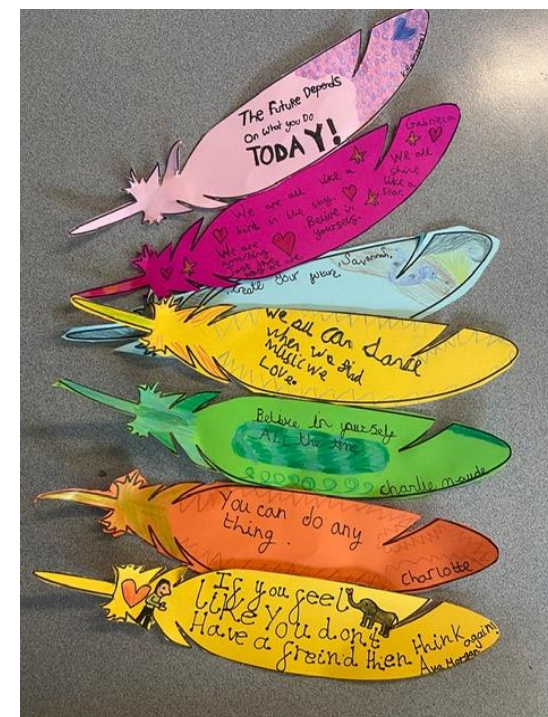
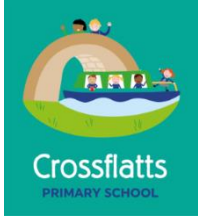


Crossflatts Primary School

SCHOOL DEVELOPMENT PLAN 2020-21





Crossflatts Primary School



Our Core Values:

Courage, Honesty, Independence, Determination, Respect, Care & Understanding, Initiative, Responsibility, Honesty, Confidence and Self-esteem.

Our Vision:

‘Come as you are and leave at your best.’

School Development Plan Key Priorities 2020/21

Our Plans for Improvements:

Our priority as we step into 2020/21 is establishing a new normal in school which acknowledges that some children and staff will need more time than others to adjust. We will primarily ensure that we provide an environment that is safe and enables learning to take place. We will maintain rigour in the teaching of our curriculum and our high expectations will drive learning forward for all pupils across the curriculum.

1. Well-being – to ensure staff and pupils are learning/work ready following a period of school closure due to Covid-19 by establishing clear routines and expectations and providing targeted support where required.

2. Quality of Education - To implement and embed the school's revised non-core curriculum and to ensure provision of a core curriculum which enables every pupil to make accelerated progress from their September baseline assessment and get back on track, reaching their full potential

3. Leadership and management – subject leaders will implement the revised curriculum and monitor the curriculum offer, making certain that children are accessing a well-balanced and broad curriculum in order to develop their understanding and retain what they have been taught. Curriculum leads will feel empowered to scrutinise and monitor the curriculum, providing the leadership team with an accurate overview.

Priority 1: Well being - to ensure staff and pupils are learning/work ready by establishing clear routines and expectations and providing targeted support where required.

