

# School Development & Improvement Plan

2021 – 2023

- Reading recovery
- Writing recovery
- Maths recovery
- Foundation curriculum subject leadership
- Embedding the Three IIs approach to teaching and learning

# PRIORITY 1: Reading Recovery

(Lead – Miss L Risby)



- ❖ Revisit and embed reading model
- ❖ All teachers will know the curriculum expectations of year group and the year above and below
- ❖ There will be the explicit teaching of VIPERS (**V**ocabulary, **I**nfer, **P**redict, **E**xplain, **R**etrieve, **S**ummarise)
- ❖ Providing appropriate challenge to all and meeting their learning needs
- ❖ Raise the profile and develop a love of reading in all children through....
- ❖ 100 book challenge
- ❖ Raffle tickets & book assembly
- ❖ Home reading journals
- ❖ Book week & World Book Day
- ❖ Teacher & Buddy Reading
- ❖ Having a weekly class reader
- ❖ Promoting our Reading Award
- ❖ Having timetabled visits to LaRC (Learning and Resource Centre)
- ❖ Booking Author visits
- ❖ Termly visits to Burgess Hill Library (when permitted)
- ❖ Ensuring Reading corners show child's progress with our 100 books challenge
- ❖ Introducing a Library loan system
- ❖ Encouraging Pupil voice through a questionnaire and listening to their views on reading
- ❖ To liaise with The Gattons Infant School to ensure consistency of phonics teaching approach where individual pupils are identified
- ❖ To train key members of staff in early reading approaches and phonics to support identified pupils
- ❖ ESL to research and introduce new phonics based resources for lower school classrooms
- ❖ ESL to create a reading policy to incorporate Ofsted's 3is (intent, implementation, impact) and outline whole school approach

## We aim to...

Raise outcomes

Improve the Quality of teaching & learning

Listen to Pupil voice

Put Policy in to practice

Provide Challenge for all groups

## PRIORITY 2: Writing Recovery

(Lead - Miss L Risby)



- ❖ Revisit and embed GPS coverage
- ❖ Discreet teaching of GPS (Grammar, Punctuation, Spelling)
- ❖ Plan for links to reading & writing
- ❖ Organise a Parent Workshop (pandemic permitting)
- ❖ Ensure consistent use of CGP books across the KS
- ❖ Capture learning & use washing lines to reflect learning
- ❖ Add to GPS toolkit each week
- ❖ Provide appropriate challenge to all and meeting their learning needs
- ❖ Using the standardisation exemplification material provided by STA (end of KS2) & WSCC (end of Y4 phase)
- ❖ Plan for termly writing moderation
- ❖ Facilitating opportunities for choice within writing when planning writing opportunities
- ❖ Raise the profile and develop a love of writing in all children
- ❖ Introduce TAP – **Text Audience Purpose**: TAP – to be displayed on washing lines
- ❖ Purpose and context to be explicit in all writing
- ❖ Stimulus for all writing to be creative, appropriate, purposeful and engaging;
- ❖ Plan for visits & visitors
- ❖ Provide enrichment & experiences to stimulate writing
- ❖ ESL to create a writing policy to incorporate Ofsted's 3is (intent, implementation, impact) and outline whole school approach

## **Priority 4: Develop Foundation curriculum subject Leadership**

(Lead – Mr M Blanchard)

- ❖ Subject leaders will have secure subject knowledge in their role
- ❖ e-Portfolio will be created
- ❖ Pupil voice will be captured and responded to
- ❖ Curriculum map will show sequential learning across the KS, building on previous skills and knowledge
- ❖ Skills & knowledge will be explicit in planning
- ❖ Purpose and audience will be evident in all planning
- ❖ Subject leaders know how the statutory curriculum is fully covered and are able to articulate and evidence.
- ❖ Staff will be kept updated with new developments; national or local
- ❖ Subject leaders will monitor and review their subject through classroom visits and planning scrutiny



# **Priority 5: Embed the Three IIs approach to teaching and learning**

(Leads – Extended Leadership Team)

## ○ Inside out learning

- ❖ Staff to include inside out learning in their planning where appropriate
- ❖ Staff to be supported in their understanding of the inside out learning approach

## ○ Interactive learning

- ❖ Staff will have a range of teaching strategies that reflect the school's approach
- ❖ Staff will have access to adequate resourcing to support interactive learning

## ○ Independent learning

- ❖ Staff will provide opportunities where children take risks and work and learn independently
- ❖ Mixed ability grouping, where appropriate, will facilitate support and guidance for all groups
- ❖ Staff will implement the C3B4ME approach
- ❖ Every classroom will have higher order vocabulary on display
- ❖ CPD will provide regular opportunities to share good practice
- ❖ Staff meetings to address any misconceptions and secure staff knowledge of the 3Is approach
- ❖ Peer to peer drop-ins and dialogue will continue
- ❖ INSET training with specific focus on pedagogical approach
- ❖ Collaborative work with other schools including our feeder school

