



Wingfield
PRIMARY SCHOOL

School development plan 2020-21

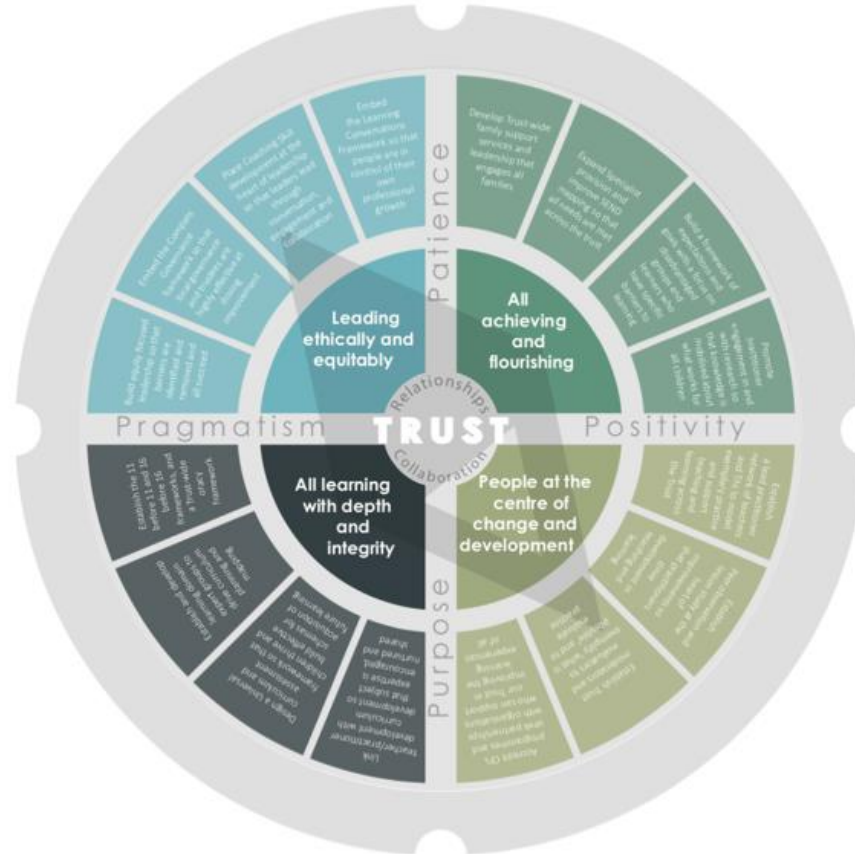
Education is the practice of freedom.
Paulo Freire