What we are aiming for...	What we are going to do...	Person / s responsible	Resources / costs	What we will see by December:	What we will see by April	What we will see by July
Children who have a high level of wellbeing and involvement ensuring their capacity to access learning	<p>Universal support</p> <ul style="list-style-type: none"> All children will be assessed within the first 2 weeks using the Leuven scale Activities, celebrations and experiences to promote well-being of pupils and staff Ensure many positive and happy experiences in school including, big start, Halloween disco, pantomime, stories with Santa <p>Focused support</p> <ul style="list-style-type: none"> Where concerns are identified, small group support led by the teacher/LSA will be delivered which will be a combination of class time and additional booster. Ensure Pupil Premium children are identified and bespoke intervention is provided <p>Targeted support</p> <ul style="list-style-type: none"> Where a child with a low score is identified, specialist support will be provided Bereavement support for those children/families identified Referrals to external agencies where concerns have been identified Provide/receive an update for CP/CIN/Early Help/Vulnerable families through contact with social worker and other external bodies School nursing referrals for children returning with additional/alterd medical concerns (not neglecting mental health) 	<p>Class teachers</p> <p>Class teacher/LSA</p> <p>Learning mentor/mental health first aiders</p>	<p>Recovery budget (booster and small groups proposed £20 000)</p> <p>SEMH - £3000</p> <p>E19u</p>	<p>Baseline data analysed, groups identified and focused support delivered on a daily/weekly basis. 95% children accessing learning happily and engaging in school life</p>	<p>Pupils in focused and targeted support groups accessing learning in the classroom with a high level of involvement using strategies developed</p> <p>100% pupils will be demonstrating at least a 3 on the Leuven scale</p>	<p>Children fully engaged in school life, scoring above 3 on the Leuven Scale</p>
Staff who are successfully able to fulfil their role despite the challenges faced	<p>Universal support</p> <ul style="list-style-type: none"> All staff will be assessed within the first 4 weeks using the well-being scale Additional PPA time of 30 minutes per week will be given to teachers to allow them to lead learning for children at home as contingency preparation in the event of school or class quarantine. 	SLT	E19 Recovery budget – staffing - £1500	Supported staff are 'work-ready', confidently leading teaching and learning both in the classroom and at home.	Continuation of support. Staff will feel motivated and trusted to continue the learning	All staff happily working. High levels of attendance and involvement in

through Covid-19	<ul style="list-style-type: none"> • Provide training which will uplift and motivate staff to deliver quality first teaching • Regular communication with all staff to ensure they are well informed and have clear expectations – weekly briefing, blog shared, communication tree • All staff will be encouraged to take a proper break. Microwaves, fridges and kettles will be provided in breakout areas. <p>Focused support</p> <ul style="list-style-type: none"> • Where required, support will be offered from base managers and SMT <p>Targeted support</p> <ul style="list-style-type: none"> • Staff will be directed to SLT and support from external agencies will be accessed where necessary 			Healthy work/life balance – regular informal conversations and half termly staff surveys		all aspects of school life – Covid-related absences be excluded from data
Children who are learning ready and demonstrating positive learning behaviours	<p>Universal support</p> <ul style="list-style-type: none"> • PSHE to focus on change, anxiety and mindfulness – Dimensions curriculum • Environments to be current and engaging and provide opportunities for celebrating children's outcomes. • Weekly focussed conversations on vocabulary and emotional literacy using books about perseverance, resilience and mindfulness – linked to core values. Emotional literacy support assistant (ELSA). <p>Focused support</p> <ul style="list-style-type: none"> • Learning mentor to speak to families who have experienced trauma/change in circumstances – what help do they need? • Acknowledge children who need respite from 'work' and need extra space i.e. time out to read and relax. Provide safe and comforting spaces for children who may need 'a break'. Additional learning mentor time as required. • Adaptations will be made to our support and curriculum offer to ensure inclusion of every pupil. 	<p>Individual class teachers</p> <p>Learning mentor</p> <p>Mental health first aiders</p> <p>LSA's</p>	Recovery budget – ELSA resource £800	<p>All children accessing learning – learning behaviour averages will be between 1 – 1.5</p> <p>High levels of attendance in line with national average</p> <p>PSHE sessions that are prioritised</p> <p>Highly motivational and engaging classroom environments</p> <p>Positive learning behaviours celebrated weekly in the classroom</p>	<p>Motivated children who are in control of their own learning and fully understand the responsibility they have to move their own learning forward – in line with learning behaviour expectations</p>	<p>Consistent learning behaviours across the school leading to positive learning outcomes for all pupils based upon their September baseline</p>

