Kates Hill Academy Development Plan 2020-2021
Summer Term Targets

Revised Priorities for Summer Term:

To recap and embed basic skills expectations across the curriculum using assessment data, both formative and summative to accelerate progress.

To focus on intervention to plug gaps or reteach skills for pupils falling behind expectations. Focus on the use of catch up funding to identify the pupils and provide internal/external support.

Focus on the Recovery Curriculum, opportunities for pupils to expand oracy skills, reinvent themselves through important relationships and constant 4R's (Reteach, remap, recap, retrieval).

Revised strategic program of monitoring focused on teaching, moving pupils on, book scrutiny, including subject leaders monitoring curriculum coverage.

Focus on Phonics and Early Reading. Especially in EYFS/KS1

Audit of Writing across the school in order to develop year group specific end of year non negotiables.

Support the increasing number of SEN pupils, ensuring that pupil's targets are clear and acted upon by staff, delivering better progress and attainment as a result, providing appropriate provision to match their needs, especially in EYFS

	Intention		Implementation			Impact		
	Priority What do we want to do? Specific tasks	**Precise Success Criteria** *Exactly who will benefit and what measures will inform you*	**Who is responsible for achieving the success criteria** *Leader*	**Who is accountable for success criteria measures?** *Other staff*	**Specific activities including monitoring** *How robust and deep are checking activities?* *What feedback is to be given?* *What further checks will need carried out?*	**Professional Development Needs**	**Timescales** **Weeks 1-6**	**COSTS** **£**
	Focus on the Recovery Curriculum, opportunities for pupils to expand oracy skills, reinvent themselves through important relationships and constant 4R's (Reteach, remap, recap, retrieval).	To fine-tune medium term plans which focus on fun, purposeful activities that show a journey of learning culminating in an overarching end to the theme. Through planning focus on the 4R's, embedding constant building blocks to learning Ensure the 'Big Question' is threaded throughout the curriculum and assessed regally Sequencing of Learning constantly revisited and developed in order for knowledge and skills to be built upon. For reading, writing and maths to be fully embedded into the curriculum themes. Further writing opportunities planned for to develop upon RWInc. initiatives throughout the school	JM, DC, LW, KO JM, DC, LW KH, JM, DC, LW KH, JM, DC JM, RB DC	All teaching staff All subject leaders All teachers All teachers All teachers Subject leaders and teachers	Subject leaders to monitor MTP's to ensure they are progressive and broad to ensure depth and breadth with clear WALTs and WILFs Subject leaders and subject teams to monitor MTPs to ensure that the learning is progressive and that regular AfL is taking place. Subject Leaders to ensure that their subject has equal and full coverage within MTPs and that they are being assessed regularly. Monitor books and pupil voice Book monitoring through TC's and WDM's to monitor RW&M skills throughout curriculum books.	Curriculum development LLMAT to ensure consistency	Ongoing termly medium term planning Ongoing book monitoring	

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	For knowledge organisers to identify the key information that children need to have learned by the end of a topic and act as a tool to support children in retaining and retrieving knowledge for life-long learning.	DC, KO	Subject leaders and teachers			
	Implement new discreet science lessons in KS2 to ensure skills are being taught in depth and being built upon year upon year.					
	Ensure that appropriate risk assessments are in place to protect the health, safety and well-being of all staff and pupils. Class timetables and teacher rotas are well planned to ensure the safety and well-being of pupils and teachers.			Continue to follow government guidelines and updates. Review and develop risk assessments according to need. Development of new policies in line with current National/ International situation - Bereavement policy - Staff Training - Referral to support where needed		
	To plan a curriculum which links directly to our school values and threads safeguarding and PSHE throughout. Vulnerable pupils and LAC are supported through targeted support, individual action plans and intervention.					

	Support the increasing number of SEN pupils, ensuring that pupil's targets are clear and acted upon by staff, delivering better progress and attainment as a result, providing appropriate provision to match their needs, especially in EYFS	New 'My Plan' targets are set by class teachers. All pupils know their targets and have the tools and resources to achieve them. Progress of these pupils is monitored rigorously and support/coaching given to staff where necessary. My Plans: SEN Review focus on SMART targets- re-written and shared at parents evening. SEN Audit of needs for the Summer Term Plan of action for emotional/behavioural needs in EYFS setting Assessment data to show the flight path for each pupil and track progress data. SENDCO to set up interventions for pupils to make above expected progress over the year. Staff to complete Disadvantaged and SEN vulnerable children review and ensure all pupils are receiving extra support and interventions.	KL	All teaching staff and TAs	KL and SL to support staff with how to complete targets and support pupils in class. KL to track the progress and development of these pupils and feedback where necessary. LLMAT SEN Review Feb 2020 KL to respond to cause for concerns raised with advice, strategies, observations, and progression along pathway as appropriate. KL to track school data to identify children not on the SEND register who are not on track for ARE and follow up as appropriate. SENDCO and support staff to monitor My Plans Use flight paths to hold teachers accountable for the progress of pupils Monitor impact of SEN interventions regularly and robustly PP meetings	My Plan targets to be completed New My Plan targets created and shared with parents and pupils SEND register accurately reflects the names and needs of the children.	Ongoing Ongoing Termly	Cost for My Plan books and printing £ Cost for SEN resources and printing £

