

MSJ School Development Plan Jan 2020/ Dec 21 (Extended due to COVID)

Balanced Excellent Secure Thriving

Monitoring & Evaluation of the SDP: The Senior SLT monitor & evaluate the progress of actions & outcomes and report outcomes to the full board of directors annually.

	<u>Area</u>	<u>Objective</u>	<u>Actions</u>	<u>Success Criteria</u>
BEST Excellence Thriving	Teaching, learning and assessment	<u>To continue to develop and improve the quality of the curriculum throughout the school by facilitating rich curriculum opportunities.</u>	<p>Maths To evaluate the mathematic provision across the school to ensure that all year groups are utilising a range of teaching and learning strategies which incorporate CPA and Mastery</p> <p>Embed an effective approach throughout the school to raise the standards in multiplication tables</p> <p>Writing Develop a consistency of approach to hand writing throughout the school to enable all children to develop a fluent and legible joined handwriting</p> <p>Develop a whole school approach to enable consistent and accurate moderation of writing throughout the school</p> <p>Embed a consistent approach to the teaching of spelling throughout the school to enable all children to make progress</p> <p>Curriculum To develop a curriculum that values the whole child, enabling them to make progress spiritually, cognitively, emotionally and physically</p> <p>Specific actions towards above All SICs to audit the progression of skills for their subject domains and ensure that there is effective coverage of skills throughout the school, with clear expectations of attainment</p> <p>All SICs to review the rationale for their subjects and produce a statement of Intent, Impact, Implementation</p>	<p>After analysis of the curriculum, expectations of a full range of learning strategies will be summarised for all year groups in an updated Calculations Policy, which will underpin the approach to teaching mathematics across the school. To be in place by March 21</p> <p>By Dec 2020, a progressional timestable curriculum will be introduced across the school, which supports a developmental approach to teaching timestables and raising standards.</p> <p>The policy for handwriting will be reviewed, updated and fully implemented across the school by Mar 21</p> <p>By April 21, moderation criteria for years 1 to 6 will be available and in the summer term, whole school moderation of writing will form part of the school's assessment process by July 2021</p> <p>By July 2021, whole school to show as sustained development in spelling progress with all children reaching their end of year target</p> <p>A rich and varied curriculum will be gradually embedded throughout the academic year 20/21, which validates the school values; is aspirational and meets the needs of all pupils</p> <p>All SICs will have a set of sequenced & progressional skills for their subject by Apr 21</p> <p>Intent statements for all subjects to be produced for all subjects to reflect the MSJ's vision for that subject by Apr 21</p>

			<p>All SICs to audit curriculum equipment for their subject domain, to make sure there are adequate resources to meet the needs of the learning</p> <p>GA and all year leaders to ensure that year group timetables are used effectively to enable a breadth of subject coverage</p> <p>PSHE</p> <p>Develop a Scheme of Work and resources to meet the national expectation for teaching PSHE.</p> <p>To review, consult & implement a new Sex Education Policy from Summer term 2021</p> <p>Reading</p> <p>Ensure that there is daily reading in the class covering a range of genres</p> <p>Develop a system of CTs monitoring the quality of reading provision delivered by TAs</p> <p>Develop a whole school understanding of what 'reading fluency' is.</p> <p>Facilitating a progressional and varied reading experience to be accessed by all children as they journey through the school</p>	<p>By Apr 21, all SICs will have audited the equipment for their subjects, and produced a list of what is needed to enhance the curriculum provision for their subject</p> <p>GA to support year Leaders to have an effective system in place to ensure that all curriculum subjects are covered adequately by Dec 2020</p> <p>Updated PSHE SoW to be in place by Sept 2020</p> <p>DB to conduct a SWOT analysis of the class reading provision, develop an action plan and implement actions by summer 21</p> <p>DB will provide training to TAs on supporting children with their reading, lead a staff meeting to support teachers and introduce a checklist to support CTs by summer 21</p> <p>DB to research, incorporate into vision for reading at MSJ and embed throughout the school through BlossomingBest curriculum for reading</p>
BEST Balanced Secure	Personal development, behaviour and welfare	<u>To develop children's social and emotional resilience, together with their wellbeing in all aspects of school life</u>	<p>Ensure that Trick Box is fully embedded in the school</p> <p>Develop a record of the achievements of the whole child which is linked to Blossoming-Best Me</p> <p>Improve the learning environment in KS1 playground to facilitate explorative play</p> <p>To develop a whole school mental health strategy</p>	<p>Ensure that all staff are fully trained and that the strategies are embedded in all areas of the school during academic year 20-21</p> <p>A record of achievement strategy for the whole school will be in place for leavers in July 2021</p> <p>Installation of playbased, investigative learning opportunities to be installed in KS1 playground by July 2021</p>

