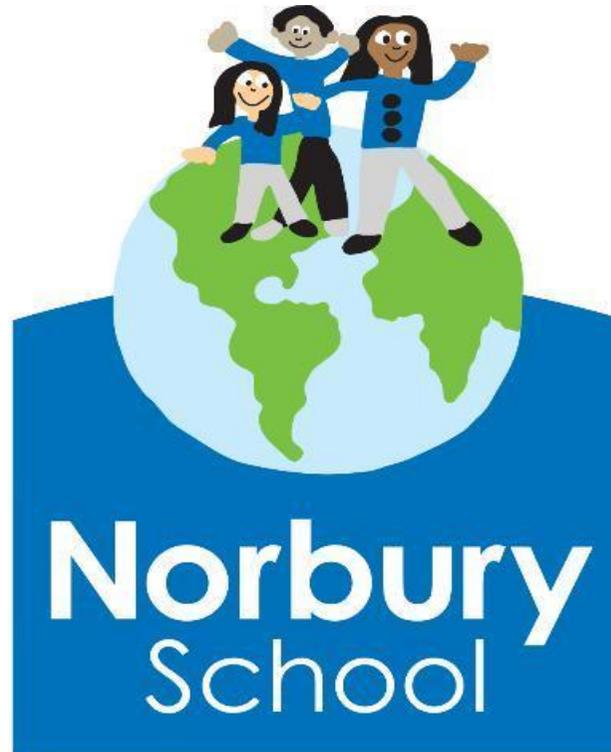


# School Development Plan

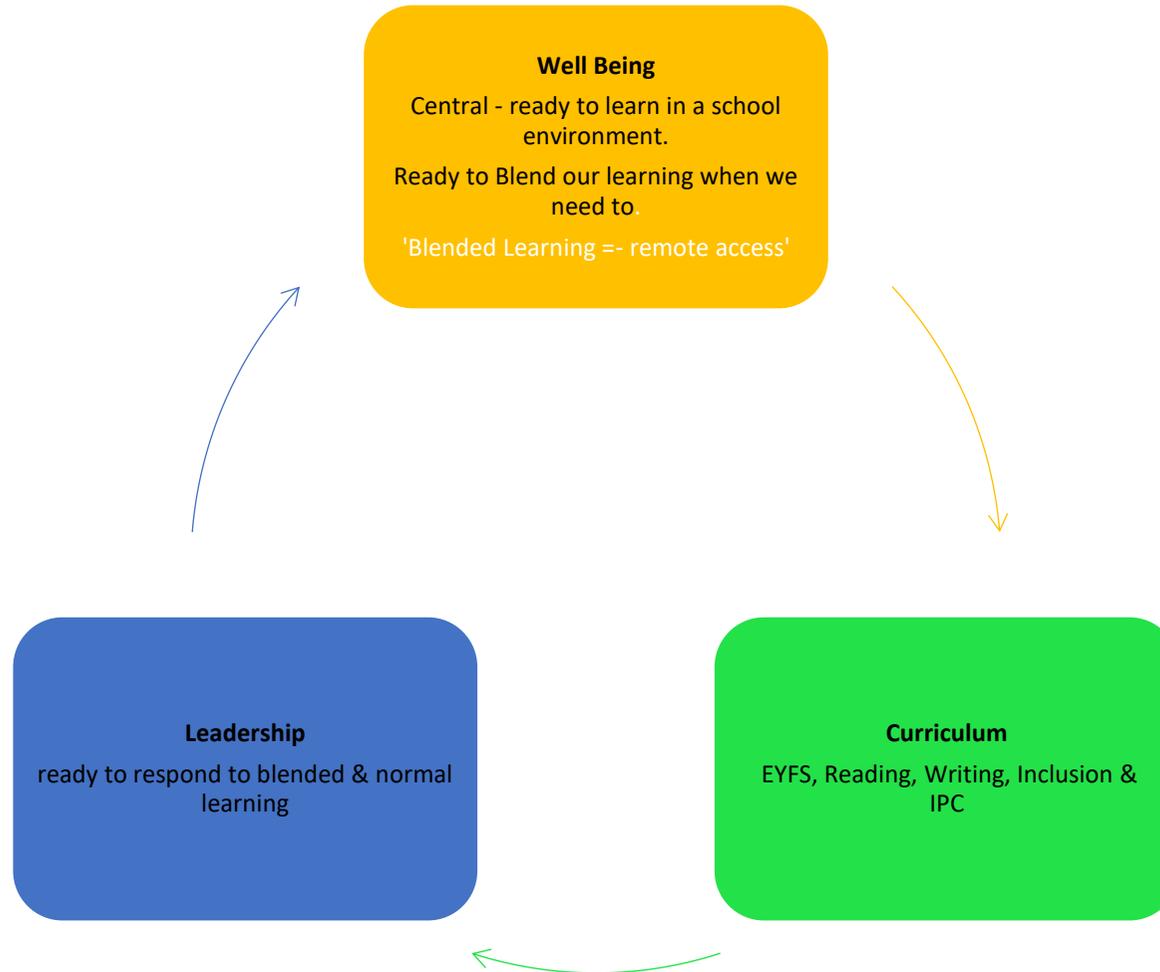
2020 - 21



*Throughout our planning & development the UNICEF Articles of the Child are central.*

Page 1 SDP 2020 – 21 Building on the Priorities from 2019-20 due to COVID-19 .

# School Development Plan



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Page 2 SDP 2020 – 21 Building on the Priorities from 2019-20 due to COVID-19 .

# School Development Plan

## Overall aim is to:

- **Re-engage:** Coach our pupils & staff into learning to learn in school. Emphasis on Speaking & listening, with well-being at the centre.
- **Recover:** to external developments responded to, coach in resilience in learning, managing emotions, re-building their literacy
- **Rebuild:** - increase resilience, coverage, speaking and listening and reading to build on fluency. Assessing the gaps and addressing them.

## The cost centres for this SDP are:

- **John Lyon Part Funding for:** HSCP (1<sup>st</sup> (Jan19. 1<sup>st</sup> of three year project)
- **John Lyon Part Funding for:** Parent Ambassadors (1<sup>st</sup> year of 3 year project)
- **Cost Centre:** Training – A188. English – B100. Maths – B110. Science – B120. Assessment – B145. IPC – B165. Art – B166. Sports Premium B216 – Funding Step Programme, Forest Schools, Finding Futures Programme

Curriculum & Pedagogy Developments	What & Why	Measurable Outcomes
Main focus is Speaking & Listening, understanding where the gaps are and filling those gaps,	<ol style="list-style-type: none"> <li>1. <b>Be specific on our outcomes</b> for learners &amp; their next steps both verbally &amp; where work is marked using Programmes of Study outcomes, White Rose (Maths), Reading at school &amp; reading with their children</li> <li>2. <b>Setting personalised targets to address specific gaps.</b></li> <li>3. <b>Implementing clear pedagogical strategies</b> which work across the school as well as specific to phases so that an array is used, and we know why we are teaching like this:</li> </ol>	<ol style="list-style-type: none"> <li>1. Create a 'teach at Norbury' video where strategies, engagement &amp; expectations can be clearly modelled for our training handbook &amp; put on website</li> <li>2. Planning will give teachers suggestions on how to teach specific aspects of the curriculum to make sure consistency in intent.</li> <li>3. Because of the Personalised targets pupils &amp; staff are more able to signpost &amp; narrow gaps for greater success in July 2021.</li> </ol>

