



SCHOOL DEVELOPMENT PLAN
2016 – 2017

A PLACE TO FLOURISH AND GROW

Through our School Development Plan we promote the following aims of the school that are always at the heart of everything we do at Sidemoor First School and Nursery:

- To create a happy, stimulating and safe learning environment for children and adults;
- To develop a love for learning, where children are motivated to achieve their full potential and to develop and explore their own interests in a secure and challenging environment;
- To enable children to become confident, resourceful, enquiring independent learners, able to apply their skills;
- To create an atmosphere of mutual respect, understanding and consideration for the ideas, attitudes, values and feelings of others;
- To develop children's self-esteem, resilience, personal development and wellbeing;
- To promote individual and collective responsibility;
- To enable children to value and be valued as part of their community.

We work in partnership with governors, parents and children to achieve our aims. We help each other to make our school a wonderful place and to celebrate successes and efforts together.

Ethos:

Our committed staff strive towards providing an outstanding experience through high quality opportunities.

1. We value and nurture all children and work closely with parents/carers to ensure their children are happy in school.
2. We place a great importance on personal learning and assessment.
3. We teach through a cross curricular approach involving children in the planning, building on their experience and interests.
4. We provide exciting learning environments throughout the school.
5. To stimulate learning we use first hand experiences, practical activity, learning through play, outside learning, visitors and trips.
6. Learning is developed through speaking and listening, and children develop the ability to respectfully listen to others and to ask and answer questions.
7. The children are encouraged to engage with their learning through a range of life skills such as creativity, empathy, resilience and co-operation.
8. We recognise and celebrate the children's efforts, achievements and perseverance both in and out of school.
9. We provide positive and constructive feedback.
10. We give clear expectations and help children evaluate their own learning and behaviour through the use of "Sidemoor Seeds of Success".

Note: Staff initials are used to indicate lead person.

Monitoring –Governing Body (GB), Senior Leadership Team (SLT), Head teacher (HT), Local Authority (LA), School Improvement Adviser (SIA)

1. Overall Effectiveness

A clear picture of what it is like to be a pupil in the school, taking into account the quality of teaching, learning and assessment, personal development, behaviour and welfare and outcomes for pupils.

Success Criteria: The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive. The quality of teaching, learning and assessment is at least good. All other key judgements are good or outstanding.

Key Evidence: Study lessons, observations, feedback from visitors, pupil interviews, parent and pupil questionnaires.

Action / Task	Lead	Resources	Time Scale	Progress Indicators	Monitoring	Evaluation
<p>1. Development of SMSC understanding</p> <p>Measure: The school's thoughtful and wide-ranging promotion of pupils' spiritual, moral, social and cultural development and their physical well-being enables pupils to thrive.</p>	MFJ RW	Erasmus funding through British Council	Ongoing	<ul style="list-style-type: none"> Audit current provision and look at how to address gaps Pupil interviews; Promotion of British Values through assemblies, British Values Day, use of terminology, and class activities; Understanding democracy through the election process for School Council and Eco Council, involving an election organiser; Promoting manners in the community; Head for the Day; S Factor to be further developed eg with revisiting at end of week and certificate, and older children sharing with younger. RE – embed new syllabus; visits to places of worship (including a Mosque); Open the Book Year 2; Continue to promote PSHE and P4C with training for new teachers and sharing. 	HT GB	
<p>2. Develop Global links and etwinning with other countries</p> <p>Measure: Erasmus project to receive British Council backing, links forged with other countries. Success is embedded within the Erasmus project.</p>	HA RW MFJ	British Council funding	Sept 16 to July 17	<ul style="list-style-type: none"> Application made to British Council for Erasmus project; Presentation of school; Links made and developed; Project introduced to staff and children; Culture and arts explored through the project; Visits made to other countries. 	HT GB British Council	

3. Well-being Measure: Improved attendance and parent and pupil engagement and feedback	RW MFJ SEF	PE funding		<ul style="list-style-type: none"> • Introduce early morning and lunchtime physical activities, eg daily walking, wake and shake and aerobics; • Introduce yoga activities following CPD 	HT	
4. Outstanding Teaching Measure: An increased percentage of outstanding teaching evident through observations and pupil progress and attainment. Teachers feeling more confident to share practice.	MFJ RW	Outstanding Teacher Programme £700		<ul style="list-style-type: none"> • Ensure that there are opportunities for teachers to observe outstanding teaching in the school or in other schools; • Disseminate the knowledge from the Outstanding Teaching Programme; • Have opportunities for sharing what works well through Key Stage meetings; • Share our skills with others through the Burlish Park Teaching School Alliance. 		
Judgement on evaluation:						
SDP Priorities 2017-18						

2. Effectiveness of Leadership and Management

Effective leadership and management demonstrates clear and ambitious vision, promotes improved learning and teaching and assessment within the context of a broad, deep and relevant curriculum, and improves staff practice through rigorous performance management and appropriate professional development. Robust self-evaluation focuses on continual improvement, and British Values and safeguarding are promoted throughout.

