

Thistly Meadow Primary School Development Plan Summary 2020-22

This summary is supported by the School Development Plan and action plans. These priorities are designed to achieve our commitment for a relentless drive for improvement so that our Aims and Objectives can be achieved for all pupils.

With all agreed priorities and objectives, we are aware of the impact of COVID-19 on pupils, families, staff and our community.

1. Aims and Objectives

Thistly Meadow Primary School promotes high achievement by working with children to:

- *Inspire with the joy of lifelong learning*
- *Be happy, highly motivated lifelong learners.*
- *Achieve their very best in all areas of the curriculum.*
- *Develop enquiring minds, creativity and a spirit of curiosity.*
- *Develop self-confidence, self-esteem, self-reliance and self-respect.*
- *Respect themselves, others and the world in which they live.*
- *Be able to work collaboratively and independently.*
- *Extend themselves in mind, body and spirit.*
- *Develop flexibility, adaptability, technological and problem-solving skills required for the modern world.*

At Thistly Meadow Primary School we support these aims by:

- *Providing a broad, balanced and challenging curriculum which aims to support the needs of all pupils.*
- *Providing a rich programme of extra-curricular activities and visits.*
- *Creating a stimulating, active and well-resourced learning environment.*
- *Working collaboratively towards common goals.*
- *Developing a learning partnership between home, school and the community.*
- *Providing a variety of teaching and learning styles to stimulate and challenge all.*
- *Developing a cycle of target setting and review with each child, creating opportunity for reflection and improvement*
- *Creating a tolerant, caring, supportive environment which promotes equality and mutual respect, awareness of world events and supports British values.*
- *Offering an ethos of challenge, support and encouragement to succeed.*

Summary Development Priorities 2021 – 22

Priority 1: Using evidenced based research to promote professional learning

- Using cognitive science and EEF research to develop learning and teaching strategies
- Using research to improve pedagogy
- Providing feedback that moves learning forward
- Developing checking for understanding

Autumn 21

- Staff development - research to support planning, lesson delivery and feedback to pupils
- Feedback - Feedback policy to give children tools to reflect on their learning and appropriate methods to secure good progress for all groups
- Assessment December 21
- Homework research
- PMR research projects
- Maths review

Spring 22

- Analysis of data to inform priorities
- EEF Behaviour
- Maths and reading review
- PMR research
- Subject leader training and core monitoring
- Monitoring work and lessons
- Assessment developing checking for understanding, quizzing and KOs

Summer 22

- Subject leader training and foundation subject monitoring
- Review impact of research on pupil outcomes
- Feedback on PMR research
- Monitoring work and lessons

Priority 2: Developing a knowledge-rich curriculum

- Understanding progression in each subject and making links, cultural capital
- Reading - Improving reading outcomes for all pupils
- Reading - fluency, phonics, spelling, vocabulary and reading comprehension
- Writing - slow writing and deliberate practice
- Maths - developing thinking maths about and direct instruction
- EYFS - revised statutory guidance September 2021
- PSHE & Relationships and health education, SEL
- Subject development – key concepts and making connections across the curriculum
- Developing cultural capital identified across the curriculum. Developing arts and sport

- Environmental links with the school council and curriculum

Autumn 21

- Phonics and fluency training
- Reading comprehension training - fiction
- PSHE / RSE curriculum
- EYFS curriculum mapping and developing head, heart and hands
- Maths: Times tables and planning review
- Curriculum review cycle
- Curriculum P updates
- Cultural capital links within learning journeys as well as re-introducing trips, current affairs within assemblies

Spring 22

- RE curriculum review and training
- Behaviour
- Curriculum review cycle and developing progression maps
- Maths planning and modelling
- Reading comprehension training – information texts
- Writing development
- Maths and Reading reviews
- SEN review
- EYFS curriculum mapping
- School council environmental and charity links

Summer 22

- Geography and History reviews
- PSHE reviews
- Maths and English reviews
- School council environmental and charity focus

Priority 3: Supporting education recovery

- SEND, SEMH trauma and attachment training
- Adapting planning and assessment to identify gaps and next steps
- Pre / post learning intervention
- Teaching and learning positive relationships, subject knowledge, knowing the curriculum, anticipating misconceptions, connecting knowledge and making children think hard, purposeful practice
- Homework development group
- Working group – assessment

Autumn 21

- Curriculum considerations and identifying gaps
- Assessment and analysis of data
- Homework research

Spring 22

- Assessment working group review impact of autumn term
- Working group on homework share findings
- New interventions trialled based on identified gaps
- Recovery premium and catch-up grant / national tutoring

Summer 22

- Impact of recovery grants

Priority 4: Safeguarding, behaviour and inclusion

- Secure rigorous safeguarding processes to secure the highest standards of safety and support
- Safeguarding – KCSIE, PSHE
- SEN and inclusion, APDR, quality first teaching, early intervention, SEL
- Pupil Premium, quality first teaching, SEL, CC, phonics, reading
- Vales and character education linked to PSHE and assemblies and rewards and initiatives
- School council involvement in the life of the school and developing pupil voice
- Behaviour Policy review

Autumn 21

- Keeping Children Safe in Education staff development
- Safeguarding training
- PSHE curriculum training
- SEN review
- SEN training to support inclusion
- SEN – mental health, trauma and attachment training
- Audit of provision and targets for PP
- Values agreed for 21-22

Spring 22

- Review impact of SEND / vulnerable provision
- KCSIE / safeguarding training updates
- Review PP provision and progress
- Values within assemblies and whole school focus
- Review Behaviour Policy

Summer 22

- Safeguarding updates
- SEN and PP external review
- Training to support inclusion