Open and regular communication with parents to enable them to support their child	Universal support <ul style="list-style-type: none"> Maintain communications through Class Dojo and sharing of class work with parents to maintain that 'connection' Continue to send a weekly blog, keeping parents updated. Establish up-to-date contact details (especially emails) from parents, through data collection forms. Brief daily communication to families from each class – photo, video, snapshot of learning In any future periods of lockdown, phone calls will be made directly to families immediately. Create an opportunity for collaborative thinking between parents and leaders Target support <ul style="list-style-type: none"> Resource packs provided for parents to support home learning 	SLT Individual class teachers	Recovery budget £3000	All children and parents signed up to class dojo and actively using on a daily/weekly basis A blog reliably and consistently sent weekly Up to date data collection Parents that are well informed and understand the measures in place should there be a bubble or whole school closure	A home learning platform (class dojo) that is well established and used regularly for weekly homework as well as any periods of lockdown / isolation also used as a positive parent/teacher platform	Ongoing, frequent communication with parents allowing efficient and effective home learning
Regular routines and expectations to be established to ensure children feel secure	<ul style="list-style-type: none"> Ensure structure in the timetable and clarity in expectations to provide a clear and well-considered framework for children. Timetable of the week, shared with children so they can predict what is coming next. Daily diet of reading, writing and maths. 	SLT All staff		A quickly established timetable rooted in consistent implementation Consistent high expectations of behaviour and outcomes Reading, writing and maths on the timetable every day	Established routines Happy pupils, attending school who are familiar with the routines	Clear routines that have enabled children to get back on track (to their expected progression point post Covid)

Regular attendance of all pupils	Universal support <ul style="list-style-type: none"> Build confidence in parents by sharing of information to ensure they are comfortable with their child attending school. Complete daily and timely attendance registers and submit daily DFE attendance record Focused support Quickly identify groups of children that are not attending as regularly as expected. Follow this up with phone calls and a visit home, where necessary Targeted support SLT to conduct home-visits for those children with a particularly poor start in terms of attendance. 	SLT/SMT (RP) All staff Admin team		Attendance in line with national expectation A clear system for recording non-attendance, followed up by SLT where necessary	All children regularly attending school – apart from Covid-related absence.	Consistent, regular attendance of all pupils in line with national expectation (Covid 19)
A Covid secure environment which meets current guidance and legislation	Universal support <ul style="list-style-type: none"> SLT will be responsible for implementation and communication of the risk assessment and all Covid secure measures 	SLT Governors		Stakeholders who are knowledgeable of the risk assessment This will have been reviewed regularly, at least every half term	An up to date risk assessment that is embedded in the daily routine of the school.	An up to date risk assessment that is in line with national guidance and fully meets all requirements.
A sense of community where children are taught about values, principles and expectations	Universal support <ul style="list-style-type: none"> Class assemblies to still maintain a 'togetherness' and weekly HT assemblies celebrating the successes of the week. Weekly class Dojo assemblies, focusing on well-being. Re-visit the school values and 'over-communicate' this in correspondence with children. Develop the use of DoJo points to foster good learning behaviours and attitudes. Relate these to the school values and new protective measures. A partnership with 'Culture Blox' which promotes our values across the community 	SLT		Weekly assemblies timetabled and delivered by HT. Children actively display values through behaviour and attitudes to learning. Motivated children, keen to achieve and gain dojo points	A whole school culture with the deeper values of our school at its epicentre – learning behaviours, children/parent surveys and questionnaires	

Priority 2: Quality of Education

To implement and embed the school's revised non-core curriculum and to ensure provision of a core curriculum which enables every pupil to make accelerated progress and reach their full potential