Success Criteria: Assessment without levels further developed to compliment the New Curriculum and to reflect and promote the learning and progress of the children in school and with parents. All children are enabled to achieve their potential and the progress of disadvantaged children is improved so that gaps are closed. SMSC is highlighted to ensure that this is evident throughout the broad and balanced curriculum, with an increased awareness of British values. New Senior Leaders are confident in their role and develop and challenge others in the pursuit of shared excellence for all. Middle Leaders are confident in leading on aspects of school improvement and Governors are informed and engaged and challenge the school as appropriate. Partnerships with other schools enable us to evaluate and improve our practice at all levels.

Key Evidence: Work trawls, observations, pupil progress meetings, tracking, curriculum teams, RAISE, Long Term plans, pupil interviews, reports to GB.

Action and Measures	Lead	Resources	Time Scale	Progress Indicators	Monitoring	Evaluation of Impact
1. Development of SLT Measure: SLT working effectively to promote the vision of the school, focus on improvement priorities and support and challenge staff in the common pursuit of excellence.	MFJ RW	Time	Sept to April	<ul style="list-style-type: none"> Deputy Head training attended and shared; Areas of responsibility shared and clarified; RAH and AJP to have completed NPQML; RAH to have completed SENDCo training; Staff feedback sought through questionnaire; Culture and opportunities for sharing good/outstanding practice promoted. Performance Management reflects new roles; Staff, including NQT, feeling supported; 	SIA GB	
2. Assessment for Learning without Levels Measure: Depth of Learning Tracking System developed and understood by all Senior staff. Children responding to effective feedback and being more aware of Next Step targets. Book trawls central to evaluation of progress and learning.	MFJ, RW, RAH	£350 for Chris Quigley training £1000 – release time for all teachers	Sept Sept/Oct Termly Sept Oct and termly	<ul style="list-style-type: none"> Depth of Learning tracking system training in place for new senior leaders; Marking Policy reviewed and regular book trawls to assess progress, especially with effective pupil response and improvement; Tracking sheets completed for Pupil Progress Meetings (termly); Look into the effective tracking of SEN progress from a relevant starting point; Peer Impact Meetings introduced half termly for year group teachers to share progress; Parent meeting to make parents aware of attainment and progress. 	HT GB	

<p>3. Support for NQT in developing Nursery and EYFS development</p> <p>Measure: NQT support and performance management leads to professional development that encourages, challenges and supports teacher's improvement. Teaching is highly effective in Nursery. ILD continues to be developed across EYFS to include tracking.</p>	PJB RH	£350 NQT induction fees £300 for courses £600 EB fees	July 17 Sept/Oct As necessary Sept/July As necessary Sept/July Termly	<ul style="list-style-type: none"> • NQT induction successfully completed; • iPads used in Nursery to record learning and observations using ILD; • Develop the use of shared areas for Nursery and Reception; • Emily Bishop to continue to develop tracking system for Early Years in line with our needs; • Introduce ILD tracking system to be trialled alongside Emily's excel tracking; • Support received from Gill Deakin on Nursery practice; • Measure progress at beginning and end of Nursery and Reception; • Liaise with other local schools; • Support for new TA in Nursery with CPD; • British values CPD for all EYFS staff; • Managing maternity cover of EYFS leader. 	PJB HT GB	
<p>4. Further develop provision for Disadvantaged Pupils</p> <p>Measure: The school's actions have secured substantial improvement in progress for disadvantaged pupils. Progress is rising across the curriculum, including in English and mathematics. Pupil Premium pupils engaged and achieving potential. Achievement and progress gaps are closing. Parents are more engaged and give positive feedback. Policy shared with all stakeholders. Pupil Premium review feedback.</p>	RW	PP review £1000 (from Pupil Premium); Reading Rockets teacher 0.5; Nurture provision; Resources.	Sept Sept Sept and Jan Oct/March Ongoing July Ongoing TBC TBC Sept/July	<ul style="list-style-type: none"> • Deputy in place as new Pupil Premium champion; • Baseline Pupil Premium children at start of school year and set targets; • Evaluate Pupil Premium spending and plan a personalised programme of intervention focused on learning styles of PP children so that money is targeted accordingly; • Pupil Premium Profiles developed to reflect the level of need and to determine action; • Continue to engage parents and share targets; • Pupil Premium pupils more engaged and achieving potential; • Feedback sought from parents; • Interventions recorded and evaluated on a regular basis; • Pupil Premium Workshops attended as available; • Nurture provision evaluated and tweaked; • