Learning environment (temporary building) and Covid preparedness	Writing work scrutiny	Topic books, use of knowledge organisers
	Autumn 2	Spring 2	Summer 2
SLT/HIP	Autumn visit: Up date on Covid response and plans for 20-21	JARV: Writing deep dive	Progress review

Literacy

Targets	Action	Responsibility	Timeframe	Finance	Success Criteria
To ensure children across the school are back on track.	INSET to familiarise staff with Back on Track HfL plans. Staff to look at the resources for each cohort and adapt as needed. Using the resources alongside HfL Essentials.	KS to Y1-6 teachers	Sept/Oct 2020 All year	£TBC	Children are Back on Track by July 2021
Ensure staff have books to teach HfL Back on Track	Source and order book from HfL Back on Track	KS to source and speak to Jennie to order	Sept/Oct 2020	Approx £150	Staff are able to teach all units from the scheme
To ensure children across the school are back on track with knowledge of spelling patterns and phonics	INSET to familiarise staff with Back on Track HfL plans. Assess the gaps and plan in catch up of phonemes and spelling patterns. Look into the cost of interactive online spelling apps	NN and Lit team Class teachers	Sept/Oct 2020 All year	TBC – approx. £30 X 5 -	Children are Back on Track by July 2021

Embed Common Exception Words into each topic in each class	Monitor whether each class has these CEWs displayed. Ensure relevant key words are include on topic Knowledge organisers.	KS and class teachers	Autumn	-	Children become more familiar with CEWs and their spelling of them in their work improves. Year 6 have more evidence of CEW in their writing.
Support all staff in implementing TAF assessment criteria with particular focus on BoT scheme	Teachers/Lit manager & with assessment co-ordinator.	All teachers & KS/HP	Moderation of writing in Autumn term		The children will work towards clearer expectations
Embed quality writing across the curriculum	Plan for regular opportunities for children to produce high quality writing in topic/science books. Take into account new Back on Track scheme and look for alternative ways to embed high quality writing into topic Monitor quality writing in topic books	KS to monitor Class teachers to implement	INSET in Autumn 2 to discuss high quality writing and ideas for topic writing Monitor half way through year and again at end of year	-	High quality writing will be evident in topic/science books Writing will be marked as per literacy lessons
Ensure all children are reading on the correct book band Divide banded books between year groups, review and rota according to need each half tem,	Check book bands across KS1 and KS2 Order new books to create a 'sideways' set of books for the lower phonic levels. Check in with a random sample of children across the lower 20% of readers and look at their book bands/match to phonic ability.	KS and NN	Whole year	Cost of new reading scheme books.	Children will be given a book that matches their phonics/reading ability and is age appropriate.

Humanities

Targets	Action	Responsibility	Timeframe	Finance	Success Criteria
Hist/Geog/RE To ensure children learn key knowledge for each topic by working with Knowledge Organisers	Create KO templates for school where appropriate Help staff with creating KOs for history, geography and RE Monitor use of KOs	All teachers AL, AH, RL	INSET Autumn and each half term		Children will retain and recall key knowledge
Geography	Check with staff that key skills for summer term 2020 were planned for via remote learning. Monitor and evaluate the coverage of key skills in Geography across the school. Check Kos are in evidence.	AH	Autumn term		Staff made aware of any gaps in cohort learning. Children will be taught key skills across the key stages. Children have key learning in their books and are referenced in lessons.
History	Monitor and evaluate the coverage of History across the school, particularly in KS1 ensuring key skills are being taught. Update curriculum documents.	AL	Autumn term	Look into cost of an individual membership to History Association for access to planning / resources. This will enable History Coordinator to feedback to other staff.	Evaluate specifically: <ul style="list-style-type: none"> • Chronological understanding • Knowledge and understanding of events, people and changes in the past.
History	Ensure diversity of our History curriculum	AL	Autumn term		Evidence in planning and children's work.
Music	Musical instrument overhaul??				

Monitoring

It is necessary for **any subject leader** to visit classrooms to gather information about their subject throughout the academic year.

<u>Term</u>	Autumn 1	Autumn 2	Spring 1 & Spring 2		Summer 1	Summer 2
<u>Subject</u>	Literacy	Literacy/Phonics	Spelling	Spelling	Geog/Hist/RE	
<u>Activity</u>	Introduce Back on Track literacy scheme of work and monitor Ts CPD – watching grammar videos	Reading books and colour bands. Checking LA children are on the right level	Monitor spelling and CEW learning. Monitor online spelling programme (if purchased)	Monitor teachers' use of CEW in their planning/displays/KOs	Monitor use of knowledge organisers throughout the year and KO formats. Evaluate how they have impacted on the children's learning. Monitor writing in topic books.	

Maths curriculum team

Targets	Action	Responsibility	Timeframe	Finance	Success Criteria
Maths					
To build on the work from last year to improve recall and understanding of times tables across the school	Building times tables into our fluency sessions. Regular assessments. Building understanding of times tables into maths lessons. Use arrays as a tool for teaching.	Teachers DG to monitor TA/Teachers Teachers	All year		<ul style="list-style-type: none"> Assessments show an improved recall and knowledge of times tables Improved understanding of times tables (evident through reasoning activities)
To ensure children across the school are back on track.	INSET to familiarise staff with Back on Track HfL plans. Staff to look at the resources for each cohort and adapt as needed. Using the resources alongside HfL Essentials.	DG to Y1-6 teachers	Sept/Oct 2020 All year	£TBC	<ul style="list-style-type: none"> Children are Back on Track by July 2021

