



SCHOOL DEVELOPMENT PLAN OVERVIEW 2021-2023

(updated Oct 22)

OUR SCHOOL DEVELOPMENT PLAN IS BUILT AROUND A FOCUS ON THREE CORE AREAS- THE DEVELOPMENT OF QUALITY TEACHING IN OUR CLASSROOMS, TARGETED ADDITIONAL SUPPORT FOR PUPILS WHERE NEEDED AND THE PROVISION OF STRATEGIES THAT SUPPORT OUR PUPILS BEYOND THE BASIC SCHOOL CURRICULUM. THESE AREAS FOLLOW THE STRUCTURE OF THE APPROACH USED BY SCHOOLS TO ALLOCATE THEIR PUPIL PREMIUM.

ASHFIELD USES EVIDENCE-BASED APPROACHES WITHIN THIS DEVELOPMENT PLAN. THIS EVIDENCE COMES FROM DATA GATHERED WITHIN SCHOOL AND THE EXAMINATION OF EXTERNAL EVIDENCE THROUGH THINGS LIKE THE EEF GUIDANCE REPORTS.

THIS DEVELOPMENT PLAN IS AN EXTENSION TO THE SCHOOL'S 'RECOVERY PLAN' 2021-22 THAT HIGHLIGHTED APPROACHES NEEDED AS A DIRECT IMPACT OF THE COVID PANDEMIC. WE ARE CONTINUING TO ADDRESS THESE IMPACTS AND WE FEEL THAT THESE ARE LIKELY TO REMAIN THE FOCUS OF THE PLAN FOR THE NEXT 2-3 YEARS.

QUALITY TEACHING	TARGETED SUPPORT	WIDER STRATEGIES
<p>The main focus is the development of pupil metacognitive skills. This primarily involves teaching the children how to effectively plan, monitor and evaluate their learning.</p> <p>In 2021-2022 we began Year 1 of a 3 year plan looking at this focus. Staff began building their own knowledge of our working and long term memory, cognitive load, retrieval and the use of questioning.</p> <p>2022-2023 Year 2- this year the focus is on teachers embedding their approaches in the classroom, the development of a new Learning Policy and the use of the Great Teaching Toolkit to provide a structured approach to teacher professional development with a particular focus on 'Activating Hard Thinking'.</p>	<p>Our provision of targeted support is informed by our in-school data analysis on pupil need. Programmes are used where there is a strong evidence base of their potential success.</p> <p>Reading Fluency- this year we will be establishing the use of this intervention throughout school following disruption through the pandemic. Pupils are identified through analysis of YARC reading assessment data.</p> <p>Maths- teachers & support staff are using the White Rose maths resources to provide targeted support to pupils where gaps in learning have been identified through in-school assessment.</p>	<p>Safeguarding- our main focus this year is on the development of our online safety provision in school. Project Evolve will be introduced to all year groups and the 360Safe online audit tool is being used to identify areas to focus on. National Online Safety PD resources will be used to support staff knowledge and provide information for parents and governors.</p> <p>Mental Health: ELSA (Emotional Learning Support Assistant)- our newly trained ELSA will begin providing weekly support sessions to those pupils identified as needing this support from both in-school data and external agencies.</p>

<p>Ashfield has always had a Global Learning focus at the core of everything the school does. This work is being further embedded this year through focussed links to the UN Sustainable Development Goals and the development of a sustainability plan.</p> <p>Specific curriculum developments:</p> <p>English- embedding the use of the 5 step writing model to improve the quality and structure of pupils independent written work. Focus on the consistency of phonics and spelling approaches.</p> <p>Maths-improvement in pupils abilities to reason in maths. (This area has been particularly affected by the impact of disruption during the pandemic).</p> <p>Science- embedding pupils ability to think scientifically.</p> <p>Computing- embedding the use of ‘Teach Computing’ scheme throughout each year group.</p> <p>Art & DT- introducing the Kapow scheme of work in each year group to develop the progression in skills throughout the school.</p> <p>Geography & History- development of assessment tools to accurately assess the progression in skills using the David Wetherly schemes.</p> <p>MFL- the introduction of a new scheme of work.</p> <p>PE- the use of robust in-school data to assess the impact of our well-established, successful PE curriculum on skills progression and attainment over time.</p> <p>PSHE- establishing the increased use of the 1Decision scheme of work across school to support pupils in their responsible decision making skills.</p>	<p>Our Treetops Resourced Provision provides specific support for pupils who are working significantly below expectations for their year group in English and maths. This provision allows for small group intervention each morning led by the resourced provision teacher and support staff. This year they are developing the use of the EEF SEN 5-a-day principles.</p> <p>Speech & Language- establishing the use of specific interventions for those pupils with an identified need by our newly trained member of support staff.</p> <p>Autism- continue our provision of quality PD for staff to support autistic pupils throughout school.</p>	<p>Mindfulness- weekly targeted sessions will be provided for those pupils identified with a specific need (MindfulnessGuru). Completion of Senior Mental Health Lead training & development of Mental Health action plan and strategy for school.</p> <p>Social & Emotional Learning: 2022-2023 focus on supporting pupils to develop the 5 core SEL skills through explicit teaching of: self-awareness, relationship skills, self-regulation, social awareness responsible decision making.</p> <p>This year the school will be using the 7 character strengths from the Commando Joe programme to support our pupils to develop those skills that will support to tackle problems in school and in wider life: Resilience Empathy Self-Awareness Positivity Excellence Communication Teamwork Commando Joe units will be used to supplement the curriculum where appropriate and character strengths used in school assemblies.</p>
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<p>RE- embedding the Discovery RE curriculum to focus on Christianity, Islam and Buddhism.</p> <p>Music- embedding the use of the Karanga scheme of work and increase opportunities to play a musical instrument.</p>		
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