		My Plan targets written, regularly reviewed, and shared with pupils and parents to address individual need.						
ASPIRATION	**To recap and embed basic skills expectations across the curriculum using assessment data, both formative and summative to accelerate progress.**	Reading skills to be explicitly taught through VIPERS in KS2 and phonics in KS1 and further embedded into the wider curriculum to ensure children are able to embed skills in a variety of contexts. SPaG to be explored and fully embedded in writing planning and new skills are taught explicitly in order for pupils to develop throughout the wider curriculum. To use maths arithmetic lessons to identify gaps in learning as well as re-teaching, revisiting and revising basic skills previously taught through tasks in order to maintain understanding in other mathematical contexts. Children are regularly tested on times tables through times tables scheme so they can use these tables to support their understanding in solving mathematical problems/activities given.	KH, JM, LW, DC	All staff	Subject leaders to ensure that age appropriate skills are being taught and embedded in English and Maths lessons and developed in the broader curriculum through: - MTP checks - Book monitoring - Pupil progress meetings Weekly WDMs used to discuss whole school areas for development - Focus on GAP analysis - Arithmetic tasks - Assessment from Exit Tickets - Focus on target pupils - Lowest 20% - monitor progress of children with their times tables throughout the year. Read write Inc. assessment and grouping. Lowest 20% identified and interventions and support provided TA's to target lowest 20% readers	Quarterly monitoring of English, maths and curriculum books Quarterly PP meetings Ongoing WDM meeting with coaches	Ongoing	None

	Teacher Coaches and SLT to monitor and support staff and pupils and to challenge and model to those who require support.			SLT monitoring to target lowest 20%			
				Teachers to record progress from maths tests and identify who needs support and guidance.			
	Ensure that scaffolding is an essential aspect of everyday practice so that pupils understand clear expectations.						
	RWInc. Reading leader assesses pupils every six weeks to ensure those falling behind receive 1:1 tutoring immediately.			Entry and exit tickets created for all year groups for reading, writing, maths, science and curriculum.			
	To ensure that the lowest 20% across the school in each subject are tracked monitored and supported through their individual learning needs.						
	Regular maths assessment through end of topic test and termly Maths assessment tests are used to identify gaps in understanding and immediately address them through gap tasks in arithmetic lessons						
	Maths non negotiables formulated as a strength to the curriculum/teaching			Devised non negotiables given to staff. This will be monitor and evaluated to see the direct link on standards			
	Entry and Exit Tickets are widely used to gather instant data for key lever and enable gap filling						

	Revised strategic program of monitoring focused on teaching, moving pupils on, book scrutiny, including subject leaders monitoring curriculum coverage.	Teachers are able to plan effectively for progression and the more able pupils are appropriately challenged in all lessons. Monitoring re-introduced to collect data driven evidence to support the next steps of learning. Identification of priorities in order to maintain a consistent approach at raising teaching standards. Encourage a supportive network of staff to observe and coach one-another. Weekly SLT to discuss areas of concern and development.	KH	Teacher coaches: JM LW DC KL RB MW ED	TC observations will be carried out fortnightly Expectations to be graduated- launch, implement, improve, evaluate and repeat. Leadership meetings will be used to identify themes and misconceptions. Monitoring schedule developed to lead into the next phase of support programme	Weekly coaching observations and WDMs	Weekly	none
		Focus on books to ensure gaps are being identified and there is a clear sequence of learning. Closer monitoring of staff identified as struggling and how to support them. Development of a new learning language as part of a new teaching and learning policy which fosters independent learning and focuses on metacognition.	JM	All staff	Teaching and learning policy reviewed with working party.	Staff working party meet week 1 Inset to roll out new implementations Sept 2020	Policy review and implementation complete by end of Sept 2020 Sept 2021 priority shifted at present, focus on gaps	
	To focus on intervention to plug gaps or reteach skills for pupils falling behind	To ensure that staff are given the required CPD and opportunities, where	KH	SLT and appraisers All staff	KH and JM to ensure that suitable training takes place for leaders in order to follow LLMAT	CPD for school leaders on appraisal process	Final review New targets by December	None

