



Meath Green Infant School

School Development Plan 2023 - 2024

Key Priorities 2023-2024

Priority 1	<ul style="list-style-type: none"> To improve the quality of children's writing across Key Stage 1 by focussing on CPD for staff and the development and implementation of effective strategies for spelling. To be read in conjunction with the school's Writing Plan.
Priority 2	<ul style="list-style-type: none"> To improve the quality of outcomes for children at the end of the Early Years Foundation Stage, with a particular focus on literacy and communication and language.
Priority 3	<ul style="list-style-type: none"> For all subject leaders to have a clear understanding of their role, a strong vision for their subject, and to feel confident in leading a professional discussion around their subject responsibility.

How is the School Development Plan Set Out?

- **Key Priorities:** The main areas that we need to prioritise.
- **Key Objectives:** The steps that we must complete to meet our priorities.
- **Actions:** The specific activities or processes that we will undertake to ensure we achieve our objectives.
- **Lead:** The named member of staff who is responsible for ensuring each action is completed.
- **Resource Implications:** An estimated cost of any additional resources.
- **Intended Outcomes:** The impact that our activities will have on improving the quality of our provision.
- **Monitoring Arrangements:** How we will check the progress that we are making.

The School Development Plan will be referred to regularly by all stakeholders. The headteacher will maintain a central copy that will be updated at least half-termly. A summary of the progress made over each term will be added to the School Development Plan.

Progress /Review

	Not on track	Progressing as planned		Completed
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PRIORITY 1: To improve the quality of children's writing across Key Stage 1 by focussing on CPD for staff and the development and implementation of effective strategies for spelling. To be read in conjunction with the school's Writing Plan.

The school's expectation is that all children will make at least good progress in writing in Year 1 and Year 2. For pupils on the SEND Register, this will be measured from their individual starting points.

Prioritising professional development for all staff is key. This will ensure that the school develops a more consistent approach to the teaching of writing.

Spelling has been identified as a key priority for improvement through Pupil Progress Meetings. Improving spelling across the school will impact on the overall quality of writing.

Success Criteria:

- All staff engage in professional development around writing and feel more confident about developing opportunities for writing.
- There is a cohesive approach spelling across the school.
- Gaps in the attainment of key groups (boys, PPG, SEND) are clearly identified and shared with all teachers and Learning Support Assistants (LSAs).
- Planning is strengthened to meet the needs of all pupils in target groups through appropriate differentiation and use of resources.
- Teachers understand the principles of live marking and implement the school's live marking policy consistently.
- Regular book scrutiny shows evidence of a developing, consistent approach to writing.
- Pupils are prioritised appropriately for interventions, booster groups and individualised learning programmes.
- Teachers and Senior Leaders make effective use of whole school assessment systems to set and track progress and attainment accurately.
- Parents are given the information they need, through discussion with teachers, to support, motivate and encourage their child with writing and spelling.
- There are clear expectations about the percentage of children who need to achieve age-related expectations in Year 1 and Year 2.
- Governors have the information they require to track and ask questions about rates of progress and attainment across the school.
- Spelling and writing are celebrated throughout school.

Key Objectives and Actions	Lead(s)	Intended Outcomes and with dates	Monitoring Arrangements
<p>1. Introduce ELS Spelling Scheme in Year 2.</p> <p>a) Purchase the ELS Spelling Scheme and training package.</p> <p>b) Train teachers and LSAs in the delivery of the scheme.</p> <p>c) Review how spelling can be incorporated into Year 2 home learning.</p> <p>d) Monitor and evaluate the implementation of the new scheme to ensure it is meeting our needs fully.</p>	LP/HP	<p>Purchase a spelling scheme that can be implemented consistently across Year 2 from September 2023.</p> <p>Ensure that there are sufficient resources to deliver the ELS Scheme effectively from September 2023.</p> <p>For all classroom-based staff up to Year 2 to be trained in ELS Spelling and for all other staff to have a basic understanding and awareness of the scheme by October 2023.</p> <p>To collect data on the effectiveness of the new scheme and adapt the delivery as required, reviewing on a termly basis.</p>	<p>English Lead will observe the teaching of spelling throughout the year and feedback to Senior Leaders. This may also include Team Teaching where needed.</p> <p>English Lead will conduct feedback sessions with pupils about the new scheme.</p> <p>The children's progress will be checked during Pupil Progress Meetings.</p>

