

Langmoor Primary School



School Development Plan 2020-2021

Aspirations for the school:

Teaching and Learning

- 100% of teaching is judged as good or outstanding
- Work set provides the right level of challenge for ALL groups of pupils
- Teachers help pupils to explain what they have been learning and how well they think they have done

Attainment

- Standards are in line with or above National Average in all year groups in reading, writing and mathematics
- Standards at the end of Year 6 are in line with or above National Average
- Standards at the end of Year 2 are in line with or above National Average
- Standards at the end of EYFS are in line with or above National Average

Progress

- Progress in EYFS remains good or better
- From Foundation Stage to end of Key Stage 1 is in line with or above National Expectations
- Progress from Key Stage 1 to the end of Key Stage 2 is in line with or above National Expectations
- Progress in all year groups in all subjects is in line with or above National Expectations
- All pupil groups, including boys, girls, FSM, PPM, SEND, EAL, G & T, ethnic minorities and LAC make progress at least in line with National Averages

Leadership

Leaders at all levels communicate a clear vision for improvement based on high expectations to all members of the school community by:

- Ensuring that any areas of weakness have been tackled and securely improved
- Monitoring and evaluating in order to produce a detailed, accurate and realistic picture of the school
- Ensuring plans contribute to significant and sustained improvement

- Improving leadership (including governance) capacity across the school
- Ensuring all outcomes are good, or improving strongly and rapidly

Contextual Statement

Langmoor is a Community School dating from 1955 that is part of a Multi Academy Trust with Glenmere Primary School, Little Hill Primary School, both of which are part of the Wigston development group, as well as Fernvale Primary School and Hinckley Parks Primary School both of which are part of the OLP. The trust is opened a 6th school - New Lubbesthorpe in July 2019.

Seven generously sized, self-contained, closed classrooms are the bases for most of children's working time in school, of which one is a preschool facility. Much work also takes place in our equipped computer suite, the school hall, library areas, music and resources centre and the extensive grounds. 'The Ridge', was installed in September 2015 which is a demountable building and the EYFS occupy one half of the building. They have a purpose built outdoor area for learning, and the other half of the building holds cooking and conference facilities as well as the Non-fiction library. Our preschool also provides a breakfast club facility starting at 7.45am until the start of school. There is a kitchen where school meals are prepared for Langmoor and also for St John Fisher Primary School, and two playgrounds on each side of the main building complete the picture, as well as a purpose built Outdoor Area for EYFS.

Ongoing internal and external refurbishment work is ongoing with the most recent being the painting of the internal School Building. Recent refurbishments include the MUGA installation, the removal of the amphitheatre, extra car parking spaces created with the driveway being retarmacked, KS2 playground retarmacked and new playground markings laid down.

Internally, new fire doors have been fitted and this programme is ongoing. The Outdoor Learning Centre has been renamed 'Forest School' and this is now fully up and running. All classes will have the opportunity to have Forest school lessons over the academic year. Included in this area is a mud kitchen, storage facilities and a fire pit.

The introduction of a preschool has been established with self-contained kitchen area within the facility. Outdoor shelters have been introduced as part of a long term initiative with a trim trail and safety gates erected at the front and rear of the school

Children start at Langmoor in our Reception class and transfer to a choice of 3 High Schools to complete their KS3 and 4 education. Numbers on roll were predicted to increase over the next few years. The school has been one form entry since 2013.

	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	2018/19	2019/2020
September	160	163	182	183	180	210	216	210

Langmoor has a varied catchment area covering a wide range of social backgrounds. In each cohort there is a wide range of ability, which is reflected in the attainment of pupils at every stage. Typically, results in KS1 are unusually broad in their profile, showing a relatively high number of pupils achieve well above average at the ends of the range.

Langmoor is a one form entry primary school with an independent preschool facility

Information below comes from LTS - Liase V3.

- The majority of our pupils come from our catchment area. 52%
- Our school deprivation indication is 0.12
- The socio-economic background of the area is below the national average - Deprivation affecting children being ranked 83th out of 273 in Leicestershire.
- The school is smaller than average primary schools having 209 pupils compared to the national average of 282 - numbers currently increasing and we have had 30 appeals for places in the last academic year.
- The number of pupils known to be eligible for free school meals is 15.9%, which is slightly higher than the national average of 15.4%
- The percentage of pupils whose first language is not English is slightly lower than average at 19.0% compared to 21.2% nationally
- The percentage of children identified as having SEND support needs, is 6.7% which is below the national average of 12.2%

- The percentage of pupils identified as having statements or EHCP's is 1.4% which is slightly above the national average of 1.3%
- The school has a deprivation score of 0.12 with the national average being 0.21
- The percentage of pupils from minority ethnic groups is 49.2% compared to 33.1% nationally.
- Attendance - The overall attendance figures for the school are 95%. Less parents are requesting holidays but some request extended holidays to India, Pakistan etc.
- Outstanding behaviour of pupils who are very enthusiastic about learning which is commented on by visitors (class observations, comments, SIP advisors, Ofsted report 2010-11.)

Our school has been placed as a Category 1 school with the gradings going from 1-5, 1 being the highest.

Our priorities are to raise standards in reading, writing and numeracy, to ensure progress in maintained from EYFS to KS1 and then KS1 to KS2, to plan and deliver engaging lessons which improve knowledge and close any gaps.

Many of the Areas for Improvement have rolled over due to Covid 19 pandemic and school being shut to all but keyworker children from March 2020

Area for Improvement 1 & 2:

To raise standards in reading and writing particularly in Reading at KS2, and Greater Depth writing (Based on EYFS profile, Yr 2 SATS Scores, Yr 6 Sats scores and prediction using PAG), particularly those who are more able

To maintain standards in Numeracy (Based on EYFS profile, Yr 2 SATS Scores, Yr 6 Sats scores and prediction using PAG)

Success Criteria: Children's attainment is in line with or above National Expectations in all year groups

Evidence: Lesson observations, learning works, work scrutiny, planning scrutiny, pupil interviews and data

Objective	Action	Led by	Start	End	Review	Resources/Cost	Monitoring & Evaluation		SLT Review Date	Success Criteria
							Staff	Gov		
To continue to provide effective curriculum leadership	Monitoring time given through Non Qualified teacher supporting Appropriate CPD available Use of Trust meeting time	SLT	Aug 2020	Ongoing	Ongoing	Time out at Trust meetings SM time Supply costs	HB JS EP KMG	SP	Termly	Precise action plans in place Good resources available Monitoring and Evaluation system in place and used Information fed back at SM Subject Leaders are experts
GOVERNOR COMMENTS:										
To raise the profile of reading and its enjoyment, and children's attitudes towards this <i>Focus on reading following SAT's results Y6</i>	CPD courses sourced Num/Lit leaders have SM time to report back on new developments (termly) Survey completed to find out about children's attitudes STA updates are fed back to relevant teachers	SLT Lit Co-ord	Aug 2020	Ongoing	Ongoing	Supply costs SM time	HB JS	SP	Termly	All staff are kept up to date with current developments There is a consistent approach across the school A love of reading is fostered and demonstrated by the staff A culture of learning amongst staff is developed in terms of developing children's attitudes

GOVERNOR COMMENTS:										
To continue to raise standards by implementing effective teaching and learning strategies	Author book used to promote best pieces of writing- evaluation of to now be done Mastery curriculum in Num followed from EYFS to Y6 Opportunities to share best practise at SM, observe others Evaluation of marking policy to continue to ensure full understanding	SLT Lit/Num Co-ord	Aug 2020	Ongoing	Ongoing	Supply costs SM time	HB JS EP KMG	SP	Termly	Best practise is shared Any misconceptions can be addressed Marking is effective in moving children's learning forward Work is at individual child's level Good and outstanding lessons are observed 100% of the time Standards are raised
GOVERNOR COMMENTS:										
To raise standards by effective use of assessment procedures & target setting	Writing and Numeracy moderation undertaken across the Trust termly Moderation inset organised through OLP to ensure consistency (summer term) <i>Cancelled June 2020 due to Covid-19</i> Data discussed in SM time to identify target groups Standards files set up for Literacy and	SLT SENDCo G & T Co	Aug 2020	Ongoing	Ongoing	Teacher day given over to moderation SM time	HB	SP	Termly	Pupils make expected progress in line with National Expectations Standards files can be used to discuss any borderline children All staff are clear on expectations for EXP, GDS and WTS Targets are relevant to individual children and are achievable without being too easy. Assessment is consistent across the school

	Numeracy for each year group SStaff timetable targets ch most in need Teachers in EYFS, Y2, Y6 attend training									
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GOVERNOR COMMENTS:

Continue to monitor attainment of pupils to identify any trends/ gaps etc <i>Particular focus on PPM children and their achievements</i>	Analysis of data by SLT and SENDco to identify any gaps SS informed of target children to support Provision map will identify those working below ARE SLT to identify those working above (HAP)	HT/DHT	Aug 2020	Ongoing	Ongoing	SLT time	HB	SP	Termly	Ch are identified early - work is undertaken to fill gaps quickly. Different programmes of study are employed depending on the need PPM money used where necessary Gaps are closed and all children achieve regardless
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GOVERNOR COMMENTS:

Reinforce Spelling, Punctuation and Grammar across subjects	Direct teaching of SPaG skills across the school All staff are familiar with terms (SM time, SStaff meeting time)	HT/ Lit co-ordinator	Aug 2020	Ongoing	Ongoing	SM time, any courses	HB	SP	Termly	Marking shows identifying SPaG skills in all subjects not just in Literacy Children's work shows extended writing skills crossing over into other subjects.
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Area for Improvement 3:

Success Criteria: Children have a positive attitude towards learning, development independent learning skills, are clear about how to achieve their next steps and are able to target set efficiently.

