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**ARMOY PRIMARY SCHOOL**

**SCHOOL DEVELOPMENT PLAN**

**Year 4 2022-2023**

**Introduction**

**This plan has been compiled with the aim of ensuring that the priorities identified will further improve learning outcomes for our children and the wider school community.**

**The 2022/23 action plan targets areas for improvement based on the following: -**

* ISEF
* Views of parents, staff, governors and pupils.
* Rigorous and regular internal tracking and monitoring of the progress and attainment of all groups. GL Assessment tests in Literacy and Numeracy were administered in October 2020 to allow us to baseline our pupils after a long period of school closures/home learning. They were administered again in May 2021. This data was analysed, and purposeful measures were put in place to help close gaps in learning. The Engage programme funded by DE allowed us to provide additional teaching in Numeracy, Literacy and Social & Emotional Well-Being.

This is a working document, which is regularly reviewed, updated and amended within the context of our School Self-evaluation Cycle.

**EMERGING ISSUES**

**Quality of education**

**Implement a robust set of action plans in key areas of development including Using Communication, Using Numeracy, Using ICT, SEN and SBEW.**

*Why? We need to continue to address the delayed development of the curriculum and the impact on children’s learning as a result of school closures. There are a number of children, specifically identified, who are not performing commensurate with ability. The underachievement identified by GL assessment data and by teacher professional judgement will continue to be addressed through differentiated teaching, targeted small group and individual support and by specific intervention programmes. Additionally, pupils identified as having SEN are given support to access the curriculum to the best of their ability. Reasonable measures and purposeful programmes of interventions are used to meet specific learning needs. These pupils have PLP’s and a range of external agencies have been consulted.*

**Behaviours and Attitudes/ Personal development**

**Support pupils’ personal development to address feelings and aim to ensure that all children feel safe, happy and listened to. Develop resilience and self-help strategies – equip staff to enable pupils to recover some of the resilience lost since lockdown. Continue to implement Mental Health programmes. Work closely with PATHS programme to ensure fidelity of language, culture and approach**

**Establish a strong culture of character development – teach children to be respectful, not afraid to take risks in their learning and to be resilient. Promote school values through specific teaching and reward. Encourage our pupils to explore personal development through a range of classroom based strategies. Ensure that Positive Behaviour Policy and strategies are in line with SEN provision and take into account the additional challenges facing pupils/schools post pandemic.**

**Develop a whole school awareness of SBEW and disseminate pedagogy and practice of Team Teach throughout the school to deescalate challenging behaviours. Fully implement the use of sensory boxes within classrooms, make use of the sensory pathway within the school corridor, encourage regular movement breaks and use of outdoor learning. Use nurture reading area and sensory room for pupils. Continue to provide 1:1 counselling sessions with qualified counsellor for pupils who are experiencing difficulties.**

*Why? The Covid-19 lockdown led to an increase in anxiety, isolation and trauma for a number of pupils. There are a larger number of pupils who are presenting with a range of behavioural challenges and the school needs to play its’ part in restoring the balance for our children and providing a safe, happy atmosphere where everyone can thrive and learn. To ensure that policies reflect the needs of the school community. Continued staff development and utilising safe spaces to ensure equity of curriculum access for all pupils.*

**Leadership and Management**

**Leadership at all levels, to have a clear understanding of which learning has been lost and which needs to be recovered and by what method. Empower all subject leaders to monitor standards in their subject, including to monitor the impact of the recovery plan for the curriculum.**

*Why? Literacy and Numeracy co-ordinators are established in post and have undertaken training in the role of the co-ordinator. Time has been given to attend EA provided CPD courses aimed at addressing the learning gap evident as a result of school closures. Staff have analysed data and discussed priorities for future development. Action plans mark a robust method of planning for development. Co-ordinators are responsible for monitoring and evaluating progress and liaising with the Principal.*