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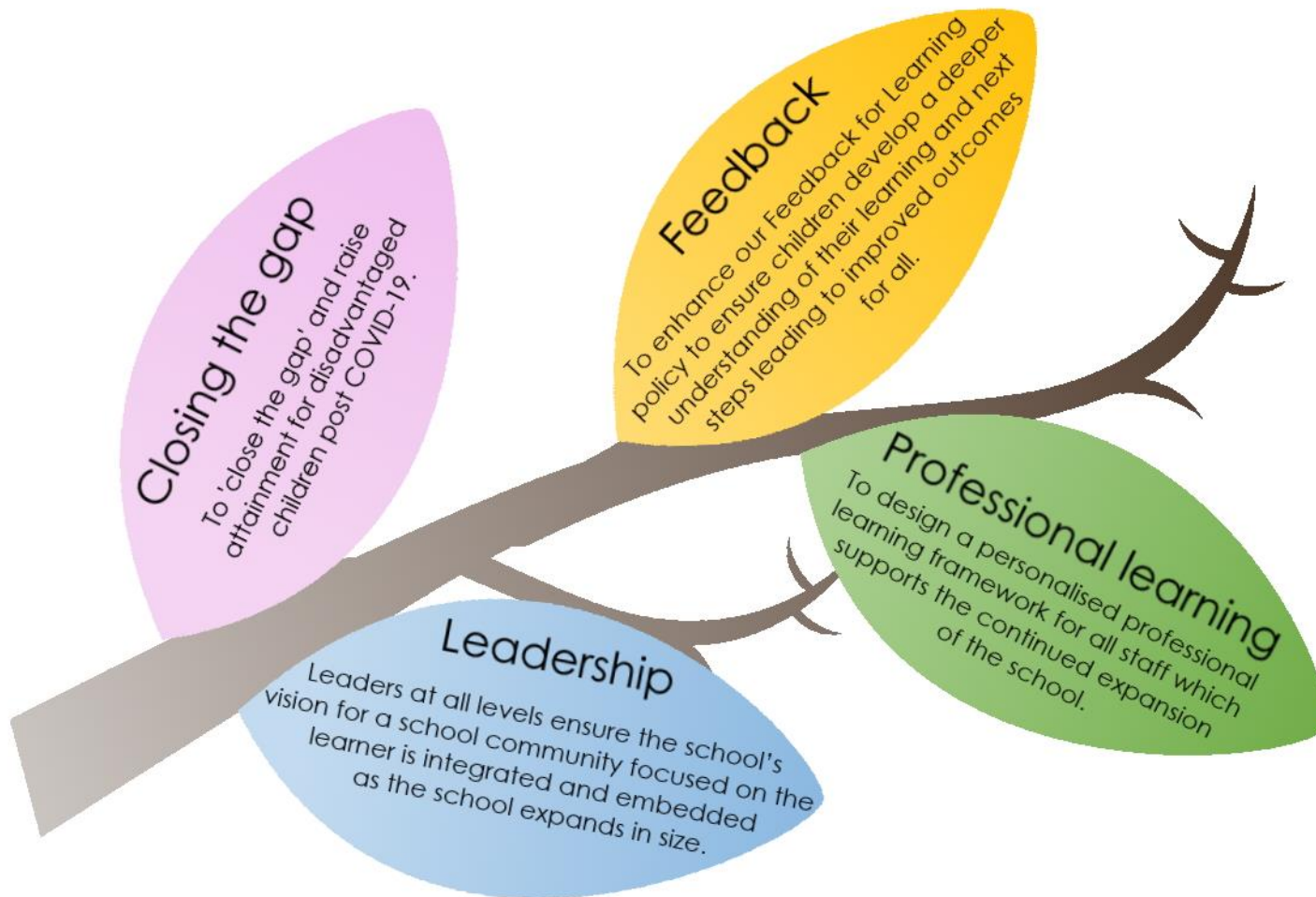
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The Compass Partnership of Schools

The Compass Partnership of Schools is an ethical and ambitious learning community that seeks to inspire every child to value their education, know themselves, understand others and work to create a fair, just and sustainable society.



optimism, ambition, resilience



Wingfield Primary School
Core Priorities 2020-21

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Closing the gap: to 'close the gap' and raise attainment for disadvantaged children post COVID-19.

Strategic aim	Key tasks	Accountabilities, timescales and milestones												Desired impact
		T1	M1	T2	M2	T3	M3	T4	M4	T5	M5	T6	M6	
To plan to address gaps in children's progress and attainment due to school closure.	Baseline assessments to be completed for all year groups and used to identify gaps. Gap analysis to be used to plan for how to address gaps in children's progress and attainment.	Class Teacher SLT	Baseline assessments have been completed. PDM to analyse and plan strategies based on results.	Class Teacher	Analysis of autumn 2 assessments dictate the continuation and adaptation of strategies to close the gap in children's attainment and progress.									Gaps in children's learning identified and effectively planned for.
	Curriculum progress is reviewed for every year group and a decision is made re. curriculum starting points when school re-opens.	Class Teacher SLT	Analysis of baseline data and end of year target setting based on children's starting points. All children's progress to be reviewed termly.											
	Teaching and learning in Year 2 and Year 6 to be reviewed to ensure all children meet or exceed the expected standard at the end of KS1 and KS2.	TA MB RS	End of year targets set for KS1 and KS2.											