Evidence: Lesson observations, learning works, work scrutiny, planning scrutiny, pupil interviews and data

Objective	Action	Led by	Start	End	Review	Resources/Cost	Monitoring & Evaluation		SLT Review Date	Success Criteria
							Staff	Gov		
Use data to find out which pupil groups have met, not met or exceeded their targets	Analysis of data by SLT and SENDco to identify any gaps SS informed of target children to support Provision map will identify those working below ARE SLT to identify HAP pupils (those working above)	HT/SLT	Aug 2020	Ongoing	Termly	SLT time, SENDCo time	HB	SP	Termly	Ensure that targets set are challenging but realistic Targets are used to address underachievement promptly Children gain the correct support so that any gaps are closed, or so that children are stretched further
GOVERNOR COMMENTS:										
Monitor target setting following on from last year's inset <i>Particularly with Reading</i>	Review how targets are set now and usefulness - discussion around how often targets are set and what they relate to Discussion around ch target setting	HT/SLT Lit/Num lead	Aug 2020	ongoing	Termly	SLT/SM time	HB	SP	Termly	Targets relate directly to Teaching and Learning Targets are challenging but realistic Ch are able to target set themselves in order to challenge further Ensure targets are shared with parents
GOVERNOR COMMENTS:										

Build upon good marking structures to allows pupils to understand their individual progress, moving them forward more effectively, ensuring this does not impact on teacher workload	Revisit Marking Policy Analysis of books Pupil Questionnaires	HT	Aug 2020	ongoing	Termly	SM time	HB	SP	Termly	Marking is clear in moving children's learning forward Ch know exactly what they need to do in order to make the next step Standards are raised
GOVERNOR COMMENTS:										
Identify professional development needs and plan support for teachers	Staff skills Audit Arrange for LO for staff in area of need Analysis of previous LO to identify any PD areas	HT/DHT	Aug 2020	ongoing	Termly	Supply costs	HB	SP	Termly	Staff are clear on any new initiatives Good practise is shared across the school and /or Trust Staff are upskilled where necessary Staff feel valued
GOVERNOR COMMENTS:										
All children can foster their independence and love of learning	Ensure resilience is embedded in all areas of the curriculum Ensure curriculum fosters independence for all students regardless of need Timetable for Forest school to ensure that	HT	Aug 2020	ongoing	Termly	Ongoing termly	HB	SP	Termly	Staff are aware of strategies of how to plan for and enrich the curriculum for these children. Resilience becomes second nature and is seen on planning Activities which promote independence are evident in all areas of the curriculum

all classes access outdoor learning										All children have access to Forest School which allow for independent learning
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IN LIGHT OF COVID 19 PANDEMIC THE GOVERNORS SAW FIT TO ADD A RECOVERY OBJECTIVE

Objective	Action	Led by	Start	End	Review	Resources/Cost	Monitoring & Evaluation		SLT Review Date	Success Criteria
							Staff	Gov		
To ensure that all staff build into their curriculum a 'recovery curriculum' This may include mindfulness, well being activities, nurture time, cosmic yoga and any other activities SLT see fit	Time is given on timetables for recovery sessions. This may depend on the year group	HT/SLT	Aug 2020	Ongoing	Weekly in staff meetings	Support for materials - mindfulness CD's	HB	SP	Termly	Children are supported in all aspects of their mental health Any anxieties about returning to school are eased Classrooms are calm spaces for staff and children

GOVERNOR COMMENTS:

To ensure that Staff well being is also considered	SLT are mindful of staff meeting time not exceeding guidelines Staff are aware of the counselling & well being service offered at County Hall SLT are mindful of personal	HT/SLT	Aug 2020	ongoing	Weekly in staff meetings Fortnightly in SStaff meetings	SLT/SM time	HB	SP	Termly	Staff feel valued Staff are supported in all aspects of their mental health
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	circumstances where applicable								
GOVERNOR COMMENTS:									

A summary of actions for School Improvement towards the school's strategic aims:

Children's attainment and learning

- Review of Year 6 curriculum in light of the SAT's results - Focus on reading at EXP and writing at Greater Depth particularly in KS2
- Outcomes of Peer assessment
- A firm approach to well being which includes therapeutic time in class in response to Covid-19 pandemic

Attitudes and Behaviour

- Implementation of new Behaviour Policy which includes Route to resilience & Growth Mindset
- Clear structure for referral to ELSA/Mentoring scheme being used consistently across the school
- Clear timetable established for Forest School across the Key Stages - children are also given the opportunity to evaluate their learning time there
- All children feel safe during learning time and are able to continue with all aspects of their learning

Staff Support and Development

- Continue to explore and strengthen MAT in line with other MAT's in the area, including Literacy and Numeracy moderation
- Strengthen Co-ordinators across the MAT by ensuring all co-ordinators attend MAT meetings
- CPD For all staff as appropriate

Pastoral Support and Home/Community Links

- Continuation of Mental Health/Well-being agenda within school
- Clear links with parents and groups that are able to support them in school
- Family learning across the year groups to support parents
- Parent Forums

Leadership and Governance

- CPD for middle and senior leaders as appropriate
- Established Governing body that are embedding into their roles
- Performance management review

School Learning Environment

- Development of space for ELSA/Mentoring
- Forest School- decking area to be refurbished
- Astroturf/Outdoor Gym on KS2 playground
- Refurbishment of Outdoor Areas for Year 1, 2 and 3

Premises

- Painting of, Main School Office, Reprographics room
- Maintaining/replacement of Sky lights in upstairs classrooms/office
- Replacement of furniture as appropriate
- CIF bid to be completed for new roof (2 year priority placed on it by LA) *May be on hold due to Covid-19*
- New fire doors across the school

Individual Subject
Action Plans
2020-2021

DEVELOPMENT PLAN LANGMOOR: 2020 - 2021

Responsibility Area: Literacy		Key Personnel: Kim Mayer-Gibb		
Successes in 2019-2020				
<ol style="list-style-type: none"> 1. Attended Subject Leader meetings with trust 2. Attended KS2 moderation for Y6 Writing 3. Staff meetings - All writing ITAFs updated and GD statements changed 4. Staff meetings - Review of reading and record keeping - KS2 all now have implemented new records 5. Staff meetings - Discussion about reading target setting 6. Book fair raised money for new books 7. World book day held with a focus on 'reading' and parents invited in 8. Evaluation of Year 6 results and continue to track EYFS/KS1/KS2 progression - lots of booster groups continued this year. 9. Teacher employed to support y6 was also used in Y5 to boost writing. 10. More able writers in Y4, 5 and 6 began Langmoor Newspaper club 11. All children 'book banded' & letters went home to parents 'how to read with your child' at each level/band 12. Resources purchased for more able readers across the curriculum (magazines & newspapers) 13. Spelling shed purchased to ensure consistent teaching and learning of spelling patterns 14. Learning walk completed & pupil voice questionnaire 15. Library visits for all year groups to promote love of learning 16. Parent questionnaire about reading reviewed 17. Author visit booked (will be delayed to autumn term now) 18. Governor visit arranged (postponed to autumn term) 				
Targets/Objectives for 2020 - 2021				
<ol style="list-style-type: none"> 1. Moderation of writing and coordinator meetings across the trust and in school 2. Review spelling and vocabulary across the school (<i>continued and building on last year</i>) 3. Promote love of reading in and out of school and across the curriculum 4. Continue to work with depth writers in KS2 in newspaper club and review GD ITAFs (<i>continued and building on last year</i>) 5. Evaluate Year 6 results and continue to track EYFS/KS1/KS2 progression 				
Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria
1. Attendance at Subject Leader Meetings- to develop subject	Termly	Co-ordinator/ management time.	- Co-ordinator to pass any information on to colleagues to help support Literacy teaching, assessment, recording or reporting. - Moderation meetings with trust.	- Staff feel more confident in their teaching of Literacy and can implement any new initiatives.

knowledge and consistency through moderation				- Staff also have access to moderation meetings to develop year group progression / marking skills.
2. Review spelling and vocabulary across the school (continued and building on last year)	Begin in Autumn - Then ongoing	Co-ordinator/ management time. Budget for new books. Budget for 'word of the day' resources	- Classrooms to have vocabulary walls/word of the week. - More whole class reading teaching and discussion about words. - Better spelling to be seen in whole school-focus USK2. - New intervention to replace AccR AccW. (JS to support with this) - Observations of teaching/ learning walk / book trawls / discussion with children.	- Children will increase vocabulary range and understanding. This will be applied in their reading and test score improve. - Children will be better spellers - seen in their work and in improved test scores. - Teachers will be more confident teaching and discussing vocabulary/ spelling choices. - Better intervention impact.
3. Promote love of reading in and out of school and across the curriculum	Ongoing	Co-ordinator/ management time. Budget for new books across the curriculum ('topic' box books) Budget for author visits Budget for 'special' books in KS2 classrooms (similar to Y6)	- Pupil interviews - More enjoyment observed - Evaluation of author visit (reading & writing workshops & talk to parents) - Whole school world book day event (TBC) - Book fair fundraising	- Children become better readers (by guiding them to choose more appropriate books). - Children enjoy reading more. - Test results increase. - More reading to happen at home, parents understand increases.
4. Continue to work with depth writers in KS2 in newspaper club & review GD ITAFs (continued from last year)	Begin in Autumn 2 - then ongoing	Time - Possible Lunchtime club Co-ordinator/ management time.	- Run a greater depth writing club (<i>skill focus and then result in a school newspaper in spring / summer term</i>). - Discuss and monitor work in staff meetings	- Children feel more confident in writing. - More secure greater depth writers in KS2 - with evidence. - More developing greater depth writers in the school.

