



Hemswell Cliff School Development Plan 2019-20

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Overall aims of the plan

- Children's expressive and receptive language has been developed
- Talk for Writing principles have been embedded to improve children's skills in oral rehearsal and refining of independent writing.
- To develop children's skills to distinguish between the language of speech and writing and choose the appropriate register
- Staff have engaged with research –based practice around curriculum design.
- Children are receiving a curriculum that meets their needs.
- All adults are teaching strategies to improve children's meta-cognition i.e. interleaving, retrieval practice and spaced practice, across the curriculum.
- middle leader monitoring and evaluation skills have been developed and refined
- Governors have a good understanding of the progress and attainment of all pupils/groups across the curriculum.



Monitoring Timetable Autumn Term 1 2019 – work/ planning scrutinies to take place on Monday afternoons where possible

Week Beginning	Book scrutiny	Planning	Lesson Obs	Pupil Progress	Drop-in	Pupil Voice	Learning walk	Staff discussion
09/09/19					Behaviour		AW	
16/09/19		Medium term - all					Governors	Appraisal
23/09/19	Hurricane				Maths			Safeguarding with CJ
30/09/19	Spitfire				Maths			TA appraisal
07/10/19	Chipmunk	Subject leader action plans						SEN reviews
14/10/19	Dakota					P.E.		Assessment with VB Safeguarding with CJ SEN reviews



Safeguarding Calendar Autumn Term 1 2019

<u>Date</u>	<u>Action</u>	<u>Responsibility</u>
26/09/19	C.P. meeting	CJ/AW
26/09/19	Staff meeting: Introduction to safeguarding/ KCSIE update	All staff
17/10/18	C.P. meeting	CJ/AW
October 2019	Meeting with Safeguarding governor	CJ/AW

Priority 1: To narrow the attainment gap in writing for groups of pupils to less than 50%.

Context: Internal tracking and work scrutines show that although most pupils in groups (PPG, SEND, boys and mobile) make the progress expected of them the attainment gap between cohort and other groups is still too wide.

N.B: high levels of mobility, high levels of SEN and small cohorts affect data.

Key Objective	Actions	Responsibility	Impact	Monitored by	Evaluated by	Cost/ Resources
1.1 to develop children’s expressive and receptive language	Continuation of pre-phonics “talk time “ for YR pupils	CL /LA	July 2020:	SLT Governors English S/L through: Learning walks, book scrutinies, pupil interviews, lesson observations, assessment data. Governor monitoring visit focus	English S/L SLT	Staff meeting time Supply cover Investigate non-fiction T4W training with Gainsborough Partnership schools.
	Embed the use of Accelerated Reader vocabulary quizzes.	All staff	Attainment gap between groups in writing is less than 50%			
	Development of tier 2 vocabulary through Introduction of topic vocabulary lists, sent home before new topic begins.	All staff	Book scrutinies show that children are using a wider range of vocabulary in the correct context in their writing.			
	Evidence of vocabulary focus – word of the day, week etc. – on working wall	All staff from Sept.	Children are using precise and specific vocabulary choices in order to support the reader to understand the writing.			
	Embedding of pictorial vocabulary mats, “Scene It” Cards, Language for thinking, etc. for SEND pupils.	SEN support staff	Children are receiving high quality “Talk for Writing” lessons.			
1.2 Embedding of Talk for writing principles to develop children’s skills in oral rehearsal and refining of independent writing.	“Talk for Writing “is being used to support the writing process in narrative and non-fiction units.	All staff	Children are more confident to improve their writing to ensure they are using standard English.			
	“Talk for Writing” story maps are on display as a resource for children to use.	All staff				
	Use of AfL to evaluate each unit of writing – any improvements are to be implemented in subsequent units of work	All staff and pupils.				
	Child led “Show case assemblies” to introduce “Talk for Writing” to parents and governors	Pupils – Y1-6				
1.3 To develop children’s skills to distinguish between the language of speech and writing and choose the	Embedding of Language and Links (IPEELL) and Active English as part of daily English lesson.	All staff	At least 85% of pupils are making the progress expected of them in writing.			
	Y1-6 half-termly GAPs assessments carried out; results used to inform future planning.	All staff				

appropriate register	Embed use of cognitive theory strategies such as worked examples, spaced learning, multiple choice and interleaving to improve retrieval skills in spelling and grammar.	All staff				
1.4 children are confident to talk about their writing.	3 x pupil/teacher writing conferences to enable children to know what they need to do to improve their writing	All staff				

Priority 1: Milestones.

