

Manaccan School Development Plan 2021/22																																												
																																												
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Outcome: What we are trying to achieve?	Actions: How? What will happen to achieve the outcome?	When? Who?	Resources? Cost?	Success Criteria/Evaluation What will we see when we have achieved the outcome?																																								
<p>Pupils make good or better progress in all curriculum areas.</p> <p><i>‘construct a curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life.’</i></p>	<ul style="list-style-type: none"> Use Recovery & Pupil premium effectively for the 2021 to 2022 academic year for targeted intervention to accelerate progress of SEN/On alert pupils in both key-stages & especially current year 1 Focus on core skills concepts across the curriculum Marking and feedback will be given. Ongoing marking has been reinstated. 	<p>Head</p> <p>Class teachers</p>	<p>Recovery Premium £2000</p>	<ul style="list-style-type: none"> Autumn assessments will show pupils are beginning to close learning gaps Year 1-67% R, W & M Pupil engagement will be high Marking and feedback will impact learning 																																								

	<ul style="list-style-type: none"> • A variety of resources are used to teach writing. The teaching sequence will be explicit. The 'Talk for Writing' approach will be used in ks1 when appropriate. • New 'reading room' will be timetabled & used regularly • Develop the role of English middle leader to support, challenge & hold to account in line with maths leader • Maths subject leader to support Ks1 teachers in maths (Teaching Learning & Assessment TLA) • Curriculum action plan will be reviewed & updated • Both Long term & Medium term planning will be focused on foundation subjects with detailed knowledge organisers (when appropriate) which 	<p>Ks1 Class teachers</p> <p>Head</p> <p>Class teachers</p>		<ul style="list-style-type: none"> • Pupils will be observed reading regularly for pleasure & pupil conferencing will show that reading for pleasure is a passion for the majority of pupils in Ks2 • Mastery maths in Ks1 will be in line with the provision (TLA) as in Ks1 • Pupil conferencing will demonstrate that pupils' subject knowledge is secure • The curriculum will have a clear intent, implementation & impact which staff will
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<ul style="list-style-type: none"> EYFS-To improve the number of pupils with GLD 	<p>highlight skills and knowledge taught. Medium term planning will be progressive and build upon pre-existing skills.</p> <ul style="list-style-type: none"> Early reading & phonics will be explicitly & robustly taught using RWI as a synthetic phonics scheme. New staff will receive training & support Use baseline assessment to inform curriculum planning in EYFS alongside EYFS skills planning 	<p>Ks1 Class teachers</p>		<p>be able to verbalise. Pupils will be talk with confidence about their learning in all subjects. The curriculum will be 'broad & balanced'.</p> <ul style="list-style-type: none"> Skills will be progressive within each subject. This will be mapped using the 'progression of skills' grid for each subject 50% GLD scores Phonics scores 67% Child centred approach Pupils will demonstrate high levels of engagement Intrinsic play based learning High quality learning environment
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	<ul style="list-style-type: none"> • Begin developing an EYFS long term plan which is built on pupils' starting points • Develop further opportunities to promote pupils' engagement with writing & maths in continuous provision • Implement a robust supervision & appraisal regime for Foundation 1 • Begin refurb of EYFS/Ks1 classroom environment & plan set up to ensure environment caters for all age groups • Complete ACEV project and plan how we use it going forward <ul style="list-style-type: none"> ○ E.g. consider using the project to 'kick start' a story for the week to then develop literacy/speaking and listening skills 		<p>EYFS leads 1xpm to draft long term plan</p> <p>Visit exemplar settings</p>	<ul style="list-style-type: none"> • Seamless transition • Create an enabling learning environment which enables the 'virtual' additional adult & children can access Continuous Provision independently & demonstrate the CoEL
<p>Leadership & Management will be good or better</p>	<ul style="list-style-type: none"> • Agree subject leadership • Action plans reviewed & updated for subject leader 	Class teachers	Sept 2021	<ul style="list-style-type: none"> • Middle leadership is good or better in all subjects