<p>5. Evaluate Year 6 results and continue to track EYFS/KS1/KS2 progression</p>	<p>Ongoing</p>	<p>Co-ordinator/ management time.</p>	<ul style="list-style-type: none"> - Data analysed termly to ensure gaps are being addressed and children pushed to achieve the best that they can. - Training to be given as and when appropriate. - Updates / barriers / successes / Ideas shared in staff meetings. 	<ul style="list-style-type: none"> - Staff are producing exciting and interesting lessons so children are willing to learn. - Standards are raised. - Staff can tailor teaching according to gaps identified by data analysis. - Children achieve the best that they can.
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DEVELOPMENT PLAN LANGMOOR: 2020 - 2021: Appendix of Responsibility Areas

Responsibility Area: Mathematics	Key Personnel: E. Payne
<p>Successes in 2019 - 2020:</p> <p>Successful monitoring of maths by headteacher, co-ordinator and externally through the peer review;</p> <p>Improvement of learning environment in most classrooms and more interactive working walls</p> <p>Reviewed marking, feedback and targets so they link better with how we teach maths;</p> <p>Use of knowledge organisers to organise facts and information, shared with pupils and parents to support learning at home;</p> <p>Additional training for EYFS to implement a mastery curriculum. Teacher now much more confident and well resourced to teach maths;</p> <p>Attendance and participation in the subject leader group and local network to share initiatives and good practice;</p> <p>Joint Moderation sessions within our academy. Year 2, Year 6 and EYFS staff have had additional training to support them in making their judgements;</p> <p>TT Rock Stars used in Years 2-6 to support times tables and Numbots purchased for KS1. (EYFS using Ten Town/Numberblocks) to improve basic number skills.;</p> <p>Purchase of White Rose Premium Resources to support teacher's planning and the use of daily flashback 4 activities to help repeat, recall, revise and retrieve to help pupils remember previous learning;</p> <p>Purchase of Rising Stars End of year tests to test learning across the whole year and help teachers make their end of year assessment judgements;</p>	
<p>Targets/Objectives for 2020 - 2021:</p> <ul style="list-style-type: none">• Assess where children are at the start of the year and address any gaps from previous term, (due to school closure);• Further develop fluency across the school and prepare and prepare Year 4 children for the multiplication check - In particular helping pupils remember previous learning;• Continue to ensure more pupil premium children achieve the expected standard/greater depth across the school;• Continue to develop reasoning skills through the mastery curriculum so that more pupils are achieving greater depth across the school;• Monitor teaching and learning and provide support for teachers in new year groups;• Workshops/sessions for parents to improve confidence in maths and support for pupils at home;	

Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria
Assess at the start of the year to address gaps from previous year's curriculum. Alter Autumn term planning to incorporate missed learning from Summer Term.	Autumn Term Termly	Directed time and teachers results	Report back to HT and staff	Teachers are aware of where the children are and where the gaps are. Gaps are addressed through adapting planning or the use of intervention. Children make good progress as a result.
To monitor teaching, learning and assessment through monitoring of planning, lesson observations, work sampling and pupil interviews. Particularly focus on the 3 aims, how links are made to previous learning and the impact of the learning environment. Support teachers new to year groups - provide training.	Ongoing	Monitoring time	Report back to HT and staff	Teachers are planning using the White Rose Plans and are using assessment to identify gaps and opportunities to stretch pupils and address this with rapid intervention, keeping records. Marking and feedback is purposeful, addresses misconceptions and moves children's learning forward. Fluency, reasoning and problem solving - clear elements in each lesson, unit and progression across the school. The learning environment is stimulating. Working walls are up-to-date and used by the ch.
To audit and organise resources centrally and purchase necessary resources:	Autumn Term	Monitoring time	Report back to HT and staff	Teachers and children have easy access to all the resources necessary to teach effectively. Children enjoy using equipment and it supports their learning.
Workshops/sessions for parents to improve confidence in maths and support for pupils at home.	Ongoing	Monitoring Time	Report back to HT/Staff	Parents feel more confident to support their child in maths and understand how the subject is taught across the school. Teachers are able to point parents in the right direction if they need support.

Develop fluency across the school. Use of Fluent in 5/Flashback 4/DU Morning slides - daily revision for all year groups. Manage TT Rock Stars & Numbots -	Introduce Autumn Term Ongoing	Renew subscriptions to TT Rock Stars and Ten Town, Numbots £££	Report back to HT/Staff	More children are fluent with their mental calculations. They know the number facts necessary for their year group. As a result, they are more confident and enjoy maths lessons more. By the end of Year 4 pupils should know all their times tables facts in preparation for the times tables test and can focus on application of these facts in Year 5 and 6.
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DEVELOPMENT PLAN: 2020 – 2021: Appendix of Responsibility Areas

Responsibility Area: Computing		Key Personnel: Nasba Ayub		
Successes in 2019 -2020:				
<ul style="list-style-type: none"> • ICT and acceptance use policy have been reviewed and updated Sept 2020. • Some monitoring of work has taken place but mainly in LKS2. • An increased use of MicroBits - Children are feeling more comfortable using these independently. • Making links between Computing and STEM (attended STEM meetings x3 in the year - last two have been postponed until after Covid 19) • Staff meeting held to review and recap how to use data loggers. 				
Targets/Objectives for 2020 - 2021: (Main focus this year will be Assessment and Next Steps)				
<ol style="list-style-type: none"> 1. Develop pupils' use of Key vocabulary in Computing across the school. 2. Moderate LAP, HAP and AAP samples of work. (Staff meeting) - All teachers (including those who do not teach Computing) should be aware of what a HAP/AAP/LAP sample of work looks like in their own year group and be able to know how to assess it - This could act as CPD as we've made changes to how we assess in Computing. As NA (ICT Co-ordinator) will teach Computing to Year 4, 5 and 6, it is important to ensure it is not an isolated subject. This staff meeting will allow teachers to see what skills have been taught and how they can be embedded into other cross-curricular lessons. 3. Develop the quality of peer and self-assessment in Computing lessons. 4. Share and celebrate children's computing work/skills (We do this very well with other subjects but computing has not been displayed/shared as effectively). 				
Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria
1. Develop pupils' use of key vocabulary in Computing across the school.	On-going with actions to be completed before Autumn 1	Purple Mash Computing Scheme New Display boards in the ICT-	Assess child's use of vocabulary in the lesson verbally and in their written work. Are children using these when self-assessing and when giving peer feedback? Is the working wall display-board being used to reinforce key language? Is this	Key computing vocabulary is used by both pupils and staff. There is consistent evidence of pupils applying these in their written work and self/peer assessments. The vocabulary on display is changed at the beginning of every unit and it is used as an

		Suite x2 (TBD with Paul)	progressive across the school? If there are gaps, how can we address these?	interactive resource by the teachers when teaching. To be monitored on-going and reviewed summer 1
2. Moderate LAP, AAP and HAP samples of work.	Staff meeting at the beginning of Spring 2	Arrange a staff meeting slot. Samples of work from each year group.	A pre and post questionnaire will be used as part of my subject monitoring to assess how confident teacher's feel with Computing in general - subject knowledge, assessment, key vocabulary, how to link key skills with other subjects across the curriculum. This will also be used to identify any major areas of development which will help organise further CPD for staff.	Class teachers are confident with assessing computing objectives. Computing is not seen as an isolated subject and there is strong communication between EYFS, Y4 and Y6 class teachers and the Computing lead regarding what has been taught and where the children are at. Class teachers are able to talk about Computing in their year group and discuss evidence with confidence.
3. Develop the quality of peer and self-assessment in Computing lessons.	On-going Actions to be implemented in Autumn 1	Monitoring time Arrange a joint lesson observation with HB	Monitor throughout the terms. Ensure this is consistent across the school including the computing lessons taught by class teachers. All new actions will be shared with the class teachers before the term starts. A joint lesson observation will take place to monitor this in a lesson. (I will use this opportunity to assess my own knowledge and understanding of observing a Computing lesson)	Pupils are able to assess their own and other's work with confidence. Pupils are able to use key Computing terminology when doing this. The feedback given will help pupils move their learning on. KS1 will use storyboards to do this and KS2 will use the blogs. To be monitoring on-going and reviewed Summer 2
4. Share and celebrate children's computing work/skills	On-going	QR Readers to be downloaded on the ipads	Ensure work is being shared in a variety of ways from a range of year groups. Work can be shared and celebrated through purple mash, through a QR code on display or even newsletter, golden book certificates etc. Is this motivating our pupils? Are they able to open and share their work with parents at home to celebrate? Are visitors able to see our computing work as well as they see and celebrate work in other subjects?	Children are able to talk about their own work and be able to celebrate their achievements, especially those who find it difficult to express their work in writing. Parents can see what children have been doing in their computing lessons. Visitors coming to school are able to use their phones (providing they have a QR code reader downloaded) to see interactive work displayed on the walls. (No names will be displayed - Just initials for GDPR)