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	<p><b>1. Retrieval, 2. Space Practice, 3. Interleaving: making connections, making real links, making learning hard ‘desirable difficulties’ 4. Feedback test (making corrections, going over answers, making links</b></p> <p><b>4. Clear methods to check</b> what pupils know, can do and understand so that the right work is taught/informs teaching. E.g. <b>Explore the role of regular short-tests</b> across the week to consolidate and motivate. (see above)</p> <p><b>5. From the above: Live Marking</b> across the school to quickly move the pupils learning on within the lesson.</p> <p><b>6. Non-negotiables clear to all teaching staff</b> regarding in class expectations. Part of Induction programme and knowing the culture of the class – creating a key list for staff.</p> <p><b>7. Half Termly meetings to look at writing</b> across the curriculum and see if the pedagogical developments have made an impact.</p>	<p><b>4.</b> Head to lead staff Induction &amp; TRIP’s where concerns are made. Report to the governors to share how the impact of fast tracking new staff to catch-up has had an impact.</p> <p><b>5.</b> Induction Programme ready &amp; being used: Autumn term 2019.</p> <p><b>6.</b> Half termly share of writing: writing fair across the school to see what is in books in Marking Groups. Phase leaders &amp; Assistant head lead the evaluation at the end: Tuesday INSETs across Autumn &amp; Spring term</p> <p><b>7.</b> Timetabled meetings with SMT+ to look at pedagogical developments and which ones are having greatest impact across the school.</p> <p><b>8.</b> Timetable for leaders to share &amp; demo resources that will be used across the school for that week.</p>
<p><b>Curriculum</b></p> <p>Our progress data is not strong enough to narrow gaps consistently and move our outcomes towards better</p>	<p><b>8. Further plot coverage across the school: Autumn, Spring &amp; Summer Term, e.g</b> looking at The Arts, so that class text, our IPC units reflect better our school Community: <b>“has clear schemes of work and programmes of study to show an</b></p>	<p><b>1.</b> Learning walks videos will see application of SPAG books being readily available &amp; Spelling books being used. Because our parents see these, we will see parents better equipped to support their children.</p> <p><b>2.</b> Because we are using a consistent spelling programme spelling lists for specific year groups are</p>

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# School Development Plan

attainment. We believe our gaps are in spelling, handwriting and extension of writing across genres. \*reviewed in the light of Covid-19

*“Making sure learners receive a high quality, ambitious education.” Ofsted p5. Inspection Framework*

**increase of knowledge, skills and understanding for arts and cultural subjects, across all phases.”** Silver Arts Mark\**review Arts Mark move to Gold in December if necessary.*

9. **Intent: why we teach, what we teach, when & how.** Part of PPA meetings, training & reviews
10. **Resource our own teaching video’s bank from Norbury-Made & others to give depth to our teaching & our subject knowledge.** Making links with other schools and providers to bring in expert support where required & partnership working: *“The setting can demonstrate that it is using arts and cultural professionals and organisations to support the delivery of quality provision. The setting is exploring opportunities to work in partnership with other settings.”* **Arts Mark Silver Partnerships\*** being clear where drama/roleplay happens across the medium-term plans
11. **Writing across the Curriculum supported e.g.** Science introducing PEEL across the school – adapting from Year 1 & year 2 conclusions, & reviewing expanding PEEL in Year 5 & 6 to give greater depth.
12. **Because we are evaluating our provision we are looking at the 8 aspects of Arts Mark across the next two years. Arts**

being spelt right and mistakes are being corrected and spelling books are supporting those who find word-memory hard.

3. Alex & Nina to present the Non-negotiables to all staff & part of the Induction. We will know this from evaluation, learning walks.
4. **T for Learning Policy updated in Autumn term to share outcome of Purple Books.**
5. Up-levelling is explicit in all books – Pupil Conferencing from Yr1 – Yr6
6. Parents will be sent every half term how writing is going and what they can do at home to support. Pupils will have a writing profile with clear targets for improving their writing.
7. Because Parents Evening will be remote, targeted parents’ meetings will happen in Autumn, with further ones in Spring using TEAMS, to show objectives, gaps and how to support the school in filling them.
8. Because the writing team have modelled and showcased lessons across the curriculum, writing is strong in all classes across the school.
9. Because the E-Safety programme is proactive and is followed through less incidences of pupils putting themselves at risk and parents more aware.