<p>2. To provide all staff with CPD opportunities to develop and deepen their understanding of the effective teaching of writing based on <i>The Write Stuff</i> materials produced by Jane Considine.</p> <p>a) SLT to review and discuss <i>The Write Stuff</i> by Jane Considine.</p> <p>b) To provide training sessions that take staff through the Jane Considine materials on the transformation of writing.</p> <p>c) To review writing opportunities within the current topics.</p>	<p>HP</p>	<p>Staff have access to CPD and opportunities to trial and discuss how writing is implemented.</p> <p>Staff have a clear understanding of Jane Considine's seven guiding principles of effective English and the three zones of writing.</p> <p>Teachers carry out a self-evaluation at the start of the training which is the monitored and evaluated each half term.</p> <p>Writing opportunities within topics are reviewed in line with the school's writing policy.</p> <p>SEPARATE WRITING PLAN NOW IN PLACE</p>	<p>Staff meeting minutes/training records.</p> <p>Performance management discussions/records.</p> <p>Outcome of teachers' self-evaluation checklists.</p> <p>Pupil feedback.</p> <p>Outcomes of topic reviews.</p>
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<p>3.To implement a consistent approach to live marking (also known as marking in the moment).</p>		<p>The school's marking and feedback policy is reviewed by February 2024.</p> <p>The profile of verbal feedback is raised across the school from September 2023 in 100% of classrooms.</p> <p>All teachers are able to differentiate the timing of feedback to children based on their need.</p> <p>Dialogue between adults and children helps to identify misconceptions in 100% of classrooms.</p>	<p>Revised policy presented to the governing body.</p> <p>Learning walks and lesson observations focus on the profile of verbal feedback within the classroom.</p>
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<p>4.To introduce Colourful Semantics to support targeted groups of pupils to build up meaningful, well-structured sentences.</p> <p>a) To provide awareness and training sessions for all staff.</p> <p>b) To agree which pupils would benefit from using Colourful Semantics.</p> <p>c) To agree a trial period.</p> <p>d) To collect data on the effectiveness of Colourful Semantics, initially by using a baseline piece of writing for comparison.</p>	<p>KL</p>	<p>All teaching staff will receive training (November 2023) and ongoing support so that they feel competent in the delivery of Colourful Semantics from January 2024.</p> <p>Colourful Semantics will target support for children who need a more structured approach to:</p> <ul style="list-style-type: none"> • Order and sequence their language • Answer wh- (who, what, where, why etc.) questions 	<p>KL will observe the teaching of Colourful Semantics during the trial period and feedback to Senior Leaders. This may also include Team Teaching where needed.</p> <p>KL will conduct feedback sessions with pupils about the new approach.</p> <p>The children's progress will be checked during Pupil Progress Meetings.</p>
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<p>5. Increase the percentage of children achieving expected levels in writing in Year 1 and Year 2 and maintain progress year upon year.</p> <p>a) Complete a detailed gap analysis of writing in the current Year 1 and Year 2.</p> <p>b) Year 1 Phonics Screen outcomes to increase by 5% in 2024 so that they are at least in line with national outcomes (2023 data published October 2023).</p> <p>c) 70% of children in Year 1 to be working at the expected level for writing by the end of the year.</p> <p>d) 68% of children in Year 2 to be working at the expected level for writing by the end of the year (national 2023 data published in November 2023).</p>	SLT	<p>Gap analysis of writing in Year 1 and Year 2 to be completed shared in September 2023. Spelling already identified as the key priority.</p> <p>70% of current Year 1 achieved expected in ELG Word Reading at the end of EYFS. 75% of Year 1 children to achieve the expected standard in the Phonics Screen Check.</p> <p>70% of current Year 1 children to achieve the expected standard in writing at the end of the year. (60% of the cohort achieved the ELG for writing at the end of EYFS).</p> <p>68% of the current Year 2 children to reach the expected standard in writing by the end of the year. This represents an increase of 10%.</p>	<p>English Lead to monitor English planning on a half-termly basis.</p> <p>KL to monitor English planning for SEND and PP pupils on a half-termly basis.</p> <p>Outcomes of Pupil Progress Meetings.</p> <p>KL to monitor SEND and PP progress on a half termly basis.</p> <p>Book scrutiny.</p> <p>Performance Management lesson drop-ins.</p>
<p>Resourcing Implications for Priority 1</p>			
<ul style="list-style-type: none"> • Purchase ELS Spelling materials: £100.00 • Purchase The Write Stuff training materials: £1,500. 			