DEVELOPMENT PLAN: 2020 – 2021: Appendix of Responsibility Areas

Responsibility Area: Science		Key Personnel: Nasba Ayub		
Successes in 2019 -2020:				
<ul style="list-style-type: none"> • Science policy has been updated - September 2019 • Meeting with Jas from Atkins took place on 24th February and the Young Engineers Club was launched. • Five 'Young Engineers' sessions were held every Monday (led by myself and the design co-ordinator). Three remaining had to be postponed. • School Governors have been invited to attend the Young Engineers Club celebration assembly - Assembly did not take place due to school closure. • There was a staff meeting held at the beginning of the year regarding 'enquiry types' coverage across the school, it was reviewed again (March 2020). Lots of evidence of the actions discussed were put into place. There is a better variation of the science enquiry types being offered to pupils in each year group. Observing overtime, in particular, has been seen as a much-improved area. • Science network meetings were attended x3 meetings. STEM CPD network meetings were attended on: 3.12.19, 28.1.20, 25.2.20 and 12.3.20. • Staff meeting was held to discuss how we could link science lessons to the real world. We looked at possible links between the units we teach and future careers. A document was put together and disseminated to the staff to help with future planning. 				
Targets/Objectives for 2019 – 2020:				
<i>N.B. some of these targets have been left from the previous development plan as they have not been addressed yet due to the school closure.</i>				
<ol style="list-style-type: none"> 1. Review the equipment that is used to measure data across the school (data loggers, thermometers, stop watches etc.) 2. Monitor children's awareness and ability to choose and use appropriate graphs to record their data. 3. Explore famous scientists and their impact on our lives today. 				
Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria

<p>Review the equipment that is used to measure data across the school. (data loggers, thermometers, stop watches etc.)</p> <p>Book scrutiny and through pupil interviews.</p>	<p>Spring 2</p>	<p>Pupil interviews/tasks</p> <p>Pupils' books</p> <p>Science planning</p>	<p>Monitoring time</p> <p>Books scrutiny</p> <p>Observations/photographs</p>	<p>Children are making regular use of equipment in their experiments to enhance the reliability and accuracy of results.</p> <p>Children are using the correct units of measure to record sound, light and temperature.</p>
<p>Monitor children's awareness and ability to choose and use appropriate graphs to record their data. (mainly in UKS2)</p> <p>If possible, arrange a governors meeting.</p>	<p>Review Summer 1</p>	<p>Science PLAN Exemplars</p> <p>OGDEN Trust guidance online</p> <p>Monitoring time</p>	<p>Pupil interviews</p> <p>Learning walk</p> <p>Photograph and observations</p>	<p>Children from EYFS to Year 6 can use a range of graphs to record their data. In EYFS pupils can read simple pictograms and block graphs using visual objects. In KS1 pupils can draw and interpret bar and block graphs with some guidance. LKS2 pupils can draw bar/block graphs independently and can read scatter and line graphs. UKS2 pupils are able to select and use an appropriate graph to record their data. Children can interpret and draw bar/block graphs, pictograms, line groups, pie charts and scatter graphs.</p>
<p>Explore famous scientists and their impact on our lives today. How can this be implemented into the curriculum?</p>	<p>Autumn 1</p>	<p>Monitoring time.</p>	<p>To be discusses with Science coordinator at the next network meeting.</p>	<p>The curriculum map includes two famous scientists per year group to study - these link with the STEM Subjects. Children are able to understand the concepts these inspirational people have discovered.</p>

DEVELOPMENT PLAN: 2020 - 2021 : Appendix of Responsibility Areas

Responsibility Area: Special Educational Needs	Key Personnel: Jane Smith
<p>Successes in 2019 -2020:</p> <ul style="list-style-type: none"> • <i>Intervention and personal targets, SEND record and provision map monitored, reviewed and updated at least termly.</i> • <i>LEP service agreement secured EP advice and support for 5 days at @£500 per day £2,500. 3.5 days have been used and further planned visits, cancelled due to Covid-19, will need to be carried over on our return to school.</i> • SEND Policy and practice and School's contribution to the Local Offer, in the form of information regulations on the school's website, have been reviewed. • One Page Profiles for pupils with SEND Support Plans have all been reviewed and updated with most recent profile, reports and data. Two new pupils have had a support plan formulated. One EHCP review has been carried out, the second was cancelled due to family isolating with symptoms of Covid-19 and will need to be rescheduled on our return to school. Still awaiting outcome of EHCP referral for a year 5 pupil. • Inclusive practice has been further developed using the AET schools autism standards to formulate a development plan for each of the 4 strands. • Inclusive practice using the AET competency framework identified staff training needs and all support staff accessed AET GAP training. • Case studies of striking examples of where the school has helped pupils to overcome significant barriers to their education have been updated. One new case study has been completed. • SENDCO attended SENDCo NET National update meetings for Autumn and Spring terms at Birkett House. Summer term meeting cancelled due to Covid-19. • The school's provision, for pupils with SEND, has been monitored and evaluated in line with Year 2 of the 2 year M+E Action Plan; <u>Autumn term-</u> Teaching staff attitudes; LSA attitudes; Human and material resources <u>Spring term-</u> Accommodation and environment (Linked to AET standards action plan enabling environments); Quality of IEPs/target setting not happened due to school closure; <u>Summer term-</u> Professional Development, Pupil Progress based on Spring term data only, SEND Policy. 	
<p>Targets/Objectives for 2020- 2021:</p>	

1. *Monitor, review and update intervention and personal targets, SEND record and provision map at least termly.*
2. Complete LEP service agreement to secure EP advice and support. 5 days at @£500 per day £2,500. Ensure lost commissioned time from 2019-2020 due to school closures for Covid-19 is made up.
3. To review and update SEND Policy and practice and School's contribution to the Local Offer in the form of information regulations on the school's website and submit to LA.
4. Establish and review, at least annually, One Page Profiles for pupils with SEND Support Plans and EHCPs.
5. Linked to AET competency and standards audits on 'The individual pupil' and ASD pupil's 'drawing' of the ideal school (research) and the 'Enabling Environments' sensory audits, complete 'Consultation with Children and Young people on what makes a good school'.
6. Linked to AET standards audit 'Building Relationships' and Spring term M+E 'Parent Attitudes' Promote parental engagement by inviting them to attend any future INSET or training linked to ASD (or run an ASD parent forum?)
7. Update case studies of striking examples of where the school has helped pupils to overcome significant barriers to their education.
8. Attend SEND Conference arranged by Forest Way teaching Alliance Spring 2021. £95 plus cover
9. SENDCo NET National update termly meetings at Birkett House @£150
10. Monitor and evaluate the school's provision for pupils with SEND in line with Year 1 of the 2 year M+E Action Plan; **Autumn term**-LSA records and intervention monitoring sheets; Class teacher's differentiation in planning; Quality of LSA support for pupils receiving SEND support through interventions or an EHCP. **Spring term**-Parent/Pupil attitudes; Quality of target setting- linked to AET framework for pupils with ASD; Marking/Feedback **Summer term**- Professional Development, Pupil Progress, SEND Policy.

Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria
1. <i>Monitor, review and update personal targets, SEND record and provision map at least termly.</i>	Termly	SEND Coordinator directed time	SENDCo to monitor review outcomes and new personal targets at beginning of each target period and adjust provision accordingly	New personal targets are smart and reflect outcomes of the review. Record and provision map amended to reflect outcomes.
2. <i>Complete LEP service agreement to secure EP advice and support.</i>	Summer 2020	EP Time 5 days at @£ 500 per day £2500 Ensure commissioned time from 2019-2020 is made up due to school closure for Covid-19	EP to observe and assess identified pupils 1:1 and prepare a report with advice and recommendations.	External agency involved to provide advice and strategies to support specific pupils with SEND. Staff implement appropriate strategies to facilitate progress.
3. To review SEND Policy and practice and Schools Contribution to the Local Offer in the form of	Autumn Term 2020	SEND Coordinator directed time	Review policy against the criteria specified in the final SEND COP. Review and update schools'	SEND Policy updated and meets statutory requirements.

information regulations on school's website.			information regulations report on the website and submit to LA.	Information regulations are updated, accurate and reflect current provision/practice within school. Information is available on the school's website and linked to LA local offer.
4. Establish and review annually One Page Profiles for pupils with SEND Support Plans and EHCPs.	Autumn 2020/Spring term 2021	SEND Coordinator directed time	SENDCo to use Helen Sanderson's guide to collect information from pupils and parents to establish a one page profile. SENDCo refer to SEND pupil target review sheets with contributions from professionals, pupils and parents and updated Pupil Profiles from CTs to update existing one page profiles outlining what is important to the pupil/parents, what their strengths are and how best to support them.	One page profiles provide a brief person centred overview of the pupil and their needs for all professionals who may potentially be involved with the pupils.
5. Develop inclusive practice from the AET schools autism standards audit. Complete 'Consultation with Children and Young people on what makes a good school'.	Autumn term 2020	SEND Coordinator directed time	SENDCo to complete consultations with young people with ASD and link to sensory audits and staff INSET on 'drawing' of an ideal school research.	An Action Plan is established to promote Enabling Environments for pupils in our setting with ASD*
6. Develop inclusive practice from the AET schools autism standards audit 'Building Relationships' and Spring term M+E 'Parent Attitudes'. Promote parental engagement by inviting them to attend any future INSET or training linked to ASD.	Spring-Summer term 2021	SEND Coordinator directed time	Parent/pupil attitudes surveys. Sensory Audits ASD pupil consultations. Enabling environments action plan.	Parents are engaged and feel their contributions are valued. Parents feel involved in the training and provision within school to meet the need of pupils with ASD.

