

SCHOOL DEVELOPMENT 2022 2023:

What 3 things are we giving the highest priority this year?

1a Curriculum development (continued)

1i SEND

1f Pedagogy

1a Curriculum development:

Evaluation: Inspiring curriculum- units often narrow and deep- and resulting in good levels of thinking and application. Need to continue building curriculum coherence- progression and continuity and consistency- both in planning and in experience of the curriculum. Botheredness a strength but still work to be done on ensuring pupil understanding through techniques such as low stakes quizzing in built into curriculum so that there is a range of strategies to check understanding of learning. Also need to pin down recorded work in Foundation subjects to ensure demonstrates 'enough' coverage of NC- and is of good enough quality, demonstrating pride and depth of understanding.

Focus: assessment and evaluation

Priorities and success criteria:

DESIGN

Ensure logical progression in substantive knowledge- KO's reviewed to ensure they are *precise* re vocab and other substantive knowledge- this body of knowledge represents the baseline expectation. Subject leaders have checked for natural development/ progression of knowledge through the school- this reflected in KO's and the links between them

1. Develop clearer progression in disciplinary knowledge -

Subject leaders have generated progression documents for key critical concepts in their subjects- eg fair testing in sci. These progressions represented in KO's.

Success criteria :

Subject leaders in geog, hist, sci have explored clearer progressions in disciplinary knowledge. These reflected on KO's. Pupils demonstrate appropriate level skills

2. Develop curriculum threads further/ progressions in threads

Success criteria: threads document - links identified therein- built by planning teams on ongoing basis

Appreciating difference thread- establish progression document. devpt of international links- Nkokoto etc. Redevelop philosophy for children. Assemblies- pupil led. Strengths led units- explore units based on interests of vulnerable learners (teaching lessons/ up-ending dynamic) and outcomes that include element of social action, good for lending agency to vulnerable learners. -

Success criteria:

1 unit designed around vulnerable pupils' interests;

Appreciating difference week in Summer 23 - around Nkokoto- involving minch community;

Progression document in place and adhered to across apprec diff thread

Eco-activism thread- establish progression document. More units from Ministry of Eco worked in.

Success criteria:

Progression document in place and adhered to across apprec diff thread

More units planned in across the school

IMPLEMENTATION

3. Ensure pupils experience curriculum coherence and progression through 'linking' back to previous unit at outset of present one and as a precursor to eliciting what the children already know. Link to knowledge and concepts that relevant and can be built on for present topic.
4. Ensure pupils identify/teachers elicit existing knowledge base before starting new units and revisit these elicitation. - though will not see written evidence of this in all subjects.
Success criteria for 1 and 2: When spoke to pupils will articulate what they knew before and what they know now
5. Ensure pupil understanding across curriculum 'built' progressively and rigorously through use of cognitive techniques such as spacing of concepts, low stakes testing- quizzes and the spaced revisiting of these. **Staff to explore strats** from cognitive science to support and develop this area.
Success Criteria: agreement re what and how and consistency in practice across school. Methods ensure 'bridging' occurs from one unit to next to build knowledge in LT memory.
6. Quality work planned for across the year (time put aside)- all pupils/all subjects. KS2 presentation book and FS/KS1 floor books used for written quality work in sci,geog,hist,RE, French- where appropriate.PSHE floor books. Production of quality work used as driver for identifying and clearing misconceptions.
Success criteria: Quality work demonstrates depth of learning in a subject; depth of learning read 'botheredness' or expertise or clarity of conceptual understanding.
Quality of work to be focused on to ensure pupils demonstrate pride in their work and learning- modelling of quality (eg WAGOLS) and expectations high- building their resilience as learners
Success criteria: handwriting, presentation, focus during lessons- all demonstrate positive attitudes towards learning
7. Develop teaching expertise- subjects taught across planning team or KS; time to plan wider curriculum; engagement in signif projects eg ministry of eco and Nkokoto project. Online learning identified for all staff in appraisal
Success criteria:
KS2 teachers teaching across classes; teacher confidence when asked
8. Develop further functionality of TT as means of tracking progression in wider curriculum
Success Criteria:
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1i SEND- improve provision

Evaluation: Given growing SEND profile- need for school community as whole to upskill in SEND. Provision for ASD / ADHD needs to be put in place given classroom environments challenging for these pupils. All subject leaders to be able to evidence and articulate the impact of their curriculum provision for SEND pupils, so that they reach their full potential through a supported and accessible curriculum.