What we are aiming for:	What we are going to do:	Person/s responsible	Resources / costs	What we will see by December	What we will see by April	What we will see by July
<p>An accurate baseline following school closure which provides a starting point for each child</p> <p>A well matched curriculum in response to the baseline assessment</p>	<p>Universal support</p> <ul style="list-style-type: none"> Discrete and well-thought out teacher assessment which provides a baseline and identifies each individual child's priorities. Provide staff with further explicit instruction and metacognition training Access to a wide range of resources – classroom secrets, Twinkl, Ed Shed <p>Focused support</p> <ul style="list-style-type: none"> Identified target groups Acknowledge child voice and give consideration to the wishes of the child in terms of pace of learning to ensure they are not further disengaged. Promote independent learning for those that have become particularly reliant on an adult (through home-learning). Ensure that appropriate groups receive curricular support but that scaffolding is withdrawn quickly so that emphasis is placed on children being independent learners. Acquire Clicker 8 across the school, including Clicker at home, and train staff Oracy intervention to boost language development. <p>Targeted support</p> <ul style="list-style-type: none"> Children who have not engaged in any home-learning to receive specific focus/intervention to support them in quickly returning back to pre-COVID level. Teacher and LSA support to identify and focus on specific children. This is to be reflected in the child's learning plan and results of which are evident in intervention activities and booster support – 90% pupils to reach their termly targets Appropriate adults to work safely with children, by way of intervention – this is not to occur during core subject time, but 	<p>SLT/SMT</p> <p>All class teachers</p>	<p>Recovery budget</p> <p>Resources £500</p> <p>£19</p> <p>Assessment materials £1000</p> <p>Diagnostic materials - £600</p>	<p>30% of children will have made accelerated progress towards being back on track</p>	<p>A further 30% of children will have made accelerated progress towards being back on track</p>	<p>All children have made at least expected progress from their September baseline</p> <p>85% pupils are back on track</p>

	through agreement with the Class teacher about the child's priority learning.					
To provide a reading curriculum which secures accuracy, fluency and understanding	Universal support <ul style="list-style-type: none"> Daily reading lessons that foster the love of reading and book enjoyment, but that focus on communication and language. Focused support Additional reading sessions and opportunities to share and enjoy books within the school day Targeted support Access to Booster sessions, led by LSA 's and teachers in addition to the universal offer beyond the school day Specialist interventions and programmes eg. Easy read, toe by toe, 20:20 	SLT English lead(LB)	Recovery budget E19f	Evidence in books and outcomes that reading is being taught discreetly every day Booster sessions running daily alongside one to one intervention for targeted children	85% pupils back on track - all children have made at least expected progress from their September baseline	
To provide a maths curriculum which secures accuracy and fluency in mathematical concepts which can then be applied	Universal support <ul style="list-style-type: none"> Daily maths lessons to include mastery Daily arithmetic lessons Maths is to focus on number work with a daily arithmetic session. TT rockstars to be accessed regularly to support automaticity of recall. Focused support <ul style="list-style-type: none"> Place value and calculation interventions. 	SLT Maths lead(RA)	Recovery budget E19e	Daily arithmetic lessons Improved accuracy and fluency overall 30% of children will have made accelerated progress towards being back on track	A further 30% of children will have made accelerated progress towards being back on track	– 85% pupils back on track - all children have made at least expected progress from their September baseline
To provide a writing curriculum which is skills based and	Universal support <ul style="list-style-type: none"> A focus on handwriting to quickly re-establish high standards – not necessarily explicit sessions, but a heavily promoted class culture of the Crossflatts standard 	SLT English lead(LB)	E19f Recovery budget £70	Handwriting of a high standard throughout the school	A further 30% of children will have made accelerated progress	85% pupils back on track - all children have made at least