7. Add to the portfolio of case studies with more recent examples of where the school has helped pupils to overcome significant barriers to their education.	Spring Term 2021	Coordinator release time, individual pupil records, assessments, data analysis and provision maps.	SENDCo to monitor the progress of individual pupils over time and the impact that provision has had on their progress.	Case studies are produced that demonstrate; where pupils have had difficulties with their learning; provision to support their needs has been made; pupils have made progress to overcome their barriers to learning.
8. Attend SEND Conference arranged by Forest Way teaching	Spring 2021	£95 plus cover	Conference evaluation form	SENDCo informed about/evaluates new national initiatives and projects relating to pupils with complex learning needs that may support pupils in our setting.
9. SENDCo NET National/local update termly meetings at Birkett House	Termly	Twilight meetings @£150	Meeting evaluation form	SENDCo informed about National and local updates, projects, provisions and commissioned services.
10. Monitor and evaluate the school's provision for pupils with SEND in line with Year 1 of the 2 year M+E Action Plan	Termly as outlined in M+E Action Plan.	SENDCo release time	SENDCo uses 'Supporting School Effectiveness' guidance and reports outcomes to HT and other stakeholders.	All aspects of provision for pupils with SEND are monitored over time. SEND provision is as required, (within the resources available), and is continually improved.

DEVELOPMENT PLAN: 2020 - 2021: Appendix of Responsibility Areas

Responsibility Area: Inclusion	Key Personnel: Jane Smith/Head Teacher
<p>Successes in 2019 -2020:</p> <ul style="list-style-type: none"> • Disadvantaged pupils who are underachieving have been support using the pupil premium to run targeted intervention programmes and support. • Provision to include interventions for Physical Development have continued with 'Big Moves' and 'Mini Gals'. • Our Emotional Literacy Support Assistant has continued to develop her role of ELSA for pupils with SEMHD referred for support by class teachers • The whole school curriculum map has been reviewed and coordinators are beginning to formulate skills progression to ensure it is broad, balanced and inclusive • Staff have completed the AET competency framework audit to support the development of inclusive practice for pupils with ASD. • Staff training needs have been identified and ASD GAP training has been completed by 7 member of support staff. • After school clubs and activities have been accessible to all pupils, utilising the pupil premium to provide opportunities for disadvantage pupils to participate. • The progress of vulnerable groups has continued to be tracked though rigorous data analysis and wellbeing trackers to ensure there are no trends • Case studies of examples of where the school has helped pupils to overcome significant barriers to their education have been updated . • Forest school has been operational throughout the year and each year group has enjoyed half a term of a weekly session in Forest School 	
<p>Targets/Objectives for 2020 - 2021:</p> <ol style="list-style-type: none"> 1. To support disadvantaged pupils who are underachieving using the pupil premium to run targeted intervention programmes and support. 2. Continue with provision to include interventions for Physical Development. 3. Continue to provide Emotional Literacy Support developing the role of the ELSA for pupils with SEMHD 4. Curriculum coordinator time to evaluate and monitor the effectiveness of their subject. 5. Complete 'Consultation with Children and Young people on what makes a good school'. - linked to SEND Development plan and AET Action Plan 6. Promote parental engagement by inviting them to attend any future INSET or training linked to ASD (or run an ASD parent forum?) - linked to SEND Development plan and AET Action Plan 7. Providing access to after school clubs and activities for all pupils, utilising the pupil premium to provide opportunities for disadvantage pupils to participate. 8. To continue to track progress of vulnerable groups though rigorous data analysis and wellbeing trackers 9. Update case studies of examples of where the school has helped pupils to overcome significant barriers to their education. 	

Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria
1. To support disadvantaged pupils who are underachieving using the pupil premium to run target intervention programmes and support.	Autumn term Ongoing as needed	Data analysis using TT and TAs and standardised test scores. Provision map LSA/ Teacher identified time to support delivery of identified interventions. £?	SLT to monitor the impact of provision over time through pre and post intervention assessments, TT and CT target reviews.	Pupils from vulnerable groups make good progress to be in line with those pupils of similar cognitive ability for their age. (Closing the gap)
2. Continue with provision to include interventions for Physical Development.	Autumn Term 2020	SLT to organise support staff timetable. LSA/JB/outside agency time to deliver programmes. £? Provision map by SENDCo to outline Targeted Support and SEND Support.	SENDCo to monitor the impact of provision over time through pre and post intervention assessments, intervention monitoring sheets and termly Teacher Assessments.	Pupils develop core stability, good fine/gross motor skills, confidence and leadership skills. Pupils application to learning improves.
3. Continue to provide Emotional Literacy Support developing the role of the ELSA for pupils with SEMHD	Autumn term 2020	SLT to organise support staff timetable. SM (LSA) to deliver 1:1 support ELSA referral forms SM Maintenance for PD in role	ELSA progress records.	Pupils feel happy safe and secure and hence make better progress in their learning.
4. Curriculum coordinator time to evaluate and monitor the effectiveness of their subject.	Ongoing	Half a day cover per term for each coordinator	Curriculum maps Planning Lesson observations Moderation and work sampling Curriculum coordinator file	Curriculum is broad and balanced and demonstrates skills progression across a range of subjects.

5. Complete 'Consultation with Children and Young people on what makes a good school'.- linked to SEND Development plan and AET Action Plan	Autumn term 2020	SEND Coordinator directed time	SENDCo to complete consultations with young people with ASD and link to sensory audits and staff INSET on 'drawing' of an ideal school research.	An Action Plan is established to promote Enabling Environments for pupils in our setting with ASD*
6. Promote parental engagement by inviting them to attend any future INSET or training linked to ASD (or run an ASD parent forum?) - linked to SEND Development plan and AET Action Plan	Spring-Summer term 2021	SEND Coordinator directed time	Parent/pupil attitudes surveys. Sensory Audits ASD pupil consultations. Enabling environments action plan.	Parents are engaged and feel their contributions are valued. Parents feel involved in the training and provision within school to meet the need of pupils with ASD.
7. Providing access to after school clubs and activities for all pupils, utilising the pupil premium to provide opportunities for disadvantage pupils to participate.	Ongoing	Pupil premium funding £ ? Range of afterschool clubs provided/organised by the school	After school club registers	All pupils have the opportunity to participate in after school clubs. All groups of pupils are represented in a variety of clubs.
8. To continue to track progress of vulnerable groups using TT and use 'well being' checklist and Cohort Characteristic overviews to track and monitor pupils were	Review and update Autumn, Spring and Summer	Head of School - Target Tracker Coordinator release time. Attendance, FSM, BME, E2L, SEND, EV6 boys/girls and	HT to evaluate and monitor each term. Teacher Assessments in Nov, March and May.	Progress of all groups of pupils is tracked/evaluated. Groups of pupils requiring intervention or support are identified and provision made.

<p>there may be concerns over particular areas of wellbeing or progress of groups of learners.</p>		<p>school activities data and registers</p> <p>Well-being Checklists/Cohort Characteristics format</p> <p>Class teachers non-contact time</p>	<p>Vernons/NTS or Standardised reading Nov and May.</p> <p>Attendance records.</p> <p>WRAT for groups of SEND pupils September and May.</p> <p>Target reviews and intervention monitoring sheets.</p>	<p>All pupils make good progress.</p> <p>Pupils are highlighted where there are concerns over physical, mental, social or educational well-being or academic progress or attainment. Staff are aware of these pupils and take action to promote wellbeing/Target support</p>
<p>9. Update case studies of striking examples of where the school has helped pupils to overcome significant barriers to their education.</p>	<p>Spring term 2021</p>	<p>SENDCo non-contact time</p>	<p>Individual pupil files and Pupil Profiles.</p> <p>Data analysis</p> <p>Provision Maps</p>	<p>The school has current examples of where it has helped pupils to overcome significant barriers to their learning. These pupils have made good progress against the targets set for them.</p>

