




Roskear Primary and Nursery School

SDP 2020-2021

<p>Priority 1 – Ensure that all leaders are effective in establishing and maintaining across the school ‘quality first teaching’.</p>
<p>Priority 2 – Establish and embed a curriculum that is progressive, engaging and challenging for all pupils.</p>
<p>Priority 3 – Ensure that all additional funding is used effectively to ‘close the gap’ (PPG funding, Catch up funding)</p>

 <p>Priority 1 – Ensure that all leaders are effective in establishing and maintaining across the school ‘quality first teaching and learning’.</p>		
<p>Objectives</p>	<p>➤ Success Criteria</p>	<p>➤ Key milestones (dated)</p>

1.1. Ensure teaching and learning is consistently good in every classroom.	<ul style="list-style-type: none"> ➤ All teachers and HLTAs understand the principles of good teaching and learning – through an understanding of how children learn. ➤ All teaching observed is at least good or better and this is reflected in pupils making at least good or better progress. ➤ Feedback is given effectively to secure learning and it is valued by staff and pupils. ➤ Given COVID restrictions staff support pupils to develop more effective use of edit and improve strategies within the classroom bringing about greater levels of ‘learner independence’. 	<ul style="list-style-type: none"> ➤ Oct 20 ➤ Jan 21 ➤ Dec 20 ➤ Nov 20
1.2 Ensure that all team leaders understand their role and that the leadership structure is understood and embedded across the school/community.	<ul style="list-style-type: none"> ➤ Crofty job descriptions for team leaders will be shared and understood by all staff. ➤ The leadership structure of the school will have been shared with all stakeholders and be followed in order to ensure effective leadership throughout the school in relation to communication and reporting, accountability and responsibility. ➤ Team leaders will devise and implement an action plan for their team to ensure quality first teaching and learning is maintained within their team. 	<ul style="list-style-type: none"> ➤ Sept 20 ➤ Sept 20 ➤ Oct 20
1.3 Ensure that all subject leaders fully understand and carry out their role effectively to secure quality first teaching in every classroom.	<ul style="list-style-type: none"> ➤ All subject leaders will have been provided with and understand the expectations in relation to leading their subject across the school. ➤ All subject leaders will have received ongoing training from one of the SLT throughout the year at regular intervals to ensure they receive effective CPD in relation to subject leadership and judging the quality of teaching and learning across the school. 	<ul style="list-style-type: none"> ➤ Oct 20 ➤ Termly
1.4 Ensure interventions are highly effective and bring about rapid progress.	<ul style="list-style-type: none"> ➤ Year group targets set across the school to target closing the gap – these targets agreed at performance management year group meetings, reviewed in year group progress meetings and achieved at the end of the year. Baseline assessments are carried out and pupils are identified across the school. ➤ Observations and monitoring will show that the quality of teaching and learning is at least good and that at least 80% of pupils targeted make accelerated progress. 	<ul style="list-style-type: none"> ➤ Oct 20 ➤ Half term obs
1.5 Review the mastery approach to the teaching of mathematics and ensure this is used to the very best effect.	<ul style="list-style-type: none"> ➤ Maths leader to explore how maths is taught across the MAT and identify key strengths and embed these in to the Roskear way of teaching maths to bring about more pupils working at greater depth by the end of KS1 and KS2. ➤ Agreed practice for the teaching of mathematics across the school and policy reflects the practice seen across the school, following review of best practice beyond Roskear, MAT and Cornwall. 	<ul style="list-style-type: none"> ➤ Jan 21 ➤ Feb 21
1.6 Increase staff knowledge and understanding of metacognition and learning behaviour, developing it as an intrinsic approach to teaching and learning throughout the curriculum.	<ul style="list-style-type: none"> ➤ All staff will have received training throughout the year in metacognition. ➤ The teaching and learning policy will reflect the current pedagogy in relation to teaching and learning and these principles will be evident in all teaching throughout the school. ➤ Children have increased knowledge of how they learn and demonstrate positive learning behaviours. ➤ All monitoring (lesson obs and book trawl) demonstrate pupils’ positive learning habits. 	<ul style="list-style-type: none"> ➤ Termly review ➤ Nov 20



Priority 2 – Establish and embed a curriculum that is progressive, broad and balanced, meeting the needs of all pupils.