<p>To review and make explicit the use of oral language interventions.</p>	<p>1:1 reading aloud and book discussion every day for all disadvantaged children. Volunteer adults support additional reading sessions with identified children.</p>	<p>Class Teacher</p>	<p>Utilisation of "early morning learning" to include 1:1 reading. Volunteers to be assigned to the lowest 20% of readers in each class.</p>	<p>SE</p>	<p>Volunteer adult schedule created and implemented</p>									<p>To ensure disadvantaged children engage in the explicit discussion of comprehension and reading skills in the classroom.</p>
	<p>The use of pre-teaching every day to explicitly extend the spoken vocabulary of all disadvantaged children. Wherever possible this should be for all subjects, including foundation subjects.</p>	<p>MB JD Class Teacher</p>	<p>iPad allocation to all classes allows all disadvantaged children access to pre-teaching activities. Class Teachers to assign pre-teaching tasks.</p>											
<p>To increase the use of peer tutoring.</p>	<p>To implement one of the following peer tutoring strategies for disadvantaged children:</p> <ol style="list-style-type: none"> 1. Cross-age tutoring. 2. Peer assisted learning. 3. Reciprocal peer tutoring. 	<p>Class Teacher Phase Leaders</p>	<p>Class teachers and Phase Leaders have selected a peer tutoring strategy for their class or phase.</p>											<p>To ensure disadvantaged children effectively consolidate their learning.</p>

<p>To ensure all children in EYFS, KS1 and LKS2 have secured the expected standard in phonics.</p>	<p>To complete baseline phonic assessments for all children in Reception, Year 1, Year 2 and Year 3. For those children not securing the expected standard intervention groups to be used to raise attainment in phonics.</p>	<p>Class teacher</p>	<p>Teachers to have assessed all children in EYFS, KS1 and Year 3 in phonics. Intervention groups created to support those not at expected standard.</p>	<p>Class Teacher</p>	<p>After autumn 2 assessments, intervention groups reviewed and adjusted, as necessary.</p>			<p>Class Teacher</p>	<p>After autumn 2 assessments, intervention groups reviewed and adjusted, as necessary.</p>					<p>To ensure all children aged 5 to 7-years-old have mastered the basics of reading.</p>
<p>To review and make explicit the use of social and emotional learning interventions.</p>	<p>SENCO and learning mentor to review social and emotional learning interventions and identify an effective intervention for every key stage. This would be in addition to circle time.</p>	<p>AW SM</p>	<p>Provision map updated with additional SEMC groups included. Reviewed family.</p>											<p>To improve attitudes to learning and social relationships for all disadvantaged children.</p>
	<p>Phase leaders to plan for a weekly whole class social and emotional learning intervention.</p>	<p>Phase Leaders</p>	<p>Class teachers prepare specific weekly lessons around social and emotional well-being.</p>											

To build on the use of technology developed during school closure to expand pedagogy.	Teachers to use videos to support pre-teaching for all disadvantaged children.	Class Teacher	All class teachers upload pre-teaching on the platforms Tapestry or Showbie for disadvantaged children to have access to.	SLT	Review the use of pre-teaching on Tapestry and Showbie. Autumn 2 data analysis identifies if pre-teaching intervention is to continue.									To improve access to learning for all disadvantaged children.
	Teachers to use Showbie to support flipped learning for all disadvantaged children.	Class Teacher	Introduced to flipped learning during closing the gap PDM. Teachers set learning on Showbie.											
	Home learning policy to be reviewed to build on the use of technology developed during school closure.			YM	Home Learning Policy includes updates on the use of learning platforms Showbie and Tapestry.									

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Leadership: leaders at all levels ensure the school's vision for a school community focused on the learner is integrated and embedded as the school expands in size.

Strategic aim	Key tasks	Accountabilities, timescales and milestones												Desired impact
		T1	M1	T2	M2	T3	M3	T4	M4	T5	M5	T6	M6	
Subject Leaders ensure that the key concepts of their subject are embedded within the curriculum by developing schemata for each subject.	Subject leaders create schemata by identifying key concepts and vocabulary for each year group within their subject responsibility.					TA JH	PDM on schemata held.					Subject Leaders	Schemata produced.	Pupils will know and learn key concepts relating to the topics they are studying. These will include, but not be limited to: historical dates, events and figures, geographical locations, key vocabulary and scientific principles. Teachers will be able to refer to these elements as they teach a topic to ensure pupils embed these crucial knowledge outcomes.
	Redesigned mind maps incorporate key knowledge for each unit of learning.										All staff	Redesigned mind map template is uploaded onto the Sharepoint.		
	In every classroom, teachers incorporate key vocabulary and concepts related to each unit of learning being learnt. This can take the form of: <ul style="list-style-type: none"> A display A washing line A surface display 	All	Classrooms demonstrate key areas of knowledge for the term's topic.											
Coaching and mentoring practises are embedded for leaders at all levels to ensure skills are shared amongst staff, and succession	PDC conversations identify opportunities for colleagues to find partners to engage with a form of coaching or mentoring in order to support developing practise.	SLT	SLT hold PDCs and identify potential partners to engage in coaching or mentoring.	All	All practitioners engage in coaching and mentoring with their chosen partners.	SLT	SLT review systems to refine and improve in further PDC.							Staff members are fully equipped to support each other in developing their own practise. Every colleague takes responsibility for the