DEVELOPMENT PLAN : 2020 - 2021 : Appendix of Responsibility Areas

Responsibility Area: More Able & Gifted and Talented /High Potential		Key Personnel: E. Payne		
Successes in 2019 -2020:				
<ul style="list-style-type: none"> • <i>Update of 'Pupils with High Potential' record on Sharepoint.</i> • <i>Peer Review indicated that we had made good progress against our target which was to improve our identification and provision for MA/G&T pupils.</i> • <i>Children's successes and achievements inside and outside school are shared and highlighted through weekly celebration assemblies and talents outside of school have been promoted on the website/newsletter.</i> 				
Targets/Objectives for 2020 - 2021:				
<ul style="list-style-type: none"> • More children at exceeding/greater depth across the school (particularly in KS1 and KS2 SATs); • Update our high potential record and monitor progress and attainment of these pupils. Focus on the barriers and what can be done to overcome these. (Look at lesson plans, lessons etc to monitor this) • Staff training to update knowledge of more able - set out clearly how to identify and support more able learners • Update information on the website for parents and provide leaflets; • Work with curriculum co-ordinators to ensure that pupils are identified and adequately challenged in each subject. • Continue to develop resilience to learning and a growth mindset across the school and across all subjects. 				
Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria

1. Continue to use 'Potential Plus' UK to develop an up to keep staff updated and provide information and support for parents. (E.g. via website or leaflets).	Autumn Term - ongoing	Potential Plus UK Membership Co-ordinator time	Report back to HT and all staff during staff meetings	Staff are kept well informed and up to date with the latest information on high potential learners. Parents have access to our policy and information on what we do to support our high potential learners. There are links to High Potential Plus UK website which has lists of activities going on in the area.
2. Update the record and monitor progress and attainment of our high potential learners. If pupils continue to make insufficient progress and are not reaching their potential, look at books/lesson observations/discussions with class teacher to identify the barriers and ways to overcome these.	Autumn Term - ongoing	Co-ordinator time	Report back to HT and all staff during teacher day.	Teachers are aware of their HPL. These are identified on planning and teachers are aware of any barriers. Teachers work alongside subject co-ordinators and parents if necessary to support child to achieve their potential.

Responsibility area: Foundation stage		Key personnel: Sophie Nelson		
Successes in 2019-20:				
<ul style="list-style-type: none"> A lot of this year's targets have not been met due to lockdown and so will be rolled over to next year Have been able to liaise with the KS1 teachers and have begun to incorporate some extra topics into the EYFS curriculum There has been a change in staffing so this target will remain similar to support any new staff in the room 				
Targets/Objectives for 2020-21:				
<ul style="list-style-type: none"> Continue to support teachers in year one by developing a curriculum map that compliments that of KS1 Build up stronger links with the nursery to help them support lower attaining children and prepare them for school. Support staff in the room by providing short staff briefings and catch ups to support effective provision. Looking at delegating some areas of provision. Implement the new government baseline NFER 				
Actions	Timescale	Resources	Monitoring and evaluation	Success criteria
1. Further reviews of curriculum maps and checking of clarity of vision. Making sure topics covered in EYFS support KS1 topics.	Summer 2021	Staff time	Staff meeting time working together with KS1 staff to work through and adjust the curriculum maps as appropriate.	A focus on 'filling in the gaps' in knowledge and laying string foundations for KS1. Children are already aware of some of the vocabulary used in KS1 (E.g detached and semi-detached houses)

<p>2. Closer liaisons with the nursery. Sharing of planning and working with the nursery to cover certain themes, especially religious days. Also supporting the nursery to push forward lower ability children.</p>	<p>Ongoing throughout the terms</p>	<p>Staff time Work with Sally in the nursery</p>	<p>Learning journey entries Pictures</p>	<p>Children coming into EYFS closer to the 30-50s expectation hopefully leading to a positive impact on GLD scores. FS2 staff able to identify lower children early and provide support to the nursery.</p>
<p>3. Supporting new staff: holding short staff briefings for those in EYFS to cover planning, CPD and effective teaching and delegating small areas of provision to support staff to build a strong EYFS team.</p>	<p>Autumn term 2020</p>	<p>Staff time Require a small debrief after school once a week</p>	<p>Quality of evidence in the learning journeys Record sheets available in the store cupboard Staff feedback</p>	<p>More knowledgeable staff who are able to scaffold learning more effectively. A better-rounded child who is able to respond to learning through play. Larger amount of evidence collected through observation.</p>
<p>4. Liaise with the new EYFS governor</p>	<p>Ongoing throughout the terms</p>	<p>Staff and governor time</p>	<p>Governor report</p>	<p>Increased governor knowledge of the EYFS classroom and how Reception is run at Langmoor.</p>
<p>5. Implement the NFER baseline whilst also creating an accurate picture using some existing baseline techniques</p>	<p>Autumn term 2020</p>	<p>Staff time</p>	<p>An accurate baseline that shows a good picture of our children.</p>	<p>An accurate baseline that shows a good picture of our children. Areas of strength and areas for development accurately identified and given an objective score.</p>

Responsibility area: Art		Key personnel: Sophie Nelson		
Successes in 2019-20:				
<ul style="list-style-type: none"> • A lot of this year's targets have not been met due to lockdown and so will be rolled over to next year • Monitoring time has been extremely helpful and extended subject leader knowledge • Art & DT governor changed again this year so this target will also roll over 				
Targets/Objectives for 2020-21:				
<ul style="list-style-type: none"> • To liaise further with the new Art and DT governor to look at areas for improvement within the provision of art • To invite an artist into school to hold a workshop with different classes or GT children dependant on lockdown restrictions • To produce another large-scale piece of artwork (This could commemorate the efforts of people during lockdown) either a mural or sculpture, perhaps in the year 4 stair well tied into an artist visit again. • Running an art club for those interested in art 				
Actions	Timescale	Resources	Monitoring and evaluation	Success criteria
6. To liaise further with the new Art and DT governor to look at areas for improvement within the provision of art	Autumn 2020	Staff and governor time	Record of governor visits	Continually adapting the curriculum to best fit the children's interests and needs. Refreshing old topics and offering up new ideas.
7. To invite an artist into school to hold a workshop with different classes or GT children	Spring 2021	Staff time Wall space	Large mural	<i>This will also depend on lockdown easing measures and what is achievable</i>

(Conditional on lockdown measures moving forwards)				Large mural produced by the current cohort of children and providing challenge for those gifted and talented pupils.
8. To produce another large-scale piece of artwork, either a mural or sculpture, perhaps in the year 4 star well tied into an artist visit again. Mural could commemorate lockdown efforts (Can be tied in with point number 2)	Summer 2021	Staff time and possibly a small purchase of paints or resources	Pupil and parent feedback	Display of DT work produced by the children
9. Running an art club for those interested in art	Spring 2021	Staff time and a small amount of pre-purchased resources	Pupil and parent feedback	Higher level of engagement in art and added challenge for HPL and GT children as well as added skills for LAP children

Responsibility area: DT		Key personnel: Sophie Nelson		
Successes in 2019-20:				
<ul style="list-style-type: none"> • A lot of this year's targets have not been met due to lockdown and so will be rolled over to next year • Display cupboard in the hall used to celebrate DT throughout the school • Art and DT governor has changed again so this target will remain the same • We were able to begin part of a STEAM club although this could not be completed due to lockdown 				
Targets/Objectives for 2020-21:				
<ul style="list-style-type: none"> • To liaise further with the new Art and DT governor to look at areas for improvement within the provision of art • To promote STEAM activities to the children and raise awareness of this subject area • To produce some tiles created by the children to be displayed within the school 				
Actions	Timescale	Resources	Monitoring and evaluation	Success criteria
10. To liaise further with the new Art and DT governor to look at areas for improvement within the provision of art	Autumn 2020	Staff and governor time	Record of governor visits	Continually adapting the curriculum to best fit the children's interests and needs. Refreshing old topics and offering up new ideas.
11. To look into a STEAM based day similar to our science day, working closely with the maths	Summer 2021	Staff time then either a small budget that is	Staff meetings A STEAM based day or afternoon	Creating an excitement about these three subjects and open

and science leaders and considering options such as the educational escape rooms that travel to schools.		raisable or parent contributions	Pupil feedback	children's minds to STEAM based activities, clubs and careers.
12. To look into creating a large piece of clay work, such as tiles, perhaps near the front of the school to be seen from the outside.	Spring 2021	Clay Staff time	Parent and pupil feedback Production of a large scale DT piece	A large piece of artwork that adds to the atmosphere of the school. Children's work displayed and children given ownership over what they produce,

Responsibility Area: Humanities		Key Personnel: Joy Chapman		
Successes in 2019 – 2020:				
<ul style="list-style-type: none"> Continued to develop relationships within humanities cross-trust group to share ideas across intent and implement (impact assessment development work delayed due to Covid-19 school closure) Shared Year group subject skills coverage sheets with staff to help focus planning on subject-related learning objectives New enquiry-based teaching strategy trialled in Year 5 for history and geography (history complete but geography trial interrupted due to Covid-19 school closure) 				
Targets/Objectives for 2020 – 2021:				
<ol style="list-style-type: none"> Continue to attend OWLS trust-wide humanities group meetings to develop common impact assessment strategies Create collection of creative learning ideas by subject skill to help with planning Moderate books and planning to review the extent that subject-skills are being covered (delayed from previous year due to Covid-19 school closures) Reflect on success of/learnings on enquiry-based teaching strategy trial and report back to staff 				
Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria
1. Continue to attend OWLS trust-wide humanities group meetings to develop common impact assessment strategies	Throughout academic year	Time out of class to attend and staff meeting time to discuss	Feedback any relevant information to staff and create new assessment tools to be used	Simple and efficient assessment tool created to help staff assess pupils across subject skills. Standards raised.
2. Create collection of creative learning ideas by subject skill to help with planning	Start Autumn term 2020 and continue throughout year	Co-ordinator time	Introduce staff to the collection once created and follow up with informal discussions	Bank of ideas to teach subject skills is created and used by staff to aid planning. Standards are raised.
3. Moderate books and planning to review the extent that subject-skills are being covered (delayed from previous year due to Covid-19 school closures)	Spring term 2020	Staff meeting time, co-ordinator time,	Complete moderation during staff meeting - discussion around successes and learnings of subject-skills focus	Skills identified in planning. Learning objectives are skills-based.

