



Whole School Development Priorities

2022/23

1. To further develop how teachers plan and assess in *Foundation Subjects (*all taught subjects apart from Reading, Writing and Maths).
2. Children from FS2 to Y6 to make at least good progress in targeted areas of Writing e.g. spelling.
3. To improve whole school attendance and the attendance of identified groups across the school
4. To create and sustain an effective CPD schedule with Local Partner Schools and Derby Research School

1. To further develop how teachers plan and assess in *Foundation Subjects (*all taught subjects apart from Reading, Writing and Maths).

Objective	Action(s)	Staff	Resources (costs if applicable)	Start date	End date	Success criteria	Monitoring
Teaching staff to understand how to use MAGs (Mapping and Attainment Grids - our online assessment software) to report and analyse summative assessments in Foundation Subjects.	MAGs Training 3 x per year in staff meetings.	All Teachers.	Annual subscription to MAGs (£995)	Ongoing throughout the year.		Teaching staff can input summative assessments on to MAGs. Teaching staff feel confident and secure in generating progress and attainment reports about Foundation Subjects when required.	SLT (Senior Leadership Team).
Subject Leaders to be able to identify and explain strengths/areas to develop in their subject across the school.	Input from Vince Hampton (Senior School Improvement Officer/SSIO); including 'mock deep dive'. Practise of and completion of Subject Leader review documents from KN. 1:1 training about how to triangulate MAGs data (summative evidence), books, pupil voice and lesson	All Subject Leaders.	Additional SSIO time with Vince Hampton (most likely 1.5/2.0 days extra at a cost of £1100.	Ongoing throughout the year.		Subject leaders can successfully and accurately triangulate summative and formative evidence in order to formulate a judgement of standards in their subject across the school. Subject leaders know how to respond to any 'areas to develop' and what	SLT.

	observations (all formative evidence). Moderation visits to other schools.				steps need to be taken to generate and sustain improvements.	
Subject Leaders to complete a 'deep dive'.	Training given around the process of a deep dive and what type of questions to expect (Vince Hampton to support). Moderation visits to other schools.			Ongoing throughout the year.	Subject Leaders can answer a range of leadership and curriculum questions about their subject (as part of a 'deep dive') and carry out joint lesson observations.	SLT.
Teacher Assessment in Foundation Subjects to feed into 'Fast Fours' (which will be in every subject from Sept 2022);	Lesson observations and peer observations to identify and discuss best practice. Planning Scrutiny.	All Teachers.	Release time for SLT (estimated at £1500).	Ongoing throughout the year.	There is a clear and identifiable link between assessment in Foundation Subjects and how this generates the content of a Fast Four (as shown in planning).	SLT.

2. Children from FS2 to Y6 to make at least good progress in targeted areas of Writing e.g. spelling.

Objective	Action(s)	Staff	Resources (costs if applicable)	Start date	End date	Success criteria	Monitoring
Most children to make at least expected progress in Writing overall.	Continued implementation of new planning and teaching approach for English. New handwriting programme for Y1 to Y6.	All teaching Staff.	Annual subscription to MAGs (£995). Release Time for staff for all	Check points at the end of every term.		% of children in each year group at age related (following Summer data input 2022) has increased by Summer 2023.	SLT (via Pupil Progress meetings) and LC/HG.

	<p>Writing Moderation (including with Local Partner Schools).</p> <p>Rollout and implementation of new Phonics Scheme.</p> <p>Lesson Observations.</p> <p>Book Looks.</p> <p>Pupil Voice.</p> <p>Staff Meetings with LC and HG.</p>		objectives (estimated at £2000).		<p><i>For example, 65% at age related in Summer 2022 – 76% at age related by Summer 2023.</i></p> <p>Increase in the % of children at age related or above in KS1 and KS2 SATs from 2022.</p>	
Most children, from FS2 to Y6, to meet the end of year group expected standards in handwriting.	<p>To explain to teaching staff what the expected standards for each year group are, using:</p> <ul style="list-style-type: none"> • EYFS Handwriting objectives (Early Learning Goals) • Teacher Assessment Frameworks for End of KS1/End of KS2 • Primary Strategy Group exemplification materials <p>Moderation throughout the year using Standardised Exemplification Materials (3 x staff meeting)</p>	All teaching Staff	N/A	Check points at the end of every term.	70% of children in each year group to be at the expected standard for handwriting objectives for their phase by the end of the year.	SLT (via Pupil Progress meetings) and LC/HG.

	<p>Termly Book Looks (3 x year)</p> <p>Presentation Champion every week for each year group (visit Headteacher for sticker).</p>					
<p>Most children, from FS2 to Y6, to meet the end of year group expected standards in composition (including punctuation and grammar)</p> <p>Children, from FS2</p>	<p>To explain to teaching staff what the expected standards for each year group are, use:</p> <ul style="list-style-type: none"> EYFS Handwriting objectives (Early Learning Goals) Teacher Assessment Frameworks for End of KS1/End of KS2 Primary Strategy Group exemplification materials <p>Moderation throughout the year using Standardised Exemplification Materials (3 x staff meeting)</p> <p>Termly Book Looks (3 a year)</p>	All teaching Staff	N/A	Check points at the end of every term.	70% of children in each year group to be at the expected standard for composition objectives for their phase by the end of the year.	SLT (via Pupil Progress meetings) and LC/HG.
<p>Most children, from FS2 to Y6, to meet the end of year group expected standards in spelling.</p>	<p>Sir Linkalot to continue from Y1 to Y6.</p> <p>Key Stage Spelling Lists sent home and put on website in 'Everything you need to know' Booklets.</p>	All teaching Staff	N/A	Check points at the end of every term.	70% of children in each class to increase the number of words they can spell from their key stage spelling list by the end of the year.	SLT (via Pupil Progress meetings) and LC/HG.