Targets	Action	Responsibility	Timeframe	Finance	Success Criteria
Computing & E-Safety					
To improve remote home learning opportunities.	Set up Google Classroom. Attend training. Set homework including Maths and spellings on Google Classroom. In the event of a local	JH Class teachers	Autumn		<ul style="list-style-type: none"> Staff will be able to set work remotely

	lockdown or bubble closure, teachers are able to use Google Classroom to communicate with parents and set work.				
To adapt our computing teaching and curriculum to take into account the restraints of the new building.	<p>Meet with teachers who teach the computing curriculum in class and check to see they have the resources they need in order to carry out curriculum.</p> <p>Support teachers with planning/thinking of ways to adapt with the restraints of the new building. Use the I Pads more in computing lessons where possible.</p>	<p>CL</p> <p>CL</p> <p>CL Class Teachers</p>	Autumn		<ul style="list-style-type: none"> Teachers would feel more confident in teaching the computing curriculum under the current restraints of the building work. Children would still receive high quality teaching of computing and enhance their learning by utilising the I Pads more
To improve teachers' knowledge of Esafety	Teachers to take an online Educare course on Online Safety to refresh knowledge of online safety.	Class Teachers	Spring		<ul style="list-style-type: none"> To make teachers more aware of the online world and what challenges it may present To ensure children have a good awareness of what is appropriate and inappropriate behaviour online and know how to voice their concerns if they see something they do not like.

Targets	Action	Responsibility	Timeframe	Finance	Success Criteria
PE					
To improve teaching/provision for Gymnastics/Dance across the school	COVID 19 allowing Investigate outside providers to teach gymnastics/dance units following a similar structure to the one we have in place for teaching Games with Alvin	JS	Spring (as and when the hall is available)	TBC	<ul style="list-style-type: none"> Teachers more confident at teaching Gym/Dance
To update resources to support teaching high quality PE and bridge the gaps in light of COVID-19.	Audit the resources in line with the topics able to be taught. Spend the underspend from the previous year.	JS	Autumn	TBC	Wider range of resources available.
To increase opportunities for physical activity for all children throughout the day.	INSET to discuss ways of keeping the children active throughout the day. (Across the curriculum and in between lessons). Allocate some of the money carried over from last year to lunchtime/break resources.	JS Class teachers	Autumn	TBC	Children will be more active throughout the day. Teachers feel more equipped to do it.

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Subject	PE	Computing	Maths	Computing	PE	Maths
Activity	Audit Resources	Monitor Curriculum Coverage and Resources	Staff Questionnaire Back on Track	E-safety monitoring Pupil Voice	Dance/Gymnastics Drop-ins	Pupil Assessment Back on Track

Science - School Development Plan 2020-21

Main tasks	Success Criteria	Who	Time scale	Finance
Science				
To audit and update resources	Replace and update consumables	Teaching Staff	Spring term INSET	£100 approx.
To continue to monitor children's Working Scientifically skills	WS Wheels Learning Walk Work Scrutiny Assessing termly	Science Team All staff	Spring Autumn 2	
To continue to develop children's evaluating skills across KS1 and KS2	Work Scrutiny WS Wheels in classroom INSET	AJ	Spring	
To identify gaps in learning and to support PP, BME and EAL children	Establish Knowledge Organisers and develop effective use of them Vulnerable groups to be talked through knowledge organisers AFL in science assess their current knowledge (at the beginning of the topic) so teachers have an idea of how to enhance culture capital Vocab lessons at the beginning of the topic	AJ to monitor and make suggestions for the teachers	Spring	
To increase the number of children working at greater depth	Stem Ambassadors (Dependent on Covid) Greater Depth questions/statements for teachers Email Staff to remind them All staff to book SETPOINT and STEM ambassadors (dependent on COVID)	Staff AJ	Autumn	

PSHE				
To promote Wellbeing on the return to school	Whole school book Use Jigsaw lessons School Development Plan			
To write the SRE school policy		AJ and HP		
To engage and inform parents in the new SRE		AJ and HP		
To develop children's sense of gratitude	Classroom activities	All Staff AJ	Autumn and Spring	

Art, Design and Technology				
To make use of different artists from different parts of the world and from different cultures	Support teachers in the choice of artist and artwork Link artists from different cultures to topics	RJ RJ and Sci team	Spring	

MFL				
To update membership of Language Angels		CEC	Autumn	£190?
To raise the profile of second language teaching	Regular teaching across KS2 Work sampling Pupil voice Some MFL in assemblies Knowledge Organisers	CEC	Autumn Summer	

Science Team – monitoring yearly overview

<u>Term</u>	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Subject</u>	All	PSHE	Art & D&T	Science	MFL	Art D&T
<u>Activity</u>	SDP	Pupil Voice –return to school	Look at use of different artists from term 1	Work scrutiny Evaluating Skills	Pupil Voice	Pupil Voice (evaluating their learning)

Governing body key priorities:

Targets	Action	Responsibility	Timeframe	Finance	Success Criteria
To develop the skills of subject leaders and the wider curriculum	To meet the DH to discuss the progress of action plans	SIC	Spring 2	n/a	FGB fully informed of progress against plans.
To continue to prioritise well being across the school	To monitor staff and pupil surveys To offer exit interviews to staff and parents Staff voice activities included in governor visits	FGB	Ongoing	n/a	Governors are informed about well being and morale across the school and able to take appropriate action
To oversee the financial future of the school and the refurbishment works	To establish working group to explore financial options and succession planning around the role of the HT. To monitor the refurbishment works on a regular basis and report to FGB	Resources committee	Working group established by end of Autumn 2, first report to governors in Spring 1. Ongoing	n/a	Standing item on FGB agenda. FGB aware of options available to them to make an informed decision. Action plan for recruitment in place.