Priorities and success criteria:

Focus: Developing SEND practice

PROFESSIONAL DEVELOPMENT

1. CPD: Training programme to:- upskill all staff; improve consistency of ethos and approach; develop resilience of team to work with challenges;
Success Criteria: Training for all in ASD, ADHD, Dyslexia, Dyscalculia, SPD, S+L- Elsa,
2. CPD: programme of visits undertaken by the SEN team to view practice in specialist settings and units- see Christchurch, Gastrills, Wickselm, Shrubberies.*Success Criteria: agreed practices and structures at Minchinhampton developed*

ENVIRONMENT/ PROVISION

3. Development of centre for supporting SEND (The Den)
Construction and development of provision in centre around shipping container. Individual plans for 1:1 pupils. Termly targets identified. SMEH diagnostic profile (Lincolnshire) introduced

as tool. Teacher planning liaison with 1:1 TA's established and maintained. Use of RAGS to record and update kn and understanding of dysregulation.

Success Criteria:

Individual targets and planning for pupils- evidence of progress against these

Pupil progress on SMEH diagnostic profile (Lincolnshire)

4. Volunteers recruited and trained to work with SEND pupils. Recruit quality reading support for SEND/vulnerable ch. Phonics for KS2.
5. Development of practice with ASD pupils not in centre.
Individual plans for 1:1 pupils. Termly targets identified. SMEH diagnostic profile (Lincolnshire) introduced as tool. Teacher planning liaison with 1:1 TA's established and maintained. Use of RAGS to record and update kn and understanding of dysregulation.
Success criteria: Individual targets and planning for pupils- evidence of progress against these and against SMEH diagnostic profile (Lincolnshire)
6. SEN practice in all classes. Establishment of good practice norms across all classes.
Success criteria: Monitoring reveals consistency of approach and tracking and interviewing of pupils reveals they are well supported.
7. SEND provision in evidence across all subjects
Success Criteria:
Subject leaders monitoring -evidences the impact of the curriculum for these pupils through pupil voice, work scrutiny, teacher voice, lesson dips and learning environment walks.
** Case studies for identified pupils' evidence in depth impact of the school's curriculum and experiences for send pupils.*
** Governors to undertake a "SEND "Deep Dive" to check impact.*
** Improving data for SEND pupils.*

Focus:Developing relational culture

8. Training re ACES– SLT to attend ACES conference and communicate to rest of staff.
Success criteria: all staff have good knowledge of ACES.
9. Strengths assessments- PENN state. Pupils in year 4 to be given online strengths assessment. This to be used for source of self reflection and appreciating difference over time.
Success criteria: pupils asked about their strengths clear about their core strengths and aware of how they use these strengths to help them
10. Examine, improve and promote language associated with relational culture.
Success criteria: leadership have mapped language and presented to staff
11. Trial relational circles in some classes.
Success Criteria: Successful trial leads to full consideration by school as route forward
12. Trauma informed relational practice: 15 online modules. Use of staff circles as mechanism to reflect and apply
Success criteria: All staff to have engaged in
13. Staff reading tasks around 'Know me to teach me' - and Paul Dix - 'When the adults change..'

1d Teaching and learning pedagogy

Evaluation: Recently completed research group with Shirley Clarke to use as springboard. New teachers and TA's employed so need to re-establish approaches. Post more flexible marking policy, feedback has become too diluted - need for clearer expectations based on most up to date research. Key to delivering curriculum more effectively lies in employment of better tailored retrieval practices and low stakes testing. Introduction of CP into yr 2 requires concerted re- think re pedagogy as well including how to complement/ build on practice in R/1. Staff feedback to govts on backend of staff surveys indicated more direct feedback re performance from leaders would be appreciated.

Priorities and success criteria

Focus: responsive teaching.

1. Introduction of continuous provision into Year 2. Research and training re best practice. Liaison with subject leaders to ensure curriculum objectives still met. Liaison with R/1 to ensure continuity and progression of practice.
Success criteria: independent learning journals and interviews of pupils show engagement/ self reflection/ value in learning/ self efficacy.
2. Development of FA policy and practice. Write and publish FA powerpoint based on Shirley Clarke and other experts- eg Dylan William. Time and method to engage with powerpoint. Focus on Dylan William book- embedded formative assessment and Shirley Clarke little book of FA. Staff given time to read. Lesson study based on this.
Success criteria: Lesson observations reveal FA techniques used responsively and flexible across all classes.
3. Re-development of Feedback policy and practice. Leadership team re-develop expectations around feedback. Practice based on Shirley Clarke and John Hattie- Visible Feedback.
Success Criteria : work surveys reveal both consistency of approach and progression in approaches and expectations as pupils move up through the school.
4. Further development of retrieval practices– eg Kate Jones book on retrieval practices– Teachers feedback on findings.- see also curriculum. Articles re – then explore- reading Autumn/ Spring trial / Summer do. Action research around this retrieval practice
Success Criteria: class practices include range of strategies used regularly to take knowledge from working memory into long term memory. Pupils able to recall key knowledge and understand key disciplinary knowledge when interviewed re curriculum
5. Lesson obs reintroduced for staff who want- choice of approaches from team teaching to team planning to golden lessons or lesson observations.
Success criteria: staff feedback on survey indicates more positive re professional support and guidance.