				To have in place, by summer 21, a working, reflective strategy which underpins the values of the school, and supports the emotional wellbeing of all stakeholders
BEST Balanced Excellence	Pupil outcomes	<u>To improve the outcomes throughout the school for groups</u>	<p>To ensure that there is quality first provision in all Teaching and Learning across the school</p> <p>Develop a system of tracking and recording the allocation of the PPG funding for LAC, PLAC, SGO children</p> <p>To ensure that there is effective, inclusive practice to enable all learners to make progress</p> <p>To ensure that as a result of COVID, the school is in a position to facilitate a full recovery for all stakeholders, by providing a safe environment which enables emotional well-being to heal, and learning to flourish</p>	<p>Develop a system of monitoring and evaluation that is appropriate for use in COVID times; is accessible by SLT and SICs, as well as facilitating effective SWOT analysis so that weaknesses can be overcome</p> <p>By July 2021, a trial proforma to be in place for a trial in the spring term 2021</p> <p>Train staff so that they are enabled to plan learning based on cognitive science, so that learning opportunities become stored in long-term memories, and pupils recognise the inter-connectivity of their learning.</p> <p>Risk assessment will be in place from September 2020; they will be compliant with all government guidance and appropriately updated. A full recovery plan will be in place by October 2020</p>
BEST Excellence Secure	Leadership and Management	<u>To develop leadership with a clear and ambitious vision that provides high-quality, inclusive education for the whole community</u>	<p>To ensure that Foundation subjects are taught effectively with a clear rationale, intent, implementation so that they impact on the quality of pupil's learning</p> <p>To develop a whole school vision and strategy to support on-line learning in the event of a school closure</p>	<p>All subject leaders to be enabled to have a clear curriculum vision for their subject and to have produced a subject position statement and a targeted action plan after monitoring</p> <p>By October 20, a whole school policy will be in place to articulate the school's strategy for on-line learning</p>
BEST Balanced Secure	Early Years	<u>To ensure that all areas of the EYFS curriculum nurtures, engages, motivates and promotes a sense of achievement and a commitment to independent learning.</u>	Develop the involvement of parents in their children's early education	Longterm, there will be engaging opportunities planned for parents to be active in their children's learning. During COVID, during the autumn term of 20/21 an effective way of communicating with parents will be devised using TEAMS
BEST Secure Thriving	Distinctive Christian Ethos	<u>Leaders can effectively demonstrate how the impact of the school's</u>	Plan whole school actions to enable the school to reach the Silver Award for Global Neighbours through Christian Aid	By Jan 2021 an action plan for the award will be in place

		<p><u>vision holistically infuses and shapes the strategic and operational direction of the school</u></p>	<p>Develop children's theological understanding by providing cross-faith learning opportunities</p> <p>Develop the role of the Peace Garden as a place of meaningful reflection for the whole school, as well as an integral part of worship</p>	<p>By June 2021 to have a plan of multi-faith experiences planned throughout the school to enable all children to have the opportunity to consider the interrelationships between different beliefs</p> <p>By summer 21, the Peace Garden to be fully utilised in worship; to support learning and as a reflective place for the whole school community</p>
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