December 2019 (end of terms 1 and 2)	March 2020 (end of terms 3 and 4)	July 2020 (end of terms 5 and 6)
<ul style="list-style-type: none"> -Learning environments reflect the focus of Priority 1 – there is a clear vocabulary focus. - Topic vocabulary list are being sent home, displayed in classrooms and are available on school website. - All children have completed at least 1 vocabulary quiz on Accelerated Reader. -English S/L action plan has been completed and disseminated to staff and governors -Term 1 & 2 GAPS assessments and tracking have been completed and updated -Governors have received progress report from English S/L including latest data analysis -Progress toward Priority 1 has been reviewed by all staff and Gobs – changes/ amendments implemented where necessary - “Talk for Writing” has been incorporated into narrative and non-fiction units. -“Talk for writing” maps are evident in each classroom and are being used as a resource by the pupils. -“Talk for Writing” show case assemblies for parents have been held and led by pupils -Pupils making expected progress in writing is 65%+ -Pupil progress meetings have taken place – interventions implemented for children who need them - Pupil/teacher writing conferences have taken place. -Whole school/ cross school writing moderation has taken place 	<ul style="list-style-type: none"> -Term 3 & 4 GAPS assessments and tracking have been completed and updated -Governors have received progress report from English S/L including latest data analysis -Progress toward Priority 1 has been reviewed by all staff and Gobs – changes/ amendments implemented where necessary -Pupils making expected progress in writing is 75%+ -Pupil progress meetings have taken place – interventions implemented for children who need them -Pupil/teacher writing conferences have taken place. -Whole school/ cross school writing moderation has taken place 	<ul style="list-style-type: none"> -Term 5 & 6 GAPS assessments and tracking have been completed and updated -Governors have received progress report from English S/L including latest data analysis -Progress toward Priority 1 has been reviewed by all staff and Gobs – changes/ amendments implemented where necessary -Pupils making expected progress in writing is 85%+ -Pupil progress meetings have taken place – interventions implemented for children who need them -External/ end of KS writing data has been analysed and shared with Governors -Pupil/teacher writing conferences have taken place. -Whole school/ cross school writing moderation has taken place

Priority 2: To provide a curriculum to meet the needs of our pupils and community.

Context: The new Ofsted framework gives schools the freedom to redesign the curriculum to really meet the needs of the pupils. In our school this means we can showcase our offer around meta-cognition and personal development. Our curriculum will focus on process and key concepts. As we have such a high proportion of our pupils eligible for PPG on the SEND register, it is important when mapping our curriculum that we provide lots of opportunities for children to apply the strategies involved in cognitive theory – so that the learning “sticks” more for our children with poor working memories

Key Objective	Actions	Responsibility	Impact	Monitored by	Evaluated by	Cost/ Resources
2.1 to redesign the curriculum	Seek views of stakeholders around what knowledge, skills and values they think our pupils should have to prepare for KS3 transition and adulthood.	AW	July 2020: School offers a coherent vertically integrated and horizontally aligned curriculum that meets the needs of all pupils, including those with SEND and those eligible for PPG.	SLT Governors SBRL SENDCo	SBRL SLT	Staff meeting time; management time
	INSET day – 3 rd September 2019 – discuss and confirm our curriculum intent.	AW/VB	Children’s knowledge retrieval skills have been improved through use of meta-cognition theories across the curriculum.			
	Review current curriculum - does it fulfil the agreed intent	All staff				
	Agree and map out coherent sequence of knowledge and skills and content for each curriculum area.	All staff	Children are displaying a greater depth of knowledge within key concepts and content across the curriculum			
2.2 to engage with research – based practice around curriculum design.	Sign up to Mobilise choice 2019- 20: Curriculum design and nominate School Based research lead	AW/VB				
	SBRL to attend PLC and then lead staff meetings to update all staff around current research based on curriculum design	CL				
	Learning from PLC research is integrated into curriculum redesign.	All staff.				