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	<p><b>Mark:</b> planning for enhancing our provision and making sure it is explicit in Medium Planning and Arts Based projects, especially for Home Learning.</p> <p>1. <b>Continue with: 1. Cold Write</b> to start units &amp; end with extended piece which are edited. 2. <b>Teaching skills</b> before extended write: build up the skills across the unit. 3. <b>Consistent Spelling Programme</b> weekly to focus on high frequency words, tricky words &amp; using spelling lists for each year group. <i>VIC – breaking down: root, suffix, prefix &amp; rules</i>4. <b>SPAG books to be used across all lessons</b>, pupils asked to refer to the rules and applications in their writing across all subjects.5. <b>1:1 conferencing across</b> EYFS– Yr6 to up level writing across classes.</p> <p>2. <b>Expectations explained in information</b> to parents at least every half term to reinforce our expectations for writing &amp; presentation. E.g. Newsletters, PING showing parents how writing develops.</p> <p>3. <b>Writing lessons modelled and showcased</b> across the phases to show ‘what a good one looks like’ across the different stages of writing. (see Pedagogy)</p> <p>13. <b>Non-negotiables in lessons</b> is word banks, dictionaries, and thesaurus’ &amp; spelling</p>	
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	<p>books. See Non-Negs List: the classroom, books &amp; planning.</p> <p><b>14. Further plot coverage of ICT across the school to emphasis computing, as well as a greater emphasis on E-Safety &amp; E-Sense*</b></p>	
<p><b>Assessment</b></p> <p>Our staff cannot work any harder, we must work SMART  <b>“Making sure learners receive a high quality, ambitious education.”</b> Ofsted p5. Inspection Framework</p>	<p><b>15. Develop better working for formative assessment</b> – 4 aspects of Culture of Pedagogy Power tools.</p> <p><b>16. Clear methods to check what pupils know,</b> can do and understand so that the right work is taught/informs teaching. Live Marking - See above. *</p> <p><b>17. Develop systems for recording on SIMS,</b> reviewing, seeing gaps, presenting your own data from SIMs.</p> <p><b>18. Maths: Review &amp; focus</b> – Objectives to be shared with yr groups to incorporate Space, Shape and Measure.</p> <p><b>19. Multiplication test in Yr4.</b> Creating competitions in class, Maths competitions for Problem Solving &amp; greater fluency in recall from Yr1 – onwards e.g. Timetables Rock stars, Professor Problimo</p> <p><b>20. Data: what, when and why &amp; what does it tell us...”</b> from this we know.” use it more explicitly &amp; coach others in using SIMs Programmes of Study to look further at data.</p> <p><b>21. Evaluate assessment objectives,</b> especially in IPC subjects, PSHE, History, and</p>	<p><b>22.</b> Teachers can all input, share, create reports based on their Sims data for both academic &amp; pastoral factors and progress.</p> <p><b>23.</b> Half termly clinics will result in all teachers and those with teaching timetables will input and have this moderated termly.</p> <p><b>24.</b> Maths competitions at least termly organised by Maths team will raise the profile and fluency of number recognition.</p> <p><b>25. Because we are teaching SS&amp;M</b> every term our data will show progress across each term, rather than a lump at the end.</p> <p><b>26. Maths Passports:</b> improvements in recall.</p> <p><b>27.</b> By having individual targets common mistakes are addressed &amp; targets are making a difference.</p> <p><b>28.</b> Because of the work of the Geography, History, RE, Art &amp; DT leaders IPC will have greater depth seen in books, home learning displays and learning walks.</p> <p><b>29.</b> Teaching Video’s created for all year groups.</p> <p><b>30.</b> Casual Admissions File on TO for all teachers to use &amp; find easily.</p> <p><b>31.</b> Casual Admissions have Wednesday pm lessons specifically looking at rapidly narrowing language gaps, putting them on a clear plan for teachers &amp; home to</p>