	expectations. Focus on the use of catch up funding to identify the pupils and provide internal/external support.	necessary, to fulfil their appraisal targets. To create evidence files to assure accountability (including accurate data) Individual meetings to review targets, identify key action points for staff Mid-term reviews used to collect data evidence Pupils targeted for combined are identified from prior data. Intervention programme for pupils in Reading, Writing and Maths started and staff assigned Assessment data and monitoring shows that standards are high and improving weekly Prior data used to identify pupils on track and in need of targeted support or intervention Teacher coaches are to monitor books, teacher subject knowledge and use of AfL to ensure that children are given every opportunity to succeed. Subject leaders and assessment leaders to monitor progress in their			appraisal process and ensure a consistent approach. Leaders/appraisers to ensure that all teacher standards are being met. March mid-point appraisal reviews Appraisal reviews Prior data used to create new intervention groups and targeted pupils for combined Review internal data and set targets. Intervention groups are monitored and outcomes of these are scrutinised Review internal data and set targets. Intervention groups are monitored and outcomes of these are scrutinised. Teacher coaches are to ensure the data produced from the WDMs is accurate against an exemplar Maths arithmetic Mini tests AFL Exit tickets		Mid- point review March	

		subject and identify potential pupils for intervention. Interventions, pre-teach and reteach are used to support gaps in learning. Regular use of AFL and exit tickets used to identify exactly where pupils are at by the end of each lesson. - Success criteria's - Data % to address misconceptions - Examples in books Teachers are to create exemplars to use for each objective being taught. WAGOLLs and WILFS are purposeful and facilitate the learning. Gaps are immediately addressed and re-taught Ensure that writing outcomes are closely monitored in order for as many pupils as possible to achieve combined score.			Pupil progress meetings and weekly data meetings address pupils on track, pupils at risk and pupils in need of intervention. Leaders set targets and challenge staff to ensure targets are met. WDM's identify gaps and key levers for learning Inset training on writing moderation, scaffolding and support		
				All staff			
	Focus on Phonics and Early Reading. Especially in EYFS/KS1	Ensure that key children are identified and individual targets put into	KH	All staff RB to manage day to day	Individual meetings with pupils surrounding concerns	Staff training TA focus	Ongoing Roll out of programme

		place to see individual improvement Prior assessment data used as September starting points. Action plan for RWInc. Created All children assessed regularly to re-group and identify pupils for 1:1 tuition. (Including regular Y1 screening checks) RWInc. Manager to coach staff in order to develop teaching significantly as well as assess, monitor and re-group pupils. DHT and Phonics lead to work with English Hub on the development of early reading. To use March mock Screening check to identify pupils for extra tuition and support		All EYFS, KS1 staff and all TAs	Ensure that in house training and coaching supports high quality teaching of phonics programme RWInc. Reading Leader assesses pupils regularly and ensures that children are identified for top up and extra support All staff teaching have access to up to date resources and that these are being monitored English hub audit, action plan and coaching to support the development of early reading	Mentoring sheets Regular coaching and support including observations of phonics lead and DHT New staff trained on the RWInc. Programme RWInc. development day October 2020 4 English Hub development days (action plan and target setting)	Wk1 Class teachers Wk 2 Phonics teachers Wk 3 full programme begins Initial reception assessment and regrouping Ongoing training and support	

ACHIEVEMENT	Audit of Writing across the school in order to develop year group specific end of year non negotiables, supporting CPD in handwriting and Read Write Inc.	Use prior data to inform teaching in Year 1 and Year 2 to ensure that those who are falling behind make significant progress. Year 1 bridge the gap between EYFS P Age related Expectations and the end of KS1 expectations (particularly for writing). Read Write Inc. phonics progress ensures that the majority of pupils complete the phonics programme by the end of Y1. Arithmetic lessons are used to identify pupils at risk of not making expected progress from EYFS to KS1 and fill gaps. Further moderation across all writing groups with constant CPD/modelling	KH, JM, LW	EYFS, KS1 & KS2 teachers and subject leaders	Use prior data as baselines. Use phonics assessment data as new starting points in September. Use gap tasks in maths to identify and fill gaps in knowledge immediately. 1:1 top up to support the lowest 20% in R, W and M Pupil Progress meetings use pupils' prior data as main point for progress measure and target setting. Summer Term INSET, writing moderation and clear directive regarding planning	Moderation and assessment training	Initial baselines in Sept 2020 AP1 assessment data Nov AP2 assessment data Feb AP3 assessment data May AP4 assessment data July May 2021	

Impact: Accurate reporting of successes and needs including proven evidence and data

Evaluation:

Half Termly Review - SELF-EVALUATION LINK

What has worked	What we used to measure success	How much have we improved	What evidence have we collected which proves it

What we are doing next to further improve	What are our milestones and success criteria	What measures will convince others we have improved	What evidence are we collecting