	<p>responsibilities e.g. curriculum, reading & maths</p> <ul style="list-style-type: none"> • Actions will be linked to Performance Management • Monitoring will be effective & accelerate school improvement • LGB with subject responsibility will have face to face meetings with SL <ul style="list-style-type: none"> • Find ways to forge more positive links with the community 		<p>Forum</p> <p>PTA meeting/ events</p> <p>Christmas/Summer Fayre</p>	<ul style="list-style-type: none"> • Subject leaders will be about to talk confidently about their subject across the school-deep dive • English subject leadership will be in line with maths subject leadership • Subject leaders have implemented a robust system of monitoring linked to action plans • LGB with subject responsibility will be informed & have a good understanding of actions & next steps • Outcomes will inform school improvement & impact on standards <ul style="list-style-type: none"> • Parent/carer questionnaires will give some positive feedback
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			Open morning	
<p><u>Personal Development</u></p> <p>Children, with support from the school and their families, play an active role in leading healthy, safe and independent lives.</p>	<ul style="list-style-type: none"> • Curriculum emphasis will continue to focus on mental health & well-being. • PSHE programme (Twinkl) will be planned weekly and used as a discussion point to enable pupils to verbalise any anxieties or concerns they might be experiencing or have experienced. • Control measures implemented to mitigate risks linked to COVID 19 • Interventions and activities that run day to day enhance and support children's social and emotional needs Nurture/ Counselling • A rigorous system of performance management is in place to Identify needs of all staff through appraisal 	All Staff	<p>Sept 2021</p> <p>Teachers-Sept/Oct 2021-Head</p>	<ul style="list-style-type: none"> • Pupils will settle back in to school seamlessly & understand the new protocols within their classes/classrooms • Wellbeing is embedded into school culture • Children are confident to inform leaders regarding issues that affect their wellbeing • Staff will feel valued/empowered &

			Support Staff-Nov 2021-AHT	have SMART targets linked to SDP.
<p><u>Behaviour & Attitudes</u></p> <p>Behaviour is good or better</p> <p>Behaviour for learning in lessons is good if not better</p>	<ul style="list-style-type: none"> All staff have a clear knowledge and understanding of policies and practice in place when dealing with all groups of children-Review 'behaviour policy' to ensure it's fit for purpose & ensures positive attitudes from parents, carers and staff (new staff) My Concern is used and understood by all staff consistently and effectively. 	All Staff	<p>Sept 2021</p> <p>Staff meeting to review behaviour policy</p> <p>Set up My Concern for new staff</p>	<ul style="list-style-type: none"> Observations will show that behaviour & attitudes will be good including unstructured times e.g. lunchtime play Behaviour is managed consistently well. number of behaviour incidents will be reduced The impact of a comprehensive 'Positive Behaviour Policy' and a whole school behaviour system ensures consistent approaches to rewards and sanctions attendance % will be in line with 2019/20 if not better

	<ul style="list-style-type: none">● Behaviour is managed effectively at unstructured times and supported through the school's Values for Life● Safeguarding Audit action points are addressed and reported to governors- safeguarding audit will take place● Curriculum includes opportunities to educate			<ul style="list-style-type: none">● Parents, staff and pupils are positive about both behaviour● Pupils have a good awareness of different forms of bullying. There are few instances of bullying and these are dealt with effectively by the school.● An atmosphere of calmness, responsibility, understanding and tolerance permeates the school.● The impact of the school's values is readily apparent in pupils' good spiritual, moral, social and cultural development.● Strategies address the digital well-being of all including online safety.
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	<p>children and parents on personal safety in areas of drugs and internet safety</p> <ul style="list-style-type: none">• SEND-Termly staff meetings update all class teachers and provide opportunities to discuss concerns about individual children on RON		<p>SENCO to visit each school on fortnightly rotation</p>	<ul style="list-style-type: none">• Pupils with SEN making progress and fully inclusive• Parents & carers will be satisfied that their children's needs are being met.
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