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	<p>Geography. Are they effective? Are they representing the Impact we want?</p>	<p>support to get the learners ready faster. Tracking of new pupils and outcomes Assessment and understanding learning better to get to our intentions because of how we are looking at the implementation of the curriculum. Our curriculum will be more explicit and more focused on what we want</p>
<p><b>Inclusion</b></p> <p>Effective deployment supports learning and narrows gaps. Because of this LSA's need to be coached &amp; trained in seeing the gaps, making steps to address the gaps &amp; make a difference to outcomes.</p>	<p><b>32. Weekly INSETS on pedagogy &amp; next steps</b> – so that LSA's have clear methods to check what pupils know, can do and understand so that the right work is taught/informs teaching.</p> <p><b>33. Half Termly training from SMT</b> on how pupils learn, how to extend pupils better &amp; Half Termly reviews need to be more focused on impact and changes they have made in their approaches.</p> <p><b>34. 5 INSETS across the year with 2.5 hours</b> targeted time for development with external professionals: SATL, EP, HSCP</p> <p><b>35. Targets set for pupils being supported both</b> academically using Pre-Key Stage judgements or Key Stage judgements</p> <p><b>36. Develop practical knowledge of:</b> Pen pals, Omi room, Sensory room, Clicker 6, Tuesday Well Being nuggets shared, and published to help others.</p> <p><b>37. Provision &amp; impact reports termly to track</b> all provision &amp; gauge whether it is money well spent or making a difference: short term, long term.</p>	<p>40. Increase in gaps being narrowed for pupils being supported in SEND, EAL &amp; other vulnerable groups. Half Termly updates with Phase Leaders looking at progress &amp; application of approaches.</p> <p>41. Data from the half termly meetings with Phase Leaders will show that pupil's gaps are being narrowed both academically &amp; pastorally.</p> <p>42. Learning Walks &amp; lesson observations &amp; videos created will show the strength of the interventions across Norbury: 3 videos per term e.g. STEP, how to support reading, how to support writing.</p> <p>43. LSA's part of data chats &amp; outcomes shared at teacher INSETs &amp; end of term summaries for Governors.</p> <p>44. Numbers trained, outcomes and evaluation shared at SMT+ half termly to see improvement</p> <p>45. CPD training and improved outcomes for pupils will show how the training programme has worked across the school.</p> <p>46. FFT Wave 3 provision for reading having at least 5 LSA's trained to deliver across the school.</p>

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	<p><b>38. Timetables updated, reviewed &amp; time for planning built in across all, with clear expectations.</b></p> <p><b>39. Training in key aspects of learning: marking, assessment</b></p>	
<p><b>EYFS</b></p> <p>Early adopters of the New EYFS Framework. Main focus – Developing the language rich environment. Secondary focus – maths in EYFS. “Making sure learners receive a high quality, ambitious education.” Ofsted p5. Inspection Framework</p>	<p><b>47.</b> Implement EYFS Framework as an Early adopter School.</p> <p><b>48.</b> 2. Train &amp; coach new staff into the New Framework and EYFS pedagogy.</p> <p><b>49.</b> 3. A language rich environment to be central to all areas of learning through books, interactions and modelling.</p> <p><b>50.</b> 4. Revise maths planning with an emphasis on embedding core skills to support the foundations of maths.</p> <p><b>51.</b> 5. Train &amp; coach year 1 into using Helicopter stories as part of their pre-writing across the year.</p>	<p><b>52.</b> Outcomes for writing will improve because of the language rich environment promoted through books, adult interactions and helicopter stories.</p> <p><b>53.</b> 7. Will see an improvement in writing outcomes for at least those pupils who are at expected at Baseline</p> <p><b>54.</b> 8. New staff will be consistent in their pedagogy, outcomes and be successful in staying in EYFS.</p> <p><b>55.</b> 9. Because of shared knowledge of EYFS subject leaders are better able to track pupils in EYFS and see how to develop other provision across the school.</p> <p><b>56.</b> 10. Because of greater awareness of EYFS, leaders can develop their understanding of early years.</p> <p><b>57.</b> 11. The maths foundations in the EYFS give the children a greater springboard into the national curriculum.</p>

