

Our Lady and St Joseph Primary School Development Plan 2021- 2022

Area	Objectives	Strategies and actions	Time and staff	Budgets & Resources	Evaluation & Review
Quality of Education	In every year group and subject all pupils make good progress building on their knowledge and skills.	<p>Monitor our curriculum termly to give all pupils, including SEND and DA pupils, the knowledge and skills and, when permitted the cultural capital they need to succeed in life.</p> <p>Detailed curriculum progression maps for each subject across the year groups.</p> <p>Termly scrutiny to be carried out in every curriculum subject by subject lead and SLT.</p> <p>Pupils interviewed about each curriculum area to ensure quality of education for all.</p> <p>Plan so that knowledge is stored in long-term memory.</p> <p>CPD lead identifies training needs. Subject lead receives training and disseminates this to all staff.</p> <p>Provide CPD to ensure that good and outstanding teaching is systemic in all key stages</p>	All teachers and staff in the school	As required	Termly
To create an environment that fosters a love of reading	<p>To develop a new library area for EYFS/KS1.</p> <p>To prioritise reading for pleasure and provide clear guidelines for staff based on the 2021 Reading Framework.</p> <p>To involve parents in reading for pleasure with their children.</p> <p>To enhance reading for pleasure by developing a book club.</p>	<p>Whole school art project on re-wilding, woodland mural and themed furniture.</p> <p>Clear guidelines given to all staff, highlighting the importance of reading to children, discussion around texts, retelling and vocabulary acquisition and expansion.</p> <p>Story time slots increased to 3 times daily in Reception; 2-3 times daily in KS1 and 1-2 times daily in KS2.</p> <p>Weekly allocated slots for pupils, parents invited in to read to and listen to their children read.</p> <p>Organisation of a weekly book club for Y5 pupils.</p>	<p>Half term DHT/LH (art teacher)/ES/SS (support staff and volunteer).</p> <p>September 2021/ongoing DHT/Literacy Lead/all staff</p> <p>September DHT</p>		

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	<p>To create a comprehensive guide for parents, highlighting the importance of reading with their children, including some evidence based research.</p> <p>To strengthen home/school communication with regards to reading</p> <p>To develop oracy skills/speaking and listening skills through reading and retelling</p> <p>Further develop retelling skills by writing book reviews.</p>	<p>Booklets given to all parents, including information on library books, reading records, Oxford Reading Tree levelled books and book reviews.</p> <p>Review use of reading records and brought into school daily. Include more regular comments from staff and parents.</p> <p>Organise 'Reading Show and Tell' weeks to develop retelling skills, vocabulary expansion and comprehension.</p> <p>Improve note-taking, critical thinking and research skills by carrying out regular book reviews and keeping these in class scrapbooks for book recommendations for other pupils.</p> <p>Use skills from Destination Reader in predicting, inferring, questioning, evaluating, clarifying, making connection, summarising.</p>	<p>Ongoing DHT</p> <p>Ongoing DHT/class teachers</p> <p>Ongoing DHT/class teachers and support staff</p>		
<p>To continue to monitor the impact of the core reading scheme for KS2 – Destination Reader in light of lockdown since March 2020</p>	<p>Increasing number of pupils read for pleasure</p> <p>Increasing number of pupils read with understanding</p> <p>Increased number of children read at 'Greater Depth'</p>	<p>Destination Reader supports the creation of a culture of reading for pleasure and purpose. It encompasses the key principles of effective reading provision and fully meets and often exceeds the requirements of the National Curriculum by: creating deep understanding of texts, developing oracy around reading and increasing children's breadth of reading.</p> <p>Ensure reading for pleasure is central to the pupils' daily experience.</p> <p>To continue to enrich the curriculum through specialist day to foster a love of reading, for example world book, day, Shakespeare day, Roald Dahl day.</p>	<p>Monitor and evaluate by SLT</p>	<p>New books for KS2 to be added to every year</p>	<p>Termly</p>

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		Deliver the reading programme with even greater precision.			
Remote learning	To continue to facilitate remote learning for any long-term absence.	Provide training for all staff in Google Classrooms. Devise Remote Learning Policy, procedures and protocols. Update ICT and Safeguarding policies. Audit resources and provision for disadvantaged pupils.	SLT ICT support	Training budget for Google Classrooms	Half-termly
Ensure curriculum Intent and Implementation has been reviewed and modified in all areas.	Regular monitoring of the three I's in all curriculum areas.	All curriculum leaders to review their area in October 2021 Presentation of documents to match house style Curriculum leader to monitor and support.	All teachers and support staff Curriculum leader	Non-contact time if budget allows	Half-termly
Implement the ambitious Disadvantaged pupils programme for 2020 -2021.	Ensure that gaps in attainment and progress are not significantly widened.	Provision of new Breakfast Club and early morning interventions for DA and underperforming pupils.	PP Leaders and SLT.	PP Funding and Catch –up premium to be used.	Weekly
Ensure assessment procedures are rigorous and have an impact on pupil progress.	Assessment will be of high quality and effective. Resulting in diagnostic and useful analysis that will result in increased pupil standards. More information on best practice.	Refine and embed accurate termly assessment procedures with all staff. Implement use of diagnostic assessment through observations, books, pupil discussion, reporting the progress of different pupil groups. Moderate assessments and evaluate impact. Monitor and evaluate, formulating actions to improve the progress of any underperforming pupil groups.	CPD Lesson visits Book and work scrutiny Regular pupil discussion –using new EIF model Monitoring and evaluation schedule	SLT and assessment lead	Half-termly meetings
Editing and redrafting skills in writing.	Review and revise writing opportunities across the whole wider curriculum. Pupils will be encouraged	Teacher modelling Clarity of expectation clearly differentiated Paired and group work	All staff	CPD time	