promotes creativity	<ul style="list-style-type: none"> Writing is to be daily and across the curriculum. Lots of short-burst writing to promote writing stamina, but also revision of skills Spelling books intervention introduced for those children who are ready. Heavily promoted class culture of the Crossflatts standard. <p>Targeted support</p> <ul style="list-style-type: none"> Introduce and implement 'Speed up' and 'Write from the start' 			Models of excellent handwriting displayed across the school 30% of children will have made accelerated progress towards being back on track	towards being back on track	expected progress from their September baseline
To implement and embed our reviewed non-core curriculum	<p>Universal support</p> <ul style="list-style-type: none"> Topic based engaging curriculum which begins with a whole school topic 'our wonderful world' Non-core curriculum will be centralised and shared to inform long, medium and short term planning Introduce and embed the use of class dojo as our online platform for directing learning Broaden our PE curriculum due to the limitations of Covid – forest schools training days <p>Focused support</p> <ul style="list-style-type: none"> Computing curriculum to focus on online safety and the use of class dojo as a platform for sharing and celebrating learning. PE curriculum to focus on fitness – children are to actively increase their activity levels. PE premium to be allocated to specific areas for development in order to enhance PE provision Gaps in non-core curriculum to be addressed at the commencement of new topics – Launch pads 	SLT English lead(LB) All Teaching Staff	Curriculum budgets <i>Recovery budget £1050</i>	A reliable online learning platform, accessible to all that runs in parallel with classroom teaching and reinforces key learning through carefully set homework tasks. Staff use reviewed planning documents to lead the teaching and learning in their classroom	All eaders will monitor the implementation of the reviewed curriculum and evaluate its success, making changes in light of observations	A non core curriculum which is rooted in the solid consensus of the school's leaders at all levels about the knowledge and skills pupils need in order to succeed in later life. This will be implemented consistently and effectively across the school.

<p>In phonics, ensure all staff members are well trained, resourced & motivated to make appropriate and precise provision.</p> <p>To make sure our leaders & governors know about phonics</p> <p>To ensure all of our parents are involved in their children's phonic development.</p>	<p>Universal support</p> <ul style="list-style-type: none"> Phonics / spelling to be delivered daily and with rigour, revising sounds that children may have forgotten. Phonics groups established – RWI phonics delivered daily to close any gaps. Give teachers the opportunity to learn from one another by observing one another & giving each other advice & support. Regularly review children's progress so that impact of approach can be continually measured so we know what's working well and what isn't Governors understand the strengths and weaknesses in phonic teaching and learning at our school. Complete a questionnaire for our children who learn phonics asking our parents how we can support them to support their child at home with phonics? Provide information for parents on how children learn differently in phonics and the systematic approach we adopt in school. Have online phonic master classes for parents with their children so they can work with their child on developing their phonic knowledge and understanding 	ND/CT/RP		<p>Y2 phonics screening demonstrates that children have made accelerated progress Our plan has been implemented and its impact evaluated; governors have been informed of the progress and impact of plan. Parents will have engaged with phonics training</p>	<p>A clear and consistent approach to phonics visible across the school. 80% pupils will have made at least expected progress from their September baseline</p>	<p>Y1 phonic screen Phonics score above national. 90% of children achieving Phonic screen pass.</p>
<p>A continuation of learning in the home in the event of bubble / school closure</p>	<p>Universal support</p> <ul style="list-style-type: none"> Send invites to every family for class dojo as this will be our shared learning platform. Develop a system of leading learning from home which is current, progressive and enable children to be on track Regular contact with families/children who are learning at home, including daily dojo contact and weekly phone calls Communicate with parents so they know what to expect in the event of bubble/school closure <p>Focused support</p> <ul style="list-style-type: none"> Launchpads will be used to establish a baseline enabling staff to group children so they can progress <p>Targeted support</p> <ul style="list-style-type: none"> Where necessary individual provision will be made through class dojo and in some cases zoom calls. Provide additional support materials for those individuals for who the dojo learning platform is not acceptable 	<p>SLT ICT lead</p> <p>All Teaching Staff</p>		<p>All families connected to school via class dojo within 2 weeks of reopening All parents understand the system in place should bubble/school closure occur</p>	<p>Feedback from teachers is being used so children are able to make progress through their home learning and any misconceptions are being addressed. Children will continue to make progress at home.</p>	

Priority 3: Leadership and management

Curriculum leads will ensure implementation of the revised curriculum and monitor the curriculum offer, making certain that children are challenged and progressing through a well-balanced and broad curriculum. Curriculum leads will feel empowered to scrutinize and monitor the curriculum, providing the leadership team with an accurate overview.

