



### Horsington Church School Development Plan

<b>Key Priority 1 - Linked to SEF Priority ** and ***</b>  <b>To improve attainment and confidence in spelling throughout the school</b>	<b>Key Priority 2 - Linked to SEF Priority ** and ***</b>  <b>Developing the school team by developing the new curriculum together</b>	<b>Key Priority 3 - Linked to SEF Priority ** and ***</b>  <b>To continue the development of pupil self-evaluation in school</b>
<b>What will success look like?</b> <ul style="list-style-type: none"><li>• Success in the phonics screening</li><li>• Secure phonics by the end of KS1</li><li>• Children using spelling knowledge to support de-coding in reading</li><li>• Most children will consistently spell age appropriate words correctly</li><li>• Improvement in reading standards in attainers through increased de-coding and sound knowledge</li></ul>	<b>What will success look like?</b> <ul style="list-style-type: none"><li>• A curriculum which is known and understood by all staff</li><li>• Staff aware of their role within this and able to take a leadership role</li><li>• A curriculum which is fit for purpose with a clearly identified intent</li></ul>	<b>What will success look like?</b> <ul style="list-style-type: none"><li>• Children will be able to discuss what they have learnt</li><li>• Children will be able to comment on their own learning in a meaningful way.</li><li>• Be able to discuss variance in approach where appropriate</li><li>• Conceptual understanding will be clear whether in book or in discussion with the child</li></ul>

## AUTUMN TERM 2019

### KEY PRIORITY 1 : To improve attainment and confidence in spelling throughout the school

#### Expected Impact :

- Children will develop automaticity around phonics
- Children will use this knowledge in spelling unknown words
- Children will use this knowledge to de-code unknown words they encounter in their reading
- Children will be more confident when approaching known words in their reading
- Reading standards will improve for lower attainers because of sound knowledge

Action Lead	Action (Activities to facilitate outcomes)	When	Monitoring (eg PPMs, work scrutiny, lesson obs, PM)	Monitoring Lead	Impact Evaluation
HB/E H	carry out spelling audit across Yrs 1-5 audit based around keywords/tricky words and identify patterns in errors	6/19	Feedback to all staff talking through findings	MA	Audit will enable patterns to be identified for forward planning
HB/E H	Lead staff meeting on phonics to all staff and plan how catch-up activities can be fed into KS2	9/19	By all staff	MA	All staff will be clear how the acquisition of this phonological awareness is essential and gaps will need filling
HB/E H	All staff to present two activities which are engaging and interactive and can be used to internalise spelling knowledge. Encourage all staff to share good ideas	9/19	All staff	EH	Less use of worksheets and more practical engagement will be evident. Worksheets only used where it is more appropriate to do so.
HB/E H	To attend SLN meetings for expert support and advice- Sarah Cook has been approached to lead a session on this	When meetings held	By feedback in staff meetings	MA	Clear guidance for all staff on what needs to happen
MA	Regular (fortnightly) phonics assessment so the need for extra support can be identified quickly so the pupil does not fall further behind	Fortnightly	HB to oversee class tracking  <i>Also SS HUB Action</i>	MA	Children in danger of falling behind supported more quickly
HB	To ensure children use their sound knowledge in their reading and by having books with the appropriately matched sounds	ongoing	HB to track	MA	Knowledge will become firmly embedded so it is used automatically

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Action Lead	Action (Activities to facilitate outcomes)	When	Monitoring (eg PPMs, work scrutiny, lesson obs, PM)	Monitoring Lead	Impact Evaluation
EH	To plan a clear teaching sequence across KS2	Sept.	All staff	MA	All children will have regular opportunities where the focus is spelling
HB/EH	To identify on timetables where all staff have a daily dedicated spelling time. To observe all staff teach and feedback to them	Sept	HB/EH	HB	Higher frequency of discrete spelling teaching will lead to improved standards. Feedback will lead to improved teaching.
HB/EH	Regular spelling assessment/ tracking opportunities to ensure rigour of teaching and that embedded learning is happening	Sept	HB/EH	MA	Ensuring quality of teaching and learning Timely interventions
HB/EH	To read with a wide range of children across the school to monitor use of knowledge	ongoing	Action is a monitoring activity	MA	English will have knowledge of strengths and weaknesses across school and be able to continue to drive this priority.