Objectives	Success Criteria	Key milestones (dated)
2.1 Establish across the school a vision for the curriculum that meets the needs of Roskear children.	➤ All teaching and learning staff will have contributed to the overall curriculum for the children of Roskear and this will be evidenced by a whole school intent statement having been written.	➤ Dec 20
2.2 Ensure all staff clearly understand how and why the curriculum has been developed as it is and that they have a shared ownership of its implementation.	➤ All teaching and learning staff are able to articulate how they as an individual within the school are strategic in the implementation of the curriculum.	➤ Dec 20
2.3 Ensure all subject leaders have a sound understanding of the current curriculum and take responsibility for their own professional development.	<ul style="list-style-type: none"> ➤ All subject leaders will have written a subject leader action plan by Oct 1st and reviewed it throughout the year, evidencing impact of teaching and learning within their subject in relation to raising standards. ➤ All subject leaders will know what good teaching and learning looks like in their subject and will have contributed to raising the quality of teaching and learning across the school. ➤ All subject leaders will be able to articulate passionately in relation to their subject and explain how and why it is planned and taught across the school as it is. ➤ Teachers will have provided staff with relevant training over the year in relation to the subject they lead and provided 'think pieces' to challenge professional dialogue and thinking. 	<ul style="list-style-type: none"> ➤ Oct 20 ➤ March 20 ➤ Dec 20 ➤ Termly
2.4 Ensure all subjects within the curriculum are interwoven and spiralled to ensure effective learning for all children.	➤ The school has a curriculum that is carefully structured and linked to enable all children to be challenged.	➤ Jan 21
2.5 Develop further the use of home learning to ignite interest and engagement in learning.	➤ An agreed model of home learning will have been established across the school that both challenges but also engages more learners.	➤ Jan 21
2.6 Assessment systems are in place across all subjects and used effectively to ensure the learning meets all pupils' needs.	<ul style="list-style-type: none"> ➤ Subject leaders will have actively engaged with other schools in the MAT in the creation of effective assessment systems that ensure that teachers are able to use their assessments to plan to meet pupils' needs. ➤ Assessment policy reflects current practice in relation to how summative and formative assessment is used across the school to ensure at least good or better teaching and raise standards. 	<ul style="list-style-type: none"> ➤ June 21 ➤ Feb 21
2.7 Embed within the Roskear curriculum global citizenship.	➤ All staff understand why and how global citizenship is planned and taught across the school.	➤ Jan 21



Priority 3 – Ensure that all additional funding is used effectively to ‘close the gap’ (PPG funding, Catch up funding)

Objectives	Success Criteria	Key milestones (dated)
3.1 Leaders use data to identify pupils within KS2, who are entitled to PPG and are at risk of falling behind in relation to achieving greater depth or have potential to achieve GD and target provision accordingly.	<ul style="list-style-type: none"> ➤ Leader uses data to identify those children requiring additional provision to close the gap. ➤ Leader to have reviewed and in light of review adjusted PPG plan to ensure the correct areas for closing the gap have been identified. ➤ Increase the % of PPG pupils on track/achieving greater depth in reading, writing and maths across the school. ➤ Leader is effective in holding team to account and ensuring that the quality of provision given to identified pupils brings about rapid gains in progress. 	<ul style="list-style-type: none"> ➤ Sept 20 ➤ Sept 20 ➤ July 21 – termly data collection and analysis ➤ Half term reviews
3. 2 Baseline data is used to identify those children who have fallen behind due to COVID lockdown (were previously on track or exceeding) and target provision to bring about closing of the gap and rapid progress.	<ul style="list-style-type: none"> ➤ Baseline assessments are carried out across the school and data placed on TT for ease of early identification. ➤ Leader uses data swiftly to identify pupils requiring intervention. Plan in place for targeted pupils and provision targeted to close gap. Evidence of gap closed or closing by the end of year assessments. 	<ul style="list-style-type: none"> ➤ Sept 20 ➤ Sept 20 – termly data collection and analysis
3.3 Leader to use data to identify pupils entitled to PPG within EYFS to ensure provision is targeted to enable them to achieve GLD.	<ul style="list-style-type: none"> ➤ Leader identifies pupils needing additional provision and targets provision to close the gap. ➤ % of pupils entitled to PPG within EYFS who achieve GLD is at least in line with National and non-PPG Roskear pupils. 	<ul style="list-style-type: none"> ➤ Sept 20 ➤ Termly data analysis – July 21
3.4 Leader to use data to identify pupils entitled to PPG within Year 1 and 2 to ensure provision is targeted to enable them to achieve expected by the end of KS1.	<ul style="list-style-type: none"> ➤ % of pupils entitled to PPG within Year 1 and 2 who are on track (Year 1), achieve (Year 2) the expected standard in reading, writing and maths is in-line with national. 	<ul style="list-style-type: none"> ➤ Termly data analysis – July 21
3. 5 80% of pupils entitled to PPG pass the Year 1 phonics test and are reading at at least RWI level ??? at the end of the academic year.	<ul style="list-style-type: none"> ➤ Intervention brings about rapid closing of the gap to ensure those pupils at risk achieve end of year expected standards. 	<ul style="list-style-type: none"> ➤ Termly data analysis – July 21

Academic Outcome Targets

Targets for all statutory academic tests will be set and added to the school development plan by the end of September 2020 (enabling review of baseline attainment following Covid19 and target setting meetings)