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	to edit and redraft their work.	<p>Shared writing – teacher elicits from the children a piece of writing (acting as scribe to enable maximum participation from the children) Teacher encourages pupils to re-read a piece of writing and make improvements.</p> <p>Differentiation by ability</p> <p>Clear purpose for writing</p>			
SRE	Embed the new SRE programme for Autumn 2021	Further consult and involve parents with implementing our SRE scheme of work.	SLT and RE lead	Ten Ten resources	
RE Curriculum	<p>Supplement our core RE scheme with greater opportunities for creative arts and wider curriculum links to other areas of learning.</p> <p>Develop outstanding provision for SMSC even further. ‘Awe and wonder’ via art and music.</p>	<p>Half-termly links to great artists, architects, designers in every class.</p> <p>Links with great musical composers and musical genres every half-term. Build in opportunities for children to listen to and appreciate music from different faiths around the world. e.g Cantors, Buddhist chants, Sufis</p>	Review and record half-termly.	SLT review time.	
Ensure planning and provision for pupils with SEND is of a high quality and enables pupils to make good or better progress.	<p>High-quality and effective assessments ensure early identification of pupils with SEND.</p> <p>A graduated response that involves the pupil and parents as well as external agencies where appropriate.</p> <p>Pupils have SMART targets that are</p>				

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	monitored and reviewed regularly.				
Early Years Foundation Stage	To ensure the EYFS reforms are understood and embedded in long-term and medium-term planning. The EYFS curriculum delivers outstanding provision for all children of all abilities and ensures a readiness for KS1.	<p>The EYFS curriculum is ambitious and meets the needs of all children from the moment they enter.</p> <p>Carry out statutory RBA within 6 weeks of children starting in Reception class.</p> <p>High quality phonics starts from Day 1 in the Reception year delivered by well trained staff.</p> <p>Children share and cooperate well and start to learn the values that are distinctive and characteristic of our school.</p> <p>Focus on strengthening early language. Children with poor expressive and receptive language skills are identified early through the Language Screen assessment carried out in the Autumn term and provision is put in place to enable them to make good progress.</p> <p>Ensure children develop a strong understanding of number up to 20 through well-planned provision and opportunities to become proficient mathematics. Children are exposed to mathematical vocabulary including</p> <p>CPD for staff in delivering the Nuffield Early Language Intervention (NELI).</p> <p>Further develop mark-making opportunities outdoor.</p> <p>Provide language environment and engaging activities to motivate the children.</p>	EYFS staff and SLT	EYFS budget	Termly
Behaviour and Attitudes	To work together to create school where pupils, parents and staff work together to secure the best possible	Implementation of The Zones of Regulation (ZOR) to support children to identify and regulate their own emotions. Children are equipped with a 'toolkit' of strategies to enable self-regulation and ensure they are 'ready to learn'. This is universal provision supported by	Daily All school staff SaLT CWIS MHST	Whole school	Daily reviews.

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	<p>outcomes for all.</p>	<p>the school SaLT and SENCO.</p> <p>For both pupil and staff well-being, school is involved in the WAMHS (wellbeing and mental health in school) project and supported by the MHST (mental health in schools team).</p> <p>The school learning mentor having completed his ELSA (emotional literacy support assistant) training will be implementing his new role this academic year. Staff will be able to refer children to the ELSA.</p> <p>He will receive ongoing termly supervision in the role. Via SENCo.</p>			
<p>Personal Development</p>	<p>To secure outstanding provision for Personal Development.</p> <p>To provide a range of enrichment activities</p>	<p>The school goes beyond the expected, so that pupils have access to a wide, rich set of experiences. Opportunities for pupils to develop their talents and interests are of exceptional quality. There is strong take-up by all pupils, including SEND and DA pupils, of the opportunities provided by the school.</p> <p>In our music provision for disadvantaged children, all pupils are given the opportunity to develop specialist music skills</p> <p>RIVA Artist in residence</p> <p>The school environment enables children hands on gardening experiences.</p> <p>Provide visits to promote British values and equality of opportunity. A wide range of visitors and visits to enhance and enrich the curriculum, such as drama, art and music.</p> <p>The way the school goes about developing personal development is exemplary and is worthy of being shared with others as highlighted in our ^[11] _{SEP} Section 48 Report June 2018.</p>	<p>DA pupils lead and SENDCO as part of SLT weekly meetings.</p>	<p>Pupil premium money to be carefully planned and accounted for with Impact statements and registers.</p>	<p>Termly</p>

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Leadership and Management	Leaders inspire all members of the school community to secure a culture of high aspirations based on our shared values as a Catholic school.	Examine roles and responsibilities of leaders to develop the wider curriculum in light of the new EIF of September 2019. Curriculum leaders to refine even further the key vocabulary acquisition across year groups within each subject area.	All SLT and Governors	Time and CPD	Termly
Safeguarding	Ensure safeguarding is effective and there is a strong culture of safeguarding within the school.	Continue the outstanding practice of identifying, managing and helping all pupils in our school as part of regular vulnerable pupils group meetings. Train new DSL and ensure members of the VP group have the very latest and up to date training. Provide CPD for new DSL and DDSL.	Safeguarding is everyone's responsibility 24/7.	As required	Daily