<b>KEY PRIORITY 2 : Developing the school team by developing a new exciting, inspiring and aspirational curriculum together</b>					
<b>Expected Impact :</b> <ul style="list-style-type: none"> <li>The staff will have a greater understanding of the curriculum demands of the new OFSTED framework</li> <li>The staff and pupils will be excited by the curriculum</li> <li>Staff will have a greater understanding of what the curriculum will look like across the school, how one year builds on the previous year supports the next</li> <li>To make all staff know they have a valuable contribution to make to the development of the school and the importance of teamwork</li> <li>To enable all staff to take on leadership roles within the team and develop their subject knowledge and skills</li> </ul>					
<b>Action Lead</b>	<b>Action (Activities to facilitate outcomes)</b>	<b>When</b>	<b>Monitoring (eg PPMs, work scrutiny, lesson obs, PM)</b>	<b>Monitoring Lead</b>	<b>Impact Evaluation</b>
MA	Write intent for our curriculum	INSET 2/9	NA		Clear understanding of what our curriculum will offer our children
MA	To carry out an audit on our existing curriculum and enable new staff to understand what is happening at the moment.	INSET 2/9	All staff		All staff will have an over view of what is currently taught and what needs changing
MA	Allocate staff the curriculum areas which they will hold the lead for. These may be paired leads	INSET 2/9	NA		Lines of responsibility and CPD will be clearly understood
All staff	Based on knowledge gained on INSET day staff to write action plans for their subject	Staff meeting	Peer-to-peer monitoring	MA	Each curriculum area will have a clear way forward
All Staff	Liaise with curriculum counterparts within SS Hub to see what they are doing	Individual visits/Hub staff meeting	Monitored through feedback in staff meetings	MA	Staff will be inspired and supported in driving their curriculum areas
MA	Longer staff meeting to review where we are and begin to set the content of our curriculum	Term 1	All staff Hub heads input	MA	We will be able to start building our new curriculum
MA	Ask all staff to give outline of the journey a child will make through the curriculum. What is our intended outcome?	Term 1	All staff	MA	Staff will have a clear idea of progression through a subject
MA	Develop clear plans for the curriculum for each class. This will still have to be on a 2year rolling-programme. Ensure cross-curricular links have been made where desirable. (Anna may have something to add to this through some research she is doing)	Ongoing	All staff  Hub Heads  <i>Also on S SHub plan</i>	MA	All staff will have access to clear plans for the which are exciting, inspiring and aspirational

**KEY PRIORITY 2 : Developing the school team by developing a new exciting, inspiring and aspirational curriculum together****Expected Impact :**

- The staff will have a greater understanding of the curriculum demands of the new OFSTED framework
- The staff and pupils will be excited by the curriculum
- Staff will have a greater understanding of what the curriculum will look like across the school, how one year builds on the previous year supports the next
- To make all staff know they have a valuable contribution to make to the development of the school and the importance of teamwork
- To enable all staff to take on leadership roles within the team and develop their subject knowledge and skills

Action Lead	Action (Activities to facilitate outcomes)	When	Monitoring (eg PPMs, work scrutiny, lesson obs, PM)	Monitoring Lead	Impact Evaluation
MA	An assessment/ tracking system will be developed to monitor the progress and achievement of all children. This will be done by the CT developing the assessment sheet as each plan/unit is taught for the first time.	Ongoing	Subject leads	MA	It will be clear to see the curriculum an individual has experience and whether attainment has been WTS, ARE or GD

**KEY PRIORITY 3 : To continue the development of pupil self- evaluation in school****Expected Impact :**

- To help all learners understand they have an active role to play in their learning
- Pupils will have the language they need to talk about their learning
- Pupils will begin to develop insight into how they can improve their learning and the role of personal responsibility
- Pupils will understand that each piece of learning is not a separate event but that learning is interwoven and can be built on and linked to lead to successful application
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Action Lead	Action (Activities to facilitate outcomes)	When	Monitoring (eg PPMs, work scrutiny, lesson obs, PM)	Monitoring Lead	Impact Evaluation
MA	Ensure the language needed to discuss learning is available in class	Sept	MA – class visits	MA	Pupils will to develop familiarity with the language of self-evaluation
MA/ all staff	Carry out observations to see if this language is forming part of the conversation in class	Term 1	All staff	MA	It will be clear if the discussion is part of everyday class life. Children are able to discuss their learning with increasing fluency
MA/ all staff	Observe TAs to see if they are clear about how to draw evaluative comments out of the children.	Ongoing from term1	MA/all staff	MA	All staff will have a very clear understanding of the expectations of talking to the children about

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- Pupils will understand that each piece of learning is not a separate event but that learning is interwoven and can be built on and linked to lead to successful application
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Action Lead	Action (Activities to facilitate outcomes)	When	Monitoring (eg PPMs, work scrutiny, lesson obs, PM)	Monitoring Lead	Impact Evaluation
					their work. Obviously, this is at an age-appropriate level.
MA	To talk to the children about their learning, how they know they have improved, how they challenged themselves, what prior learning they had to use.	Ongoing from term1	MA/all staff/ governors		A real awareness by the children of the fact that they are significant stakeholders in their own education
MA	Use of the school's Learner attributes and school vision, Development the use of the compliment slips-cards related to specific Learner attributes to high light the value we place on these	For September	Talk to parents and children about these (feedback about the initial compliment slips has been good)	MA	Raise parental involvement and awareness of the things we value and look for in learners which don't necessarily rely on academic ability.
MA	Book scrutiny to see what this looks like in books. Are children given the time write appropriate comments on their work and understand how these feed into their learning.	Ongoing	Book scrutiny in conjunction with the children		Are children able to talk about their work; could they explain learning; talk through what the problem was; consider alternative methods of working.

