

Coverack School Development Plan 2021/22



School based tracking 21/22
English Ks2 100%
Maths Ks2 100%
English and Maths Ks2 100%
English Ks1 50%
Maths Ks1 50%
English and Maths Ks1 50%

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 progress in all curriculum areas</p> <p><i>'construct a curriculum that is ambitious and designed to give all learners the knowledge and cultural</i></p>	<ul style="list-style-type: none"> ● Use Recovery funding & Pupil premium effectively for the 2021 to 2022 academic year to ensure that all pupils make up for lost teaching time especially current Year 2 ● Focus on core skills & concepts across the curriculum 	<p>Head</p> <p>Teachers</p>	<p>Recovery premium £2000</p>	<ul style="list-style-type: none"> ● Autumn assessments will show pupils are beginning to close learning gaps ● Pupil engagement will be high ● Parent feedback will be mainly positive regarding enrichment opportunities

<p><i>capital they need to succeed in life.'</i></p>	<ul style="list-style-type: none"> ● Drop down curriculum day will enable pupils to access an enriched curriculum- enrichment will be a weekly item in the newsletter ● Ensure that Ks2 pupils receive the appropriate English & Maths entitlement- Explicit links will be made in foundation subjects to ensure Ks2 pupils have opportunities for extended writing & maths ● Marking and feedback will be given. Ongoing marking will be reinstated. ● A variety of resources are used to teach writing. The teaching sequence will be explicit. The 'Talk for Writing' approach will be used across both key-stages ● Curriculum action plan will be reviewed & updated 	<p>Ks1 class teachers</p> <p>Ks2 class teacher</p> <p>Teachers</p> <p>Head</p>	<p>Link with working party halftermly</p>	<ul style="list-style-type: none"> ● Marking and feedback will impact learning
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	<ul style="list-style-type: none"> Both Long term & Medium term planning will be focused on foundation subjects with knowledge organisers (when appropriate) which highlight skills and knowledge taught. Medium term planning will be progressive and build upon pre-existing skills. <p>Medium term assessments will inform planning going forward</p>	Class teachers		<ul style="list-style-type: none"> Pupil conferencing will demonstrate that pupil's subject knowledge is secure. The curriculum will have a clear intent, implementation & impact which staff will be able to verbalise. Pupils will be talk with confidence about their learning in all subjects. The curriculum will be 'broad & balanced'. Skills will be progressive within each subject. This will be mapped using the 'progression of skills' grid for each subject
	<ul style="list-style-type: none"> Early reading & phonics will be explicitly & robustly taught 	Ks1 Class teachers	Visit exemplar settings	<ul style="list-style-type: none"> GLD-100%

<ul style="list-style-type: none"> ● EYFS-To increase the number of pupils with GLD 	<p>using RWI as a synthetic phonics scheme</p> <ul style="list-style-type: none"> ● Daily reading intervention & RAG system for home reading ● Develop further opportunities to promote pupils' engagement with writing & maths in continuous provision ● Use baseline assessment to inform curriculum planning in EYFS alongside EYFS skills planning ● Begin developing an EYFS long term plan which is built on pupils' starting points ● 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 		<p>EYFS leads 1xpm to meet to draft long-term plan</p>	<ul style="list-style-type: none"> ● Phonics-100% ● Child centred approach ● Pupils will demonstrate high levels of engagement ● Intrinsic play based learning ● High quality learning environment
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	literacy/speaking and listening skills			
Leadership & Management will be good or better	<ul style="list-style-type: none"> ● New English subject leader appointed ● New DSL appointed ● Distributed leadership as no AHT ● Action plans reviewed & updated for subject leader responsibilities e.g. curriculum, reading & maths ● 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 	Class teachers	Sept 2021	<ul style="list-style-type: none"> ● Leadership on all levels is good - Leaders will implement 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 ● Middle leaders can talk with confidence about their subject across both key-stages-Deep Dive ● Consistency in approach across both key stages

	<ul style="list-style-type: none"> ● Improve communication with stakeholders <ul style="list-style-type: none"> ○ Regularly update website & find ways to engage positively with parents e.g. face to face parent's eve ● Find ways to increase school roll <ul style="list-style-type: none"> ○ Wrap around care provision will be operational 3xpm/week ○ Rising 3+ pupils will be offered spaces ○ 'Little Fishes' will be hosted at school 1 day/week 	<p>PTA/Working party/Staff (Halftermly)</p>	<p>Forum Christmas/Summer Fayre Open morning</p>	<ul style="list-style-type: none"> ● Communication with stakeholders will improve ● School roll will be stable or increase ● Parent/carer questionnaires will give some positive feedback
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	<ul style="list-style-type: none"> ○ Enrichment activities will be shared on website ● Find ways to forge more positive links with the community 			
<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. ● Additional PE lessons will be planned 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 	All Staff	<p>Sept 2021</p> <p>Mental Health Support worker-1 session/week</p>	<ul style="list-style-type: none"> ● Pupils will settle back in to school seamlessly & understand the new protocols within their classes/classrooms ● Pupils who are struggling will be offered an intervention to support their emotional well-being. ● Wellbeing is embedded into school culture ● Children are confident to inform leaders regarding issues that affect their wellbeing ● Staff will feel valued/empowered & have

	<ul style="list-style-type: none"> Interventions and activities that run day to day enhance and support children's social and emotional needs Nurture/ Counselling (Draw & Talk) A rigorous system of performance management is in place to Identify needs of all staff through appraisal 		<p>Teachers-Sept/Oct 2021- Head</p> <p>Support Staff-Nov 2021-Ks1 class teachers</p>	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 'Positive 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/addendum</p>	<ul style="list-style-type: none"> Behaviour is managed consistently well. Observations will show that behaviour & attitudes will be good 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 above National

	<ul style="list-style-type: none">• New DSL will be inducted			<ul style="list-style-type: none">• There will be improvements in behaviour over time for individuals or groups with particular behaviour• Parents, staff and pupils are positive about both behaviour• Pupils are aware how good attitudes and behaviour contribute to school life, adult life and work.• 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.
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	<ul style="list-style-type: none">● Behaviour is managed effectively at unstructured times and supported through the school's Values for Life.		SENCO to visit each school on fortnightly rotation	<ul style="list-style-type: none">● Strategies address the digital well-being of all including online safety.● Pupils with SEN making progress and fully inclusive
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	<ul style="list-style-type: none">● Safeguarding Audit action points are addressed and reported to governors● Curriculum includes opportunities to educate children and parents on personal safety in areas of drugs and internet safety● SEND-Termly staff meetings update all class teachers and provide opportunities to discuss concerns about individual children on RON			<ul style="list-style-type: none">● Parents & carers will be satisfied that their children's needs are being met.
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