Priority 2: Milestones.

December 2019 (end of terms 1 and 2)	March 2020 (end of terms 3 and 4)	July 2020 (end of terms 5 and 6)
- Current curriculum has been reviewed, stakeholders consulted.	- Governors have received a report from the SBRL about progress towards achieving Priority 2.	- Governors have received a report from the SBRL about progress towards achieving Priority 2.
- Curriculum intent has been agreed and communicated to all stakeholders; displayed on website	- SBRL has attended PLCs 4 and 5	- SBRL has attended PLC 6
- Long-term overview has been mapped out.	- Staff have received INSET around a knowledge –based curriculum and knowledge organisers.	- Staff have received INSET around assessment
- SBRL has attended PLCs 1,2 and 3	- Foundation subject schemes of work have been redesigned	- Schemes of work for all curriculum areas have been redesigned
- Staff have received INSET around curriculum coherence; principles and models; the 3D curriculum and vocabulary.		- Staff are trialling new schemes of work
- Science and PSHE/RSE schemes of work have been redesigned		

Priority 3: To develop the role of middle leaders in light of resigned curriculum.

There is now a real focus on the role of middle leaders. Subject leaders need to be able to discuss the thinking behind long and medium term planning, including the rationale for content choices and curriculum coherence

Key Objective	Actions	Responsibility	Impact	Monitored by	Evaluated by	Cost/ Resources
3.1 S/L to redesign the curriculum within their subject their subject area	Review current curriculum - does it fulfil the agreed intent		July 2020: Subject leaders can confidently talk about how their subject mirrors the school curriculum intent. Subject leaders know how well children are learning in their subjects. Subject leaders know areas for development within their subject areas and have disseminated this to SLT and Governors	SLT Governors Reports from monitoring activities	SLT governors	Management time . <u>School has requested to be part of the small school curriculum design project.</u>
	Agree skills, content, vocabulary and for each curriculum area.					
	Draw up medium term schemes of work for S/L curriculum areas.					
3.2 to engage with research –based practice around the curriculum (Mobilise)	Attend all PLC school based meetings.		Subject leaders know areas for development within their subject areas and have disseminated this to SLT and Governors	SLT Governors Reports from monitoring activities	SLT governors	Management time . <u>School has requested to be part of the small school curriculum design project.</u>
	Subject leaders have integrated research from Mobiles training into the redesign of their curriculum areas.					
3.3 To develop middle leader monitoring and evaluation skills	Draw up monitoring and evaluation timetable with agree focus	All staff				
	Use management time to monitor progress within their subjects by triangulating evidence– through pupil interviews, book scrutinies, learning walks, medium term planning scrutiny, internal tracking	All staff				
	All subject leaders to present an end of year monitoring/ evaluation report to Governors	All staff				

Priority 3: Milestones.

December 2019 (end of terms 1 and 2)	March 2020 (end of terms 3 and 4)	July 2020 (end of terms 5 and 6)
<ul style="list-style-type: none">- SL have reviewed their curriculum areas within core curriculum, science and PSHE/RSE- Long –term overviews have been mapped out.- Medium term plans, reflecting curriculum intent have been drawn up.- Monitoring activities have been undertaken and evaluated.	<ul style="list-style-type: none">- SL have reviewed their foundation curriculum areas.- Long –term overviews have been mapped out.- Medium term plans, reflecting curriculum intent have been drawn up.- Monitoring activities have been undertaken and evaluated.	<ul style="list-style-type: none">- SL have reviewed impact of roll out of new curriculum.- All subject leaders to present an end of year monitoring/ evaluation report to Governors