<p>planning is in place. New staff members to the school quickly adapt to the vision and expectations of the school.</p>	<p>New staff members are paired with an experienced colleague to support them as part of their induction to the school.</p>	SLT	New staff members identified and paired with colleagues.	All	Support is ongoing throughout the year.															development of the practise and have structured support designed to make them achieve their career goals. New staff members are inducted successful into the ambitious goals of the school.	
	<p>PDM sessions introduce and train staff members in mentoring and coaching best practise.</p>	SLT	PDM held to embed skills.																		
	<p>CPD opportunities for emerging and developing leaders are incorporated into the PDM schedule.</p>	SE	PDM schedule is reviewed by SLT.																		
	<p>Members of SLT embark on or embed coaching techniques within their leadership.</p>	Phase leaders	Embark on training programme.																		
	<p>Monitoring systems are reviewed to ensure that outcomes for disadvantaged learners are in line with their peers. Support is put in place to narrow this gap if needs be.</p>	SLT	Monitoring practises are reviewed and revised to ensure all staff members are tracking this issue effectively.																		

<p>New phase and year group teams foster a culture of support and collaboration designed to secure the strongest possible outcomes for the children in their care. The senior leadership team will embed a degree of succession planning designed to ensure that this culture continues as the school expands.</p>	<p>New phase teams engage in activities designed to foster a culture of high expectations and support. These activities could include, setting expectations, goal setting, contracting etc. Leaders address accountability within their teams (including their own.)</p>	All	Dedicated phases meetings held in September inset days.											<p>All staff members actively and authentically contribute to the school's vision of a community focussed on learners.</p>	
	<p>Phases will incorporate a level of year group leadership designed to embed effective organisation within an expanding school. This will support succession planning by developing leadership skills at all levels.</p>	EYFS KS1	Practices are pioneered within Reception and Year One.					SLT	Practices are reviewed. SLT begin to anticipate teams for academic year 2021 – 22 and appoint accordingly.						
	<p>Additional support for NQTs and NQT+1s is put in place in light of reduced classroom experience due to COVID-19 outbreak.</p>	SB SLT	Needs of individuals are reviewed. Additional support and mentoring is put in place.												
	<p>An NQT+1 mentor to be appointed.</p>					SLT	NQT + 1 mentor appointed.								

	An early career framework programme to be designed to support NQT+1 staff.										YM SP	Early Career framework programmer designed and shared with staff.	
	SLT will embark on a degree of succession planning, ensuring all levels of school leadership (HT, DHT, AHT, Phase Leader) have individuals equipped to take on board these responsibilities if and when it is necessary.					SLT	SLT meet to discuss potential maps of succession in light of expanding school for academic year 2021 – 22 and CPD discussions.						

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Professional learning: to design a personalised professional learning framework for all staff which supports the continued expansion of the school.

Strategic aim	Key tasks	Accountabilities, timescales and milestones											Desired impact			
		T1	M1	T2	M2	T3	M3	T4	M4	T5	M5	T6		M6		
A personalised professional learning framework for all staff is developed that is reflective and responsive to the professional needs of all colleagues.	A survey is conducted to evaluate the professional expertise and needs of staff. Analysis of data is used to design a personalised professional learning framework.	SE JT AW	Survey of expertise created and completed at PDM.	SLT	Analysis of expertise completed.	AW JT SE	Personalised professional learning framework completed.									Teachers are able to master a range of subjects and ensure that the entire curriculum is taught with a level of mastery. This ensures, all learners benefit from a deeper understanding of the curriculum.
	Subject leaders attend specialised training opportunities from outside providers to ensure a depth of subject knowledge is achieved.	All subject leaders	Subject leaders research and identify training opportunities that will have a positive impact on their practise.			SE	Complete bespoke professional Learning schedule and share with all staff.					All staff	All staff attended training tailored to their needs.			
	Subject leaders identify key texts for each year group relating to their area of expertise. Key texts could include websites or other online resources.	SE JT AW	PDM on professional learning completed.	All Staff	Subject leaders research key texts and include in curriculum framework	All subject leaders	Compile a canon of text and website resources that can be shared with staff.	All subject leaders	Agreed books purchased.							
	Every subject leader has the opportunity to lead a CPD session designed to deepen their colleagues' understanding of and ability to teach their subject.			SE	PDM schedule completed to include subjects specific PDMS lead by leaders.	GB SB	Geography, Science and History PDMS completed.	HB RH	PSHE and MFL PDMS completed.	PM PJ GE DW	Music, PE and DT PDMS completed.	CR ST JD MB JT	RE, Adventure learning and Computing PDMS completed.			