- **PRIORITY 2: To improve the quality of outcomes for children at the end of the Early Years Foundation Stage, with a particular focus on literacy and communication and language. In July 2023, 57% of children achieved GLD. This year, we want to be at least in line with national outcomes (around 65%).**

All members of EYFS staff will focus on the factors that contribute most strongly to pupils' learning and behaviour thereby giving them the greatest possible opportunity to achieve positive outcomes. These factors are:

- Having a calm and orderly environment in the classrooms and outdoor areas as this is essential for pupils to be able to learn.
- Setting clear routines and expectations for the behaviour of pupils across all aspects of school life, not just in the classroom.
- Having a strong focus on attendance and punctuality so that disruption is minimised.
- Applying the school's approaches to behaviour consistently and fairly.
- Developing pupils' motivation and positive attitudes to learning because these are important predictors of attainment.
- All EYFS staff can clearly articulate and identify what good early years teaching looks like.
- Opportunities for writing are built into the curriculum and are a focus of learning.

Success Criteria:

- The staff participate in all school training and implement agreed actions.
- Teachers maintain an accurate class snapshot of pupils' learning and behaviour, including the identification of pupils who may benefit from early support. This includes: children with SEND, children eligible for Pupil Premium, Children in Care, children with poor attendance and/or behaviour and children who are not making academic progress.
- Pupils are motivated in their learning and are persistent in the face of difficulties and setbacks.
- Pupils to take pride in their achievements.
- Relationships among pupils and staff reflect a positive and respectful culture where pupils feel safe.
- Pupil progress is carefully tracked and children at risk of not achieving expected levels in the Early Learning Goals benefit from early support.

Key Objectives and Actions	Lead (s)	Intended Outcomes	Monitoring Arrangements
1.To support the newly-appointed EYFS Lead with the development of the role, including the EYFS Action Plan.	SLT	<p>There is an induction programme in place for the new EYFS Lead from September 2023, with opportunities to meet with all members of SLT.</p> <p>There is a clear EYFS Action Plan in place with:</p> <ul style="list-style-type: none"> • Clear priorities • SMART targets • Identified actions to take • Clear success criteria 	<p>Induction records.</p> <p>Half-termly monitoring and evaluation of EYFS Action Plan</p>
2.To review the management and organisation of the school day in EYFS including: <ul style="list-style-type: none"> • Timetabling • Management of resources • Deployment of staff • Developing opportunities for writing 	AS	<p>The organisation of the school day meets the needs of the pupils and maximises learning opportunities.</p> <p>Resources in the classrooms and outdoor areas are carefully managed and rotated to support pupils' learning.</p>	<p>EYFS Action Plan</p> <p>EYFS Timetable</p> <p>Lesson observations.</p>

<p>3.To ensure that all Learning Support Assistants in EYFS classes have access to training to support their role. In particular:</p> <ul style="list-style-type: none"> • Modelling talk • High quality conversations • Effective questioning to move learning on • Supporting the development of children’s behaviours for learning • Supporting children to access writing opportunities 	JT & AS	<p>Julie Taylor to run initial training for all EYFS staff on 1st September 2023. Follow up training programme to be arranged following feedback from session initial training records.</p> <p>All EYFS staff can clearly articulate and identify what good early years teaching looks like.</p>	<p>Training records.</p> <p>Feedback from EYFS staff.</p> <p>Learning walks.</p>
<p>4. Carefully track progress and attainment against the new curriculum. In particular:</p> <ul style="list-style-type: none"> • Children not on track for the ELG for Writing • Children not on track for the ELG for Communication and Language. 	SLT	<p>EYFS data is used effectively to flags gaps in learning.</p> <p>Pupils are swiftly identified for interventions to address gaps in learning.</p> <p>GLD is broadly in line with national outcomes (8% increase in GLD compared to July 2023).</p>	<p>Pupil data.</p> <p>Pupil Progress Meeting Outcomes.</p> <p>Work scrutiny.</p>
<p>Resourcing Implications for Priority 2</p>			
<ul style="list-style-type: none"> • Set aside £1,000 for training and staff release/additional hours 			

PRIORITY 3: For all subject leaders to have a clear understanding of their role, a strong vision for their subject, and to feel confident in leading a professional discussion around their subject responsibility.

We want all subject leaders to feel confident in leading a professional discussion around the following questions:

- Does the subject curriculum match the scope and ambition of the national curriculum?
- Are there clear end points? Can we see how content is broken down into manageable chunks to build towards those end points?
- Are there identified chunks that are logically sequenced? Do they prepare pupils for the learning that is to come?
- How well do pupils remember the content and use it to understand more complex ideas or answer more complex questions?
- Does the subject vision feed into the broader whole-school curriculum intent?
- How will our practice need to change and develop over the course of the year?