**Development Priorities**

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| **2022/3** |
| 1. **Literacy**   Develop further the standards of children’s achievements in reading and spelling through:   * Close monitoring of AR reading in KS2 to ensure progress and use of PM benchmark within KS1 * Embed the practice trained in by Anne Mc Erlane on modelled and shared reading strategies and developing own pedagogy within this area. Sharing of good practice amongst staff. * Greater parental engagement to encourage reading for pleasure and progress. * Consistent approaches in the teaching of phonics and spelling * Progression in the spelling scheme and methods used. Use of Jolly Phonics scheme P1-4 * Implement Nelson Grammar scheme and follow progression guides suggested (P5-7) * Awarding pupil success and celebrating this. * Prioritising underachievers for Engage support and low achievers for specific intervention (IEP’s) |
| **Numeracy**  Continue to develop further the children’s standards in Numeracy through:   * Supporting the needs of our most vulnerable learners so that gaps in learning are closed; by training in and resourcing the Numeracy Catch Up programme as a specific and timetable intervention * Further developing the use of Numicon in years 1-7; * Embed Busy Ants Maths scheme into teaching and planning * Introduce Izak 9 initially to Years 6&7 to develop problem solving skills * Review scheme of work in Numeracy * Developing an understanding of how to plan for and teach skills in Measures and Shape & Space * Ensure that practical materials are available to support the pupil’s learning |
| 1. **UICT**   To raise standards in UICT through:   * Ensuring children can log on and access C2K software (P4-7) * Use Just2Easy as a digital library for class resources and an area to collaborate * Continue to develop the use of I-Pads for quality teaching and learning; * Train teaching staff in the use of new Surface Pro 7 and new Promethean Smart board and updated Activ Inspire software * Pupils focus on Digital Audio resources. Completing a skill per half term and evidencing this. Develop skills on Film and Animation through a range of tasks |
| 1. **The World Around Us**   Explore further the role of the World Around Us subjects in developing children’s Thinking skills:   * Develop clear structure of topic rotation throughout the school. * Develop a system of planning throughout the school to ensure planning is progressive and meets the statutory requirements of the curriculum. * Focus groups with Anne Mc Erlane to restructure WAU planning throughout the school. * Producing appropriately challenging activities and resources to engage and challenge the children in the WAU topics; * Inquiry learning made more relevant through real-life links and self-led problem solving projects; * STEM embedded in the curriculum; * Maintenance of Green Flag choosing new area of pupil focus. * Exploring possibilities of utilising outdoor space to develop meaningful ways to enhance the KS2 outdoor curriculum. |
| 1. **SEN**   To develop further the support that we provide for children with a range of special needs. In particular, we aim to:   * Continue to raise awareness of the SEND Act on policy and practice; * Continuing to upskill all staff in Social, Emotional & Behavioural strategies that can be used. * Cascade the PLP training to teaching staff and demonstrate the PLP on SIMs. * Begin implementation of the new PLP in P1/2 and P6/7 classes initially and support the teachers in the transition towards this format. * Inform parents re changes to PLP format * Complete Provision mapping work * Embed practices developed for nurture and behaviour management- sensory boxes, path, sensory room and nurture area within school. * Team Teach level 1 training for all staff. |
| 1. **WSNA**   To continue to develop an understanding of the underpinning theory and the core principles and practices of Nurture and the WSNA through:   * Whole school staff training in PATHS programme- Year 2 * Implementation of the progressive programme through the school. * Involvement of parents through regular involvement in feedback e.g PATHS pupil and invitation to parental training sessions. * Data capture of pupil behaviours pre and post programme. * School counsellor offered to pupils in need. * Use of Sensory boxes and path within school * Use of Sensory room * Support staff in using language of Paths and pedagogy of Team Teach de-escalation approaches. |
| 1. **Professional Development**   **Sharing good Practice**   * All co-ordinators to draw up an Action Plan for their curricular area; * Provide opportunities within the time budget for good practice to be shared as a whole school and in Key Stages; * Enable staff to attend training relevant to their curricular areas.   **Classroom Assistant Training and Awareness Raising Programme**  **To develop a programme for the professional development of Classroom Assistants. This will include:**   * Several sessions spread across an agreed time frame. Safeguarding, medical, role of additional adults within SEN, PATHS training and mentoring support. * **Clarifying and discussing** * Expectations; * The qualities and characteristics of effective practice; * Training opportunities. |
| 1. **Home School Communications**   **Review all elements of home/school communications and develop a communications strategy to keep parents well-informed regarding the life and work of the school. In particular, this will include:**   * Ensuring as many parents as possible have access to Seesaw and use it to communicate. Increasing usage of the app for news sheets, permission slips etc; * Regular updates to the school website; * Agreeing appropriate and manageable protocols/expectations for the website, in terms of uploading photographs, children’s work etc; * Increasing use of ‘Seesaw’ and Google Classroom for class teachers to share children’s work with parents. * Continued use of school Facebook profile as a marketing tool. |