4. Reflect on success of/learnings on enquiry-based teaching strategy trial and report back to staff	Summer 2020	Staff meeting time, co-ordinator time	Discussion around learnings from trial and input from staff regarding possible implementation of elements of approach.	Decision of which, if any elements, of enquiry-based learning will be adopted across key stages to be implemented in next academic year.
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Responsibility Area: MFL	Key Personnel: Danielle Shelton
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Successes in 2019 - 2020:

- Considered the approach for teaching to look at a more mastery approach and a more manageable approach for teachers and children.
- Discussed work with NA and JC and implemented some ideas for SN in EYFS.
- Year 4 held a French morning which was a huge success - plans to role this out further in the next academic year (due to COVID-19)

Targets/Objectives for 2020 - 2021:

- 1) Monitor the new changes to teaching
- 2) Moderation of work, lesson observations to develop teaching practice and progression in French
- 3) Hold a whole school French day.

Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria
1. Monitor the new changes to teaching.	Beginning of Autumn Term and ongoing	Staff and Pupil questionnaire	Questionnaire for pupils and adults to fill in exploring the things they like in French. Has this changed with the new approach? What works? What doesn't work?	Staff and children reflect on the changes in French.
2. Moderation of work, lesson observations to develop teaching practice and progression in French.	Spring Term	Co-ordinator time	Co-ordinator to facilitate sheets to be filled in, to ensure consistency when applying the bands and steps, review lesson plans and children's work.	Staff are confident when assessing their children, particularly at GDS. Staff also know what to look for and so standards are raised.

3. Hold a whole school French day	Spring Term & Summer Term	Staff and pupils, resources TBC	LKS2 to plan and deliver. Teachers to monitor and review. Pupil/parent questionnaire.	Pupils have the opportunity to explore the language in a fun environment. KS1 have an introduction to MFL and KS2 feel more confident.
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DEVELOPMENT PLAN: 2020 - 2021:

Responsibility Area: R.E./SMSC		Key Personnel: Liz Redfern		
Successes in 2019				
<ul style="list-style-type: none"> • Harvest assembly and children donated gifted for a local charity - links with TLC • EYFS Nativity performance / KS1 and KS2 Christmas performances • TLC - support with assemblies • Monitoring and feedback of planning / curriculum map / children's work • British values displays in classrooms and main corridor • Visit to local Gurdwara-key stage 1 • Setup a coordinators folder 				
Targets/Objectives for 2020 - 2021:				
<ol style="list-style-type: none"> 1. Monitor provision of R.E./SMSC, moderation of work and MTP's, progress and assessment 2. Continue to broaden assembly timetable with other faiths and British values 3. Continue to add to Co-ordinators folder 				
Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria
1. Monitor provision for R.E and SMSC - Monitor plans - Collect evidence through work completed by children - Review progress	Autumn 2020 Spring 2021 Summer 2021	Co-ordinator Time each term	Monitoring of planning, books, assessment grids - feedback given to staff and HT	All areas are taught and progression meets the needs of pupils. Evidence shows a range of activities to support children's learning styles. Children will receive quality R.E/SMSC teaching.
2. Moderate work	Summer 2020	Co-ordinator Time to organise	Staff meeting -	Agreed / consistent levelled work across the Key Stages. Review the new SOW. Ideas for further development in assessment.

3. Broaden assembly timetable	Throughout the year	Co-ordinator Time	Invite new visitors Co-ordinator to ensure visitors know themes for assemblies. Include British Values	Positive feedback from visitors, staff and children. New faiths for assembly visitors recorded.
5. Make assessment grids for new SOW	Autumn 2020	Co-ordinator Time	Co-ordinator to evaluate and design assessment grids for the new SOW. Staff to input own ideas in staff meeting	A new whole school mapping agreed and drafted (using the new SOW) and lessons tried by all teaching staff. To use grids for assessment with the new SOW planning.

DEVELOPMENT PLAN: 2020 - 2021:

Responsibility Area: PSHCE		Key Personnel: Liz Redfen		
Successes in 2019				
<ul style="list-style-type: none"> • SOW working well • Anti-Bullying ambassadors developed and part of the school council • Monitoring and feedback of planning / curriculum map / children's work • Whole school review of citizenship focus embedded into the assembly timetable, including SEAL themes • Assembly lead by the Yr6 and KMG for Anti bullying school • Activities related to anti bullying week across the school • Red nose day, Christmas cards and Christmas activities(school council lead) 				
Targets/Objectives for 2020 - 2021:				
<ol style="list-style-type: none"> 1. Monitor provision of PSHCE, moderation of work and MTP's, progress and assessment 2. Continue to broaden assembly timetable - more visitors for Friday assembly 				
Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria
1. Monitor provision for PSHCE - Monitor plans - Collect evidence through work completed by children - Review progress	Autumn 2020 Spring 2021 Summer 2021	Co-ordinator Time each term	Monitoring of planning, books, assessment grids - feedback given to staff and HT	All areas are taught and progression meets the needs of pupils. Evidence shows a range of activities to support children's learning styles. Children will receive quality PSHCE teaching.
2. Broaden assembly timetable	Throughout the year	Co-ordinator Time	Invite new visitors Mental health Mindfulness Faith members of the communities in our area	Positive feedback from visitors, staff and children. New faiths for assembly visitors recorded.

			Co-ordinator to ensure visitors know themes for assemblies. Include British Values	
3. Whole school to use the SOW and assessment grids	Throughout the year	Co-ordinator Time	Co-ordinator to evaluate and design assessment grids for the new SOW. Staff to input own ideas in staff meeting	All staff using the new SOW and assessment grids confidently. All teaching staff ready to share further development.

DEVELOPMENT PLAN: 2020 - 2021: Appendix of Responsibility Areas

Responsibility Area: P.E		Key Personnel: Julie Bromell		
Successes in 2019 - 2020				
<ul style="list-style-type: none"> • On target to get silver (or maybe gold!) Sports Mark but scheme cancelled due to lockdown. • Participation in LSLSSP network meetings, even zoom meeting during lockdown. • Sparks for KS1, Gals for girls and Lals for boys initiatives to engage children in sport and SEN sessions ran at Langmoor. • Children taking part in a wide variety of clubs and festivals - football, hockey, cross country, basketball, dodgeball, gymnastics a vast amount of festivals cut short due to closure. • Sports Ambassadors training and G and T sessions for targeted pupils attended. 				
Targets/Objectives for 2020 - 2021				
<ol style="list-style-type: none"> 1. Formulate a progression of skills map that is consistent across the trust. 2. New school assessment system for PE put in place and also consistent across the trust. 3. New PE curriculum map for 2020, linked to staff strengths. 4. Sustain Silver Sports Mark and endeavour to achieve the Gold Sports Mark. 5. Join LSLSSP provision option 1 for academic year and utilise as many opportunities as the school can sustain. 				
Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria
1. Formulate a progression of skills map that is consistent across the trust.	Autumn 2020	Coordinators Time	Do staff use it to inform their planning?	Streamline the expected skills across the school.
2. New school assessment system for PE put in place and also consistent across the trust.	Autumn 2020	Coordinators Time	Feedback from staff. Does it help to inform the coordinator and sports coach of the ability of the children?	All staff complete it carefully and it is informative. Extra information provides helps to select groups for GALs/LADs/ Sparks and extra support/gaps that need filling.
3. New PE curriculum map for 2020, linked to staff strengths.	Autumn 2020	Coordinators Time	Is there improved sports provision as staff are teaching to their strengths? Are staff happy with it?	Runs smoothly and staff and sports coach know exactly what one another are doing. Improved sports provision as staff teaching to their strengths.
4. Sustain Silver Sports Mark and endeavour to achieve the Gold Sports Mark.	Throughout the year	Links with Jo Rowe Attend meetings	Keep up to date with changing objectives that need to be met. Address issues that arise.	Achieve the award.

			Ensure all pupils have the opportunity to participate in competitive events and festivals.	Children's enjoyment and achievement through participation. Maintaining/raising participation % and SEN provision.
5. Join LSLSSP provision option 1 for academic year and utilise as many opportunities as the school can accommodate.	Summer 2020	PE Grant £2650	Do the schemes and options fit in with Langmoor School? Do they meet the needs of our pupils? Do they raise pupil's involvement in physical activity?	Increased participation in physical activity for all pupils including SEN. Staff trained and up to date with PE initiatives and Government guidelines. It assisted us attain our Sport Mark.