<b>Well Being</b>	<b>How &amp; When</b>	<b>Measurable Outcomes</b>
<p><b>What &amp; Why</b></p> <p>From our Behaviour data &amp; survey’s we know that there is an increased need in supporting staff, parents &amp; pupils mental health.</p>	<p><b>1.</b> Link to the RRR curriculum: add in.</p> <p><b>2.</b> <b>Build on our HSCP work to introduce IHeart across year 6 &amp; HSCP Parent Engagement &amp; Involvement Award</b> to narrow gaps with parents – using their questionnaires to narrow the gaps e.g. role of governors</p>	<p>1. Have started the programme by IHeart &amp; reviewed by spring to see the impact on pupils. Less reds on PASS, pupils’ surveys’, behaviour records: look for improvements across the cohort. Report back termly. By Summer Term see a reduction in incidents compared to last year’s data.</p>

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From our LGBTQ+ questionnaires we need to develop understanding of what we mean by protected characteristics.

*"Making sure learners receive a high quality, ambitious education." Ofsted p5. Inspection Framework*

3. **Build on our HSCP work & increase KS1 referrals** from pupils & staff by 50%. From September promote the service, role-play, create a promotional video: IMAT Team supporting staff to refer, use strategies before referrals.
4. **Emphasis on supporting E-safety transition from home to school: Recovery & resilience – see above.**
5. **Zones of Regulation & support for behaviour & achievement letters sent home** to pupils who have behaviour points & signed. All pupils have zones in their classrooms visually, visuals on the playgrounds & around the school > Ping to parents & get replies.
6. **Explore & coach in behaviour and learning strategies** e.g. Attention Bucket (from EYFS)
7. **Specific Induction & on-going support for SMSA's** so that they continue to engage successfully with pupils both at times of calm & challenge e.g. emailing, reporting on Safeguarding or Discrimination Form, supporting SMSA's with literacy, with all having Reading Test
8. **Arts Mark:** where the Arts enable some of our most vulnerable to access learning & their emotions & adding this into our Jigsaw programme & see the outcomes for pupils improve: *"The setting can demonstrate the*

2. Increase engagement with Tom/Claudio & Nadja across the year from staff. Increased engagement with Education Support provider.
3. Zones of Reg clear around the school: corridors, playground. Further reduction in behaviour incidents across the school on Infant and Junior School Playground.
4. Due to behaviour and learning strategies improving behaviour, there will be a reduction in classroom and corridor behaviour incidents.
5. Due to greater expectations in online training, SMSA's will be part of a training programme for behaviour – all new SMSA's will have a reading test in their interview & all existing SMSA's will have taken the test and be supporting in developing language and computing skills.
6. Arts Mark embedded to enhance the learning & this explained to staff & governors in Spring & Summer terms.
7. Because of the Pastoral team delivering Circle Times, they are now consistently planned for and have a clear agreed format.
8. Because of Well Being part of our INSET agenda's there will be a Blog on DB sharing how staff are managing their wellbeing.
9. Because we have a specific leader for PSHCE the planning and delivery is more consistent across the school and is seen both in lessons and SIMs outcomes.
10. The House Points are consistently used, applied & are used by all staff. \*re-vamped Maria G September 2020
11. Well Being Questionnaire created that will self-signpost staff to services both in and beyond, as well as strategies. All appraisers to review anonymously these three times a