What we are aiming for:	What we are going to do:	Person/s responsible	Resources / costs	What we will see by Dec	What we will see by April	What we will see by July
A secure senior leadership team who work collaboratively to lead the school through a period of recovery	<ul style="list-style-type: none">Ensure a rigorous risk assessment is in place that makes our site is Covid secureSupport staff to deliver a revised curriculum which is robust and rigorous and allows children to make accelerated progressBuild curriculum leaders who confidently lead subjects across the school and provide a rich and varied curriculum that is rigorously monitoredManage and disseminate a recovery budgetMaintain high expectations and standards from all staff and pupils	CT/ND/LB/RP		A clear, up to date risk assessment, published Parents, who are aware of the measures put in place A staff workforce who feel confident, secure and happy to work within the new 'normal' A rich and progressive curriculum being delivered by all teachers	Children making strong progress with significant proportion being back on track A positive and motivated team who continue to drive school improvement	
Curriculum leaders who implement and embed a revised curriculum which is challenging and progressive	<ul style="list-style-type: none">Appoint subject new subject leads for computing and scienceCollate and evaluate revised curriculum plans for all subjects and foster a culture of 'plan, do, review'Provide opportunities for curriculum leaders to monitor and scrutinize the quality of challenge within their subjectBring the Challenge model to the forefront of all teaching and learning through staff training and base manager input at PPASLT talk to children and look in children's books to find evidence which reflects our children's daily diet of challenge.Teachers to demonstrate over time how every child is being challenged appropriately so they can make the most progress they are capable of in all of their learning.Provide a framework which enables leaders to share what they find out with SLT, governors and each other.	CT/ND/LB/RP Subject Leaders. All Teaching Staff	E19	Computing and science leads appointed, subjects audited and action plan developed Cycle of 'plan, do, review' established involving all subject leaders Subject mini intent outlined for each subject which is understood by all stakeholders and centralised	Teachers confidently teaching both science and computing and secure in their understanding of the progression of skills Working documents which	Teachers will understand the schools' curriculum intent fully and are delivering this to ensure children master and transfer learning to

	<ul style="list-style-type: none"> • SLT to collate and unify subject intents and publish to staff and parents • Leaders to work closely with teaching & support staff to evaluate the effectiveness of the revised curriculum and make adaptations where required • Leaders to ensure teachers are able to accurately assess our children to see how well they are doing & how much progress they're making. 				demonstrate the evaluation lead by staff leading to improvement and refinement.	their long term memory so that children know more and remember more.
Governors who actively support the senior leadership team to lead the school through a challenging time (Covid 19)	<ul style="list-style-type: none"> • Virtual communication with governors in addition to regular governors meetings • Statutory risk assessments will be shared with Governors and collaboratively agreed • Leaders to show our governors how our children are being challenged across the curriculum. 	Governing Body ND/CT		Children, teachers and LSA's able to demonstrate evidence of challenge within our children's learning across the curriculum.	Evidence of greater challenge across the curriculum will be clear with our children knowing more and remembering more. SLT will have open and regular communication with Governors so they have a clear understanding of the learning across the school	
To ensure all our children regardless of their starting points are sufficiently challenged across everything they are taught and challenge is embedded in the design and delivery of the curriculum.	<ul style="list-style-type: none"> • SLT to work with the teaching staff to further embed the components of Challenge model we devised in the summer term in all curriculum implementation. • SLT to ensure every teacher is considering the challenge model when planning their learning. • SLT to ensure our support staff understand the importance of challenge and the components of our challenge model and how they can personally provide further challenge to children in their daily work • Leaders to show our governors how our children are being challenged across the curriculum. 	SLT/SMT Subject Leaders All Staff	E19	Evidence of challenge in children's books and through pupil interviews which in turn is reflected in pupil interviews		