Most children to make at least expected progress on the Birmingham Toolkit assessment grids.	TA Staff Meetings about Birmingham Toolkit (3 x year) Moderation of Birmingham Toolkit (3 x year)	All teaching Staff	Annual subscription to Birmingham Toolkit (£1010)	Check points at the end of every term.	Most children on the Birmingham Toolkit for Writing to make at least 2.5 bands progress.	SENCO and SLT.
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3. To improve whole school attendance and the attendance of identified groups across the school

Objective	Action(s)	Staff	Resources (costs if applicable)	Start date	End date	Success criteria	Monitoring
To increase whole school attendance from 21/22.	<p>Introduce a series of initiatives designed to improve attendance:</p> <ul style="list-style-type: none"> Certificate and sticker for 100% attendance (every half term). Sticker for 98% or 99% attendance (every half term). Prize and badge for 100% for the whole year. <p>Advertise whole school attendance on Twitter, Weekly Word and the school website on a weekly basis.</p>	All teaching staff.	<p>Cost of stickers, certificates, badges and prizes (estimated at £300).</p> <p>Cost of new school uniform if required (estimated at £300).</p> <p>Additional contracted hours for Attendance Officer (£1500 per year).</p>	Ongoing throughout the year.		<p>Whole school attendance (for all children) will be at least 97% for the year.</p> <p>Attendance for identified groups (PP, EAL, SEND) to be at least 94%.</p>	Jo B and IJ.

	<p>Parent/Carers to receive a clear communication outlining expectations and new timings.</p> <p>Renew Attendance Policy in line with new DfE guidance.</p> <p>Attendance Officer to arrange meetings with parents/carers who are regularly late and/or have low attendance (or go on more than one holiday in term time).</p> <p>Attendance Officer to provide termly attendance reports for Governors.</p> <p>Attendance Officer to attend termly cluster meetings with partner schools in the area in order to share best practice.</p>					
To increase the attendance of SEND children from 21/22.	All of the above, with possible involvement from SENCO, Translators and Learning Mentor where applicable.					
To increase the attendance of SEND children from 21/22.	Learning Mentor and PP Team to work closely together on other matters related to low attendance e.g. is a Family Worker required, does the					

To increase the attendance of Pupil Premium children from 21/22.	child need school uniform, is travel an issue?					
To increase the attendance of EAL children from 21/22.						

4. To create and sustain an effective CPD schedule with Local Partner Schools and Derby Research School

Objective	Action(s)	Staff	Resources (costs if applicable)	Start date	End date	Success criteria	Monitoring
Create links with a range of Local Partner Schools with different profiles e.g. Ashgate Primary, Wren Park, Ridgeway Infants.	Invite an SSIO or School Consultant to chair a Cluster Group of schools who want to create a CPD schedule for 22/23. Initial meeting between Headteachers to be set up in Autumn Term.	IJ/EE/EB.	N/A.	5 th Sept 2022.	21 st Oct 2022.	By the end of Autumn 1 there is an agreed group of schools taking part and an initial meeting has taken place on Teams.	IJ.
Create an agreed CPD schedule with Local Partner Schools and take part throughout 22/23. Create a set of agreed ‘areas to develop’ across all Local Partner Schools.	Headteachers to meet and agree a protocol of working and a Code of Conduct for the schools which are signed off by governors and staff (e.g. how many times a school to be visited to learn from best practice, how will it be funded). Agree to this being a whole school priority and arrange for	All Subject Leaders.	Release Time for Subject Leaders (estimated at £5000 per year).	Ongoing throughout the year.	All Subject Leaders to have taken part in at least two CPD sessions with Local Partner Schools e.g. moderation exercise, peer visit. All Subject Leaders to have hosted at least one CPD session with	EE and IJ.	

	<p>staff to meet during the working day.</p> <p>Agree which subject areas are a priority for establishing a network.</p> <p>Identify where SSIO is needed to facilitate and where the network can lead itself.</p> <p>Develop a plan that includes teachers, TAs, admin staff and governors.</p> <p>Plan a series of school visits that are supportive with constructive challenge delivered in a way which will enable schools to review and develop their current practice.</p>				<p>Local Partner Schools.</p> <p>Non-Teaching staff (e.g. Attendance Officer) will have attended training/meetings with partner schools in the area.</p> <p>School will have taken part in a triad inspection and/or deep dive with partner schools in the area.</p> <p>All CPD will have allowed Subject Leaders to grow in confidence and take part in a successful 'Deep Dive'.</p>	
Provide Subject Leaders additional CPD Opportunities within Derby Research School	Sign up to Subject Network Meetings with DRS and arrange schedule for attendance.		DRS Network Meetings (£850 for all subjects + £1500 for supply cover).	Ongoing throughout the year.	All Subject leaders to have attended at least two sessions with DRS and led at least one staff meeting.	EE and IJ.