Newton Tony CE VC Primary School

School Development Plan 2020-2023

Our Aims:

1) To ensure progress and achievement improve in spelling so more children at the end of KS1 and KS2 achieve the higher standard in writing across the school.

2) Adults in the EYFS use their assessment of children's learning in the early years to plan activities which help children to develop their early writing and number skills effectively.

Additional information: Our aims are linked to our OFSTED report (2019) next steps. Due to Covid19 lockdown the majority of our aims continue to be relevant.

Our Outcomes:

1a) At the end of KS1 and KS2 the % of our children who achieve the higher standard in writing is in line or above Wiltshire LA and national outcomes.

1b) At the end of KS1 and KS2 the % of our children who achieve the expected standard of SPAG is in line or above Wiltshire LA and national outcomes.

2) The % of our children who achieve the early learning goal in writing and number is in line or above Wiltshire LA and national EYFS outcomes.

Aim 1) To ensure progress and achievement improve in spelling so more children at the end of KS1 and KS2 achieve the higher standard in writing across the school.

Actions	Resources	Lead person	Stakeholder involvement	Indication of success: outcomes for pupils which evidences success
Throughout academic year • Staff have the opportunity to access high quality CPD via Right choice and other settings. • Head Teacher to teach additional spelling lessons at Upper KS2 • Y2-Y6 children to follow the No nonsense spelling programme (Term 1-6) • EYFS and Year 1 children to follow Little Wandle Phase spelling programme and the EYFS Profile/National Curriculum Programme of Study. (Term 1 -6) • School subscribe to Spelling Frame to ensure children access spelling practise in a variety of ways to suit the needs of every learner.(Term 1-6)	• CPD budget to support development of teaching and learning (£3000) • Purchase linked resources (£5000) • INSIGHT assessment tracker (£328) • SEND tracker	• Head Teacher • English Lead (JH) • Phonics Lead (NJ)	• Governors • Staff • SIA • Children • Parents • Intervention TA • Ramsbury English Hub	• Work sampling and moderation evidence improvements in spelling. • Parents are ensuring children are participating in the Spelling Frame programme on a daily basis (x5 days). Children are participating in practise and test sessions and improving their spellings. • The percentage of children reaching the higher standard of SPAG and writing at KS1 and KS2 is in line with or above Wiltshire LA and National Average (Cohort specific). • Children make progress in their Vernon Spelling Test (twice a year).

• KS2 participate in Teaching Live (Pie Corbett), a remote global platform to develop writing and vocabulary with a wider audience involvement (Term 1-4) • Children to develop vocabulary choices using spelling Journals/diaries and Magpie books at KS2(Term 1-6) • Talk 4 Writing embedded across the school to develop language. Term 2,4,6 Internal and external Lesson observations and learning walks evidence high quality Talk 4 Writing teaching provision. • Continue to Purchase high quality literature across the school using the recommended Pie Corbett and Ramsbury English book lists to promote rich language writing choices. (Term 1) • Decodable books to replace book banded books for home reading, guided reading; to develop early reading. (Term 1) • Teaching staff enter INSIGHT tracking data. SEND children also assessed using the objectives from the Year group they are working in (every term) **<u>Timetable</u>** Term 1 EYFS Writing assessment is entered for all pupils using Reception Baseline Assessment Term 2 • Writing baseline assessment is entered for all pupils using INSIGHT tracking tool. • Subject Leads to monitor pupils ensuring progress from their starting point. • Pupil progress governor meeting with teachers/governors Term 4 • Subject Leads to monitor pupils ensuring progress from their starting point (CV19 impact. More able pupils make more air points progress • Pupil progress governor meeting with teachers/governors	• Vernon Spelling Test • Clerk of governors (£1743)			• Teachers confidently use the data tracker to identify gaps to identify next steps in planning, teaching and learning. • All pupils make at least 2.5 air points progress. • All teaching staff understand all the functions of the progress tracker. • Teaching staff have inputted the progress data for all children by the end of each half term. • Subject leaders have evaluated their subject progress information and shared this information with progress governor and senior leadership at pupil progress meetings. • Senior Leadership and progress governor have identified children who have not made expected progress and planned interventions have been discussed with class teacher. Consider: Are children achieving age expected standards? Have all children made expected progress? Are disadvantaged children making progress? • Progress governor has attended meetings each term, completed governor visit report and feedback has been given to teaching and learning governor sub-committee • Governors challenge the HT with questions about the data and monitor the progress of children, in particular disadvantaged children, who nationally underachieve. • SENDco and Intervention TA leader have monitored progress of children.

Term 6 • Subject Leads to monitor pupils ensuring progress from their starting point - CV19 impact. More able pupils make more points progress. Disadavantaged/SEND children/lowest 20% to make accelerated progress to narrow the gap between their peers • Pupil progress governor meeting with teachers/governors • Intervention programmes implemented in Autumn 2 term and monitored at the end of the programme (x12 weeks) to support children who have not made expected progress or who have low attainment: Project X x30 minutes x4 weekly, Project X 2 x30 minutes x4 weekly , First Class @ number x30 minutes x4 weekly				• SEND governor has met with SENDco and discussed SEND children's progress and attainment. SEND governor as completed governor visit report and feedback has been given to teaching and learning governor sub-committee • SEND/lower 20% children make accelerated progress.
Aim 2) Adults in the EYFS use their assessment of children's learning in the early years to plan activities which help them to develop children's early writing and number skills effectively.				
Actions	Resources	Lead person	Stakeholder Involvement	Indication of success
• Implement the recommendations from the EYFS indoor and outdoor provision audit with Helen Tate (EYFS external advisor Summer 2021) • Purchase resources to support indoor and outdoor provision following audit • Develop planning and assessment to demonstrate differentiation in all areas • Ensure all children have access to high quality teaching by investing in staff training opportunities and supporting resources. • Develop understanding of differentiated Continuous provision indoors and outdoors using Alistair Brice-Clegg resources • Visit other outstanding EYFS settings and Preschool settings • Re-new TAPESTRY subscription to assess learning in partnership with parents • Benchmarking of all children by Week 3 in Autumn 1 term. • Arrange staff meeting time for teaching staff to assess, input and evaluate progress on the tracker end of Spring and Summer terms	• Indoor and outdoor refurbishment £4855 capital funding • CPD to support development of EYFS teaching and learning (see CPD budget above)	• EYFS teachers (NJ,KP)	• Children • Staff parents • EYFS governor • EYFS teacher from outstanding Hampshire setting (WD HN) • External EYFS advisor Helen Tate	• The audit identifies areas for development indoors and outdoors. • Both indoor and outdoor provision is developed using capital funding. • A second audit measures the impact of the development • Differentiated provision evident in EYFS planning, assessment and teaching and learning. • EYFS Staff have the opportunity to access high quality CPD via Right choice and other settings. • Internal and external Lesson observations (T2,4,6) and learning walks evidence high quality EYFS teaching provision. • Teaching staff have inputted the progress data for all children by the end of each term .

• Monitoring of EYFS progress data by EYFS leaders prior to pupil progress meetings end of Spring and Summer terms				• All children make expected age related progress from their starting point. • The % of our children who achieve the early learning goal in writing and number is in line or above Wiltshire LA and national EYFS outcomes. • EYFS leaders have evaluated progress information and shared this information with EYFS governor and senior leadership at pupil progress meetings. Consider: Are children achieving age expected standards? Have all children made expected progress? Are disadvantaged children making progress?