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	<p><i>impact of arts and culture in their PSED evidence. The whole setting shows an understanding of, and commitment to, equality of opportunity to arts and cultural experiences.” Arts Mark Gold Equality &amp; Diversity. **Move to curriculum</i></p> <p>9. <b>Circle Times</b> – coaching and teaching how to run one successfully- IMAT to lead on the format and coaching.</p> <p>10. <b>Mindfulness</b> – building on last year, explore how teachers have used it and make it a non-neg – though allow it to look different across all classrooms e.g. could be silence &amp; music, running outside.</p> <p>11. <b>Appraisals must include clear references to Well Being/Self-management</b> &amp; have strategies in <b>order to support &amp; Signpost</b></p> <p>12. <b>Behaviour Tips for parents</b> – what is developmental-norms, what aren’t, coaching to support: building on Parent programme *leaflet with visuals.</p> <p>13. <b>Staff Treat</b> across the terms. E.g. surprise “thank you” on desks, flowers, hoodies, masks</p>	<p>year. Should see better outcomes in staff attendance &amp; response to questionnaires.</p> <p>12. Leaflets created. Track feedback &amp; differences noticed via questionnaires.</p> <p>13. Because we are RRSA schools with the Rights of the pupils at the centre, our pupils will be part of inter-intra school sports &amp; other cross-curricular activities, which means the Pandemic will not have such a negative impact on provision.</p>
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<b>Leadership</b> What & Why	How & When	Measurable Outcomes
<p>There are new teams across the school, crucial that these teams are ready from 2<sup>nd</sup> September to meet the needs &amp; make a difference. COVID Lockdown &amp; Bubbles requires the best from all leaders at Norbury. <i>“Making sure learners receive a high quality, ambitious education.” Ofsted p5. Inspection Framework</i></p>	<ol style="list-style-type: none"> <li>1. Senior leaders check implementation of the curriculum &amp; pupils access the curriculum well, especially in Computing, Art/DT, History, Geography and Science and SEND provision: tracked and reviewed <i>“A senior leader drives and develops arts and cultural provision across all phases to establish and maintain good practice. Leadership makes sure all staff take responsibility for this and can provide evidence of the whole setting’s planning for arts and culture.” Arts Mark Silver Leadership Gold</i></li> <li>2. CPD tracked &amp; impact measured – using SIMS <i>“The setting can provide evidence of regular in-house opportunities for sharing and developing good practice in educators’ knowledge, skills and understanding of arts and cultural education.” Silver Arts Mark Continued Professional Development</i></li> <li>3. Manage spikes across the year &amp; mitigate impact where possible &amp; known.</li> <li>4. Pastoral &amp; The Arts provision: impact tracked against cost &amp; difference: <i>“The setting can provide evidence of established arts and cultural provision that makes sure all children and young people have opportunities to perform, see live</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Key groups are tracked termly, discussed via Data Chats &amp; gaps are being challenged &amp; narrowed.</li> <li>2. CPD – reviewed after each session &amp; termly, using the Teacher Summaries as the spring board into more development.</li> <li>3. Impact of the all the Pastoral provisions are tracked &amp; reported on to SMT+ &amp; governors so we can see value for money &amp; outcome. Case Studies will be part of this.</li> <li>4. Because there is support both internally and externally in school fewer staff take long term absences across the year.</li> <li>5. Because Leaders are ambitious for their areas and outcomes, pupils progress at least at 3pts across the year (2pts Autumn 20 – July 21).</li> <li>6. Because leaders are ambitious and thorough, pastoral provision and other provision is tracked with clear outcomes shared. Cost &amp; difference.</li> <li>7. Because of the INSETs across the terms, subject leaders have better knowledge of their subjects and have shared this with teaching teams.</li> <li>8. Because the Headteacher and other leaders report back to Governors and rigorous questions are asked, expertise, knowledge and quality of the curriculum will be an improved standard.</li> <li>9. Because interventions are timely and enhance learners the outcomes across the school are seen in progress being at least 3pt.</li> </ol>

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	<p>performances, and to create and evaluate artworks in a range of Media” <b>Arts Mark Gold Range of Offer</b></p> <ol style="list-style-type: none"> <li>5. <b>Enable new leaders</b> to have training termly both as part of IOE external &amp; internal best practice.</li> <li>6. <b>Subject leaders at all levels have clear roles</b> &amp; responsibilities to carry out their roles in curriculum design &amp; delivery</li> <li>7. <b>Subject leaders have the knowledge,</b> expertise and practical skill to design and implement a curriculum.</li> <li>8. <b>Leaders at all levels,</b> including governors, regularly review and quality assure the subject to ensure that it is implemented sufficiently well</li> <li>9. <b>Leaders ensure that interventions</b> are appropriately delivered to enhance pupils’ capacity to access the full curriculum.</li> <li>10. <b>CPD mapped across the school,</b> so that new knowledge can be shared, logged and gaps seen,</li> </ol>	
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