Success Criteria:

- There is a clear and coherent rationale for our curriculum design that is shared across the school and understood by all.
- Subject leaders show understanding of important concepts related to curriculum design, such as knowledge progression and sequencing of concepts.
- Curriculum coverage allows all pupils to access the content and make progress through the curriculum.
- It is clear what end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points.
- Subject leaders understand the strengths and areas of development for their curriculum area.
- Subject leaders have the knowledge, expertise and practical skills to implement the curriculum.
- Ongoing professional development and training is available for staff to ensure that curriculum requirements can be met.
- The way the curriculum is planned meets pupils' learning needs.
- Curriculum delivery is equitable for all groups.
- The curriculum reflects the school's local context by addressing typical gaps in pupils' knowledge and skills.
- There is a model of curriculum progression for every subject.
- Curriculum mapping ensures sufficient coverage across the subject over time.
- There is no mismatch between the planned and the delivered curriculum.

Key Objectives and Actions	Lead (s)	Intended Outcomes	Monitoring Arrangements
<p>1. A new Subject Leader job description will be developed in consultation with teachers.</p> <p>In addition, there will be clear expectations about the format of the subject leader handbook.</p>	NE	<p>There are clear expectations about the role and the responsibilities of subject leaders by November 2023.</p> <p>There will be a Subject Leader Handbook for all subject areas which covers the following:</p> <ul style="list-style-type: none"> • The strategic direction and development of the subject • Leading the curriculum • Supporting colleagues • Managing resources 	<p>Job description in place.</p> <p>Monitoring of Subject Leaders' Handbooks.</p> <p>Feedback from networking groups.</p> <p>Notes from staff meetings.</p> <p>Training records.</p> <p>Performance Management records.</p>
<p>2. Subject Leaders will be supported to produce a Subject Action Plan with the following features:</p> <ul style="list-style-type: none"> • Clear priorities • SMART targets • Identified actions to take • Clear success criteria 	NE	<p>Subject Action Plans are in place and have a clear focus, in line with the SDP.</p> <p>Writing opportunities are highlighted within each subject area in line with the school's developing approach to writing.</p>	<p>SLT to review Subject Leader Action Plans.</p> <p>Subject Leaders to present at full governing body meeting.</p>
<p>3. Subject Leaders will participate in opportunities to network with other subject leaders including:</p>	NE	<p>From September 2023, Subject Leaders will form strong networks with teachers in other schools in order to share and develop good practice.</p>	<p>Monitoring of Subject Leaders' Action Plans.</p> <p>Feedback from HLP networks and groups.</p>

<p>a) Attending HLP Subject Leader Network Meetings.</p> <p>b) Sharing good practice from the network meetings with colleagues.</p> <p>c) Participating in training and/or visits to local schools.</p>		<p>Each Subject Leader will have a clear action plan for the year which will be shared with other staff members.</p> <p>Subject Leaders will be able to:</p> <ul style="list-style-type: none"> • Gather and interrogate evidence on the curriculum intent, implementation and impact for their subject. • Establish a coherent evidence base on the quality of education that can be used as a strong basis for a professional discussion. 	<p>Notes from staff meetings.</p> <p>Training records.</p> <p>Performance Management records.</p>
<p>4. Senior Leaders will undertake training so that they feel more confident in supporting colleagues with the development of their subjects.</p>	HP	<ul style="list-style-type: none"> • Senior Leaders will support subject leaders with the development of their Subject Action Plans. • Senior Leaders will attend HLP Network Meetings. • Senior Leaders will be able to reflect confidently on the following questions: <ul style="list-style-type: none"> ○ Do we ensure clear subject coverage, progression and sequencing in our curriculum? 	<p>Feedback from school improvement activities including HLP monitoring activities and reviews.</p> <p>Training records.</p> <p>Presentations/updates for governors.</p>

		<ul style="list-style-type: none"> ○ Does actual taught and learned coverage match intended coverage? ○ Are transitions smooth between year groups? ○ Does the provision meet the same standards across different subjects? ○ Do children know more and remember more? ○ Are subject misconceptions addressed? ○ Do teachers have sound subject knowledge? ○ Do senior leaders, subject leads and teachers have good pedagogical content knowledge? 	
Resourcing Implications for Priority 3			
<ul style="list-style-type: none"> • Set aside £1,000 for training and staff release/additional hours 			

Abbreviations

Initials	Name	Role
HP	Helen Powell	Headteacher
NE	Nicola Edwards	Assistant Headteacher (Curriculum and Assessment)
LP	Laura Pinfield	English Lead
KL	Kelly Lang	SENDCo
AS	Ava Summers	EYFS Lead
JT	Julie Taylor	EYFS Teacher
SLT		Senior Leadership Team
SEND		Special Educational Needs and Disabilities
PP		Pupil Premium
SDP		School Development Plan
EYFS		Early Years Foundation Stage (Reception)