DEVELOPMENT PLAN: 2020-21 Appendix of Responsibility Areas

Responsibility Area: Assessment		Key Personnel: Helen Bonser		
Successes in 2019-2020:				
<ul style="list-style-type: none"> • Moderation across the Owls Trust in Writing. Numeracy was cancelled due to Covid-19 • Use of NTS tests from Rising Stars to support teacher assessment, as well as the White Rose end of unit tests in Years 1, 3, 4 and 5 • Continued use of 2Simple in EYFS to support Learning Journeys • Clear methods of tracking for ITAF's for writing being used across the school • Moderation with OLP cancelled due to Covid 19 				
Targets/Objectives for 2020-2021				
<ul style="list-style-type: none"> • To ensure that standardised scores are used to track and measure progress where possible • To ensure that moderation takes place across the Trust in both Literacy and Numeracy • To ensure that staff are using target tracker fully to assess children and track gaps • To ensure staff attend moderation courses for EYFS, Year 2 And Year 6 • To ensure that full analysis is done of Year 6 Mock SAT's results to ensure any gaps are addressed (SATs cancelled due to Covid 19) 				
Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria
1. To ensure that standardised scores and used to track and measure progress where possible	Termly	£1440 - Rising Stars tests for each year group per term	Termly analysis of scores to ensure children are making progress. Any SEND or G & T needs identified early and strategies put into place to support	Standards are raised as staff can identify gaps more easily and track progress.
2. To ensure that moderation takes place across the Trust in both Literacy and Numeracy	Termly per subject	Staff meeting time - Co-ordinator time to organise and facilitate	Staff bring work to be moderated across a range of genres and maths skills. Standards files are kept for staff to refer to.	Staff are more confident with assessing a child at a particular band or step. Evidence files are created for all year groups. Standards are raised.
3. To ensure that staff are using target tracker fully to assess children and track gaps	Termly	Target tracker - SM time	Head to oversee use of target tracker. To check on gaps and that planning matches this as does target setting. Less gaps are	Children have a more rounded knowledge. Where gaps occur they can be fully

			identified particularly in KS2 and in relation to SAT's.	addressed and so standards are raised.
4. To ensure staff attend moderation courses for EYFS, Year 2 and Year 6	Spring/ Summer term	Supply time	Year 2 and 6 moderation offered through OLP. Staff to attend where possible. Confirmation of Trust moderation and consistency applied through the school.	Validated moderation, ensuring standards are accurate and therefore knowledge is raised.

DEVELOPMENT PLAN : 2020 - 2021 : Appendix of Responsibility Areas

Responsibility Area: Music		Key Personnel: Jane Smith		
Successes in 2019 - 2020:				
<ul style="list-style-type: none"> • Whole class instrumental tuition in KS2 through Leicester-Shire Music WCET project for Year 4 pupils- woodwind has taken place. • The pupils were given opportunity to perform as part of a Massed Ensemble at De Montfort Hall in June 2020 which was unfortunately cancelled because of school closure due to Covid-19. • Pupils performed to the whole school and parents as part of their WCTE project. • A review of the music curriculum was carried out and a key skills and progression map was completed for all 6 units for each year group. • Music files with curriculum, skills progression and evidence have been uploaded to Share Point for staff to access and store evidence. • Beginning to monitor and collect key skill evidence to show progression (planning/work samples/recordings/videos on Share Point in Year group evidence files for each unit) (To be carried over to next year as not completed) 				
Targets/Objectives for 2020 - 2021:				
<ol style="list-style-type: none"> 1. Continue with opportunities for whole class instrumental tuition in KS2 through Leicester-Shire Music WCET project for Year 4 pupils- woodwind. if available. 2. Continue to provide opportunities for pupils receiving individual instrumental tuition to have lessons in school and create opportunities for them to perform. 3. Purchase quality remote controlled CD player for musical performances in the school hall. 4. Develop assessment materials linking to each of the 6 music curriculum units for each year group and upload to Share Point. 5. Monitor standards using new Assessment formats (as above) PYG, WTS, EXS, GDS. Identify gaps in development of key skills 				
Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria
1. Continue with opportunities for whole class instrumental tuition in KS2 through Leicester-Shire Schools Music Service WCET project- woodwind	WCET Autumn Term 2020 Termly class ensemble performance for parents.	£1400 to fund WCET project for whole class (Year 4) Staff meeting time to arrange musical events.	Progress reports from instrumental teachers Monitor the number of pupils interested in continuing with tuition.	Pupils perform in assemblies and concerts and take part in musical open events. More pupils will take instrumental tuition through Leicester-Shire Schools Music Service and their Associates in a continuing year. Pupils develop key skills: performance; learn to read and follow musical notation.

2. Continue to provide opportunities for pupils receiving individual instrumental tuition to have lessons in school and create opportunities for them to perform.	Autumn term and ongoing	Parental private agreements with instrumental teacher. School to provide space for tuition and opportunities for performance.	Progress reports from instrumental teachers. Performances following instrumental tuition.	Pupils take the opportunity to receive continued musical tuition. School encourages and facilitates this.
3. Purchase quality remote controlled CD player for musical performances in the school hall.	Autumn 2020	Sound equipment for use in the school hall @£100	Performances Singing practise	Resources needed to support the delivery of whole school singing and performance activities is facilitated by improve sound equipment.
4. Develop assessment materials linking to each of the 6 music curriculum units for each year group and upload to Share Point.	Autumn 2020	Music coordinator directed time IT Technician time	Music coordinator to monitor units are being assessed by CT half termly as -, √, or +	Effective assessment processes established linking to skills progression and specific units taught.
5. Monitor standards using new Assessment formats (as above) PYG, WTS, EXS, GDS. Identify gaps in development of key skills	Summer term 2020	Coordinator time	CC to monitor overall attainment. Identify gaps and key skills where pupils are not making expected or good progress.	Pupil progress is assessed effectively against performance indicators in the programmes of study. Pupils make at least good progress.

DEVELOPMENT PLAN : 2020 - 2021 : Appendix of Responsibility Areas

Responsibility Area: FOREST SCHOOL		Key Personnel: E. Payne		
<p>Successes in 2019 -2020:</p> <ul style="list-style-type: none"> • Plan/timetable in place for all pupils to have access to forest school, (unable to carry out due to school closure). Year 3, 4, 1 and EYFS all have had a block of sessions. Key Workers have also had sessions during the school closure. • Use of PTA funding to purchase top soil and compost to start the vegetable planters. Have had a harvest of radishes, beet, onions, potatoes, carrots and rhubarb to utilise in cooking. • Further development of the site: water butt added to the shed to collect water for gardening projects; hand sanitiser dispenser added to shed, bark chippings added to pathways and fire pit area. • Consent forms sent at the start of the year for smooth transitions between groups. • Participation in the RSPB big schools bird watch. 				
<p>Targets/Objectives for 2020 - 2021:</p> <ul style="list-style-type: none"> • Produce a yearly timetable to ensure that all pupils have access to Forest School at some point during the academic year. • Plan series of sessions for each group based on their needs, the weather, available resources, • Continue to develop the site (see 3 year plan) • Secure funding to help to develop the site and enrich the sessions • Send Consent forms out at the beginning of the school year to save time 				
Actions	Timescale	Resources	Monitoring and Evaluation	Success Criteria
3. Produce a yearly timetable to ensure that all pupils have access to Forest School - start with pupils who did not participate last year (Year 6 and Year 3).	Begin Autumn Term ongoing	Office staff time Photocopying	Report back to HT and all staff during teacher day; this can be fed on to parents and children in 'supporting your child' letters.	Staff, pupils and parents are aware when it will be their turn to do Forest School so that they can make arrangements. The FS leader will liaise with relevant staff to ensure that letters are sent home with organisational information and kit lists. Consent forms will be sent home at the beginning of the school year to save time and given to all new pupils.
4. Plan a series of sessions for each group, based on their needs, previous experience of Forest	ongoing	Time	HT to carry out a lesson observation	FS leader will plan varied activities for the children to make Forest School, fun, inclusive and worthwhile.

<p>School, weather and available resources. (Look into developing a skills progression)</p>			<p>and FS to submit copies of plans to HT</p>	<p>Skills, (particularly those with tools and fire), will be progressive and based on their age, experience and level of expertise. FS leader will make adaptations if necessary. E.g. due to inclement weather. Staff supporting will be aware of the plan and understand how they will support, key teaching points and key safety points.</p>
<p>5. Continue to develop the site</p> <ul style="list-style-type: none"> • Maintain pathways • Maintain planting area • Develop habitat areas • Create table in fire pit area ✓ • Clear algae from surface of the pond • Re-direct fence around point to utilise the rest of the space • Get a skip to remove the old decking • Make the old decking area safe and accessible for children • Purchase a water butt and install onto the new shed ✓ • Clear the far corner so it is accessible • Put shelves into the shed so that more can be stored inside. ✓ 	<p>Ongoing</p>	<p>Premises Officer's time FS Leader's time Volunteer time Budget</p>	<p>Feed into FS 3 Year development plan</p>	<p>Site is safe and accessible to all. Nature is cared for and there is a wide biodiversity of flora and fauna.</p>
<p>6. Secure funding to help develop the site and enrich sessions</p> <ul style="list-style-type: none"> - PTA donations - Grants and Schemes - E.g Waitrose 	<p>Autumn Term</p>	<p>FS Leader's time</p>	<p>Report back to HT and staff</p>	<p>We are able to purchase the equipment needed to develop the site and enrich the sessions. E.g. compost, marshmallows,</p>