Priority 1					Priority 2					Rating of Priority 3							
Green		Amber		Red		Green		Amber		Red		Green		Amber		Red	
Next Steps					Next Steps					Next Steps							

RED	Not achieved
AMBER	Achieved but INCONSISTENT across the school
GREEN	Fully achieved across the whole school

## SPRING TERM 2019

<b>Key Priority 1 - Linked to SEF Priority ** and ***</b>  <ul style="list-style-type: none"> <li></li> </ul>	<b>Key Priority 2 - Linked to SEF Priority ** and ***</b>  	<b>Key Priority 3 - Linked to SEF Priority ** and ***</b>  
<b>What will success look like?</b> <ul style="list-style-type: none"> <li></li> </ul>	<b>What will success look like?</b> <ul style="list-style-type: none"> <li></li> </ul>	<b>What will success look like?</b> <ul style="list-style-type: none"> <li></li> </ul>

<b>KEY PRIORITY 1 :</b>					
<b>Expected Impact :</b>					
Action Lead	Action (Activities to facilitate outcomes)	When	Monitoring (eg PPMs, work scrutiny, lesson obs, PM)	Monitoring Lead	Impact Evaluation

<b>KEY PRIORITY 2 :</b>					
<b>Expected Impact :</b>					
Action Lead	Action (Activities to facilitate outcomes)	When	Monitoring (eg PPMs, work scrutiny, lesson obs, PM)	Monitoring Lead	Impact Evaluation

**KEY PRIORITY 2 :**

Expected Impact :	
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Action Lead	Action (Activities to facilitate outcomes)	When	Monitoring (eg PPMs, work scrutiny, lesson obs, PM)	Monitoring Lead	Impact Evaluation

**KEY PRIORITY 3 :**

Expected Impact :
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<b>KEY PRIORITY 3 :</b>					
<b>Expected Impact :</b>					
Action Lead	Action (Activities to facilitate outcomes)	When	Monitoring (eg PPMs, work scrutiny, lesson obs, PM)	Monitoring Lead	Impact Evaluation

Priority 1						Priority 2						Rating of Priority 3					
Green		Amber		Red		Green		Amber		Red		Green		Amber		Red	
Next Steps						Next Steps						Next Steps					

<b>RED</b>	Not achieved
<b>AMBER</b>	Achieved but INCONSISTENT across the school
<b>GREEN</b>	Fully achieved across the whole school

## SUMMER TERM 2019

<b>Key Priority 1 - Linked to SEF Priority ** and ***</b>  <ul style="list-style-type: none"> <li></li> </ul>	<b>Key Priority 2 - Linked to SEF Priority ** and ***</b>  <ul style="list-style-type: none"> <li></li> </ul>	<b>Key Priority 3 - Linked to SEF Priority ** and ***</b>  <ul style="list-style-type: none"> <li></li> </ul>
<b>What will success look like?</b> <ul style="list-style-type: none"> <li></li> </ul>	<b>What will success look like?</b> <ul style="list-style-type: none"> <li></li> </ul>	<b>What will success look like?</b> <ul style="list-style-type: none"> <li></li> </ul>

<b>KEY PRIORITY 1 :</b>
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Expected Impact :					
Action Lead	Action (Activities to facilitate outcomes)	When	Monitoring (eg PPMs, work scrutiny, lesson obs, PM)	Monitoring Lead	Impact Evaluation

KEY PRIORITY 2 :					
Expected Impact :					
Action Lead	Action (Activities to facilitate outcomes)	When	Monitoring (eg PPMs, work scrutiny, lesson obs, PM)	Monitoring Lead	Impact Evaluation

KEY PRIORITY 3 :					
Expected Impact :					
Action Lead	Action (Activities to facilitate outcomes)	When	Monitoring (eg PPMs, work scrutiny, lesson obs, PM)	Monitoring Lead	Impact Evaluation

KEY PRIORITY 3 :					
Expected Impact :					
Action Lead	Action (Activities to facilitate outcomes)	When	Monitoring (eg PPMs, work scrutiny, lesson obs, PM)	Monitoring Lead	Impact Evaluation

Priority 1						Priority 2						Rating of Priority 3					
Green		Amber		Red		Green		Amber		Red		Green		Amber		Red	
Next Steps						Next Steps						Next Steps					

RED	Not achieved
AMBER	Achieved but INCONSISTENT across the school
GREEN	Fully achieved across the whole school