	Subject leaders continue to work with colleagues across the Compass Partnership to find opportunities to develop and expand their practise in collaboration with others.	SE	Determine opportunities available this year for subject leads and share.								Subject leaders	All subject leaders completed collaboration with compass.		
Subject leadership is developed further to ensure that expertise is disseminated and embedded within all colleagues.	To design and implement an online subject leader folder including the use of audio and video recordings.	SE MB	Exemplar folder created and shared with staff.	Subject leaders SE	All online subject Folders created.						Subject leaders	All subject folders are online and include the use of audio and video recordings.	All subject leaders work towards becoming subject experts.	
	To re-design the subject leader folder monitoring pro forma so that it supports the use of an online subject leader folder e.g. expectation to use audio recording for pupil voice, etc.			SE	New subject leader folder monitoring pro forma completed and shared with staff.						SE	All subject folders monitored every term using the new pro forma.		
	To design and implement a measure of progress within assessment across the curriculum.							YM JH SE	Identified method to measure progress in curriculum subjects.			YM JH SE		Assessment across curriculum progress measures completed.
	To re-design the subject dashboard to include a measure of progress.							YM JH SE	Subject dashboards completed.			YM JH SE		Subject dashboards completed.

The school implements a peer mentoring network focussed on the mental health and well-being of all staff.	A senior leader and a member of staff to qualify as a mental health first aider.	AW SM	Training to be completed.																			All staff supported with their mental health and well-being.		
	School devises mental health and well-being systems designed to support the school. This is disseminated amongst the workforce.			AW	First aid policy completed.	AW SM	Positive mental health practices are shared amongst staff.																	
	All staff to complete online mental health first aid training.					All staff	First aid training completed.																	
	A school representative engages with the Compass mental health focus group.	AW SM		Initial meeting with Compass mental health group attended.																				
	A PDM to be delivered focused on the recommendations from the Compass mental health focus group.	AW		PDM delivered.																				

	A senior leader and a member of staff to complete bereavement training.	AW SM	Bereavement training completed.											
	A bereavement policy is created.				AW	Bereavement policy completed.								
	To set up a peer buddy system for staff so that all staff have the option to check in and discuss issues related to COVID-19 if they would like to do so.	SE AW JT	Peer buddy system in place.								SE AW JT	Peer buddy system embedded.		

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Feedback: to enhance our Feedback for Learning policy to ensure children develop a deeper understanding of their learning and next steps leading to improved outcomes for all.

Strategic aim	Key tasks	Accountabilities, timescales and milestones												Desired impact	
		T1	M1	T2	M2	T3	M3	T4	M4	T5	M5	T6	M6		
Embedded monitoring systems are reviewed to ensure school leaders have opportunities to develop effective outcomes for pupils across all year groups.	Existing monitoring forms are reviewed to ensure they are learning focused and clearly indicate positive steps teachers can make to improve the learning in their classroom.			SLT DM HJP TA JH	Review pre-existing forms and draft new versions.										The school has a system of effective formalised monitoring practises that ensure a rigor of teaching and strong outcomes for all learners. Monitoring considers narrowing the gap between disadvantaged learners and their peers.
	Monitoring systems are reviewed to ensure that outcomes for disadvantaged learners are in line with their peers. Support is put in place to narrow this gap if needs be.	SLT	Monitoring practises are reviewed and revised to ensure all staff members are tracking this issue effectively.												
	Evaluate all stakeholders' views on current feedback for learning policy. This will include: <ul style="list-style-type: none"> Class teacher survey Support staff survey Children survey – focus group – pupil voice. - How did the feedback you received in lock down help you? HI and AW to survey 1:1 staff and children 	MB YM PM HI AW	Surveys created, distributed and analysed.										Feedback, collate and understand views of stakeholders regarding feedback for learning.		

	PDM held evaluating Feedback for Learning policy.	MB YM PM	PDM delivered. All teaching staff attend and contribute, and ideas recorded for new systems. Key themes collated.										
The school designs a programme for teachers to research alternative approaches to feedback for learning.	Research and journal articles collated to share with staff.	MB YM PM	Articles and research gathered.	All teacher	PDM held to distribute to all teachers Time to read and present back in PDM.								Teachers' professional development actively engaged in research process. All teachers to have researched feedback for learning approaches and shared findings of preferred feedback for learning.
	PDM delivered to share research articles or approaches.			All teacher YM PM	PDM to be led by SLT to distribute to all teachers. Teachers to read and interpret research.								

	PDM to feedback and share thoughts on research.			All teacher	Two weeks later, staff to feedback and present ideas on research.								
The school researches additional and alternative approaches to feedback for learning through the engagement of action research.	Action research undertaken by class teachers and 1:1 support staff.			All teacher 1:1 staff	Following the PDM teams to decide on an approach to trial in Spring 1. Teachers to complete form to indicate their chosen style of feedback.	All teacher 1:1 staff	Teachers to carry out action research.						SLT to be confident in the varying approaches to feedback for learning that will be trialled across the school. Teachers will be actively engaged in the action research process.
	Feedback collated on trialled research.					MB PM YM	Create and share feedback survey with staff – collate findings from action research.						
	Staff discussion to decide on which feedback styles to be used.						SLT		Following collated survey results, SLT to decide on new approach to feedback for learning.				

	<p>PDM to disseminate new approach to feedback.</p> <ul style="list-style-type: none"> Share with teaching staff Share with support staff Share with governing body 							YM PM MB	PDM to share final selection for feedback on learning policy.					
	<p>Pupil voice re: new approach:</p> <ul style="list-style-type: none"> Assemblies Focus group discussions (school council) Specific lessons set aside with class teacher Online archiving of pupil voice sessions to be implemented. 							YM MB PM	Assembly delivered to the school, demonstrating how marking will happen.					
<p>All stakeholders develop a Feedback for Learning Policy that informs the children of their next steps and end goals. An effective Feedback for Learning Policy design ensures children's outcomes are at least the national standard.</p>	<p>Feedback for Learning Policy to include explicit changes in expectations.</p>					SLT	Current policy reviewed within phases. Establish what is needed from policy. SLT to agree changes within policy.	SLT	Draft a new policy. Devise clear criteria for all to adhere to across the curriculum.					<p>Feedback for Learning Policy will be created and implemented. Guidance will provide staff with clear understanding of how to feedback across all curriculum subjects. Children will have a deeper understanding of their feedback and the next steps towards their end</p>
	<p>Share policy and expectations with all stakeholders (staff, parents, governors etc).</p>									SLT	Feedback for Learning Policy shared with teaching staff.			

	Generate exemplars to demonstrate the expectations for effective feedback.									SLT Subject leaders	Design book expectations to reflect the changes in the Feedback for Learning policy.			goals.
	Monitoring proformas are updated to be in accordance with new Feedback for Learning Policy.									MB YM PM	Marking section on monitoring forms are updated and shared with Teaching staff.			
	Book expectations updated to include examples of the new Feedback for Learning Policy.									DM HP TA JH	Book expectations updated.			
All stakeholders are engaged in the implementation of the new approach to feedback learning and the updated policy.	Incorporate new Feedback for Learning Policy into monitoring schedule.									SLT	Monitoring schedule and practises are reviewed in light of an updated feedback for learning schedule.			All stakeholders are applying the new approach to feedback based on action research.

	Monitoring takes place within phases using the new pro-forma phase teams to meet and peer-review outcomes.											Phase leaders	Monitoring within teams to see how the new policy is going and if it is being implemented effectively.	
	The approach is implemented with children. Teachers to begin using the new feedback policy on all pieces of learning. Children to follow feedback guidance.											All staff	Children begin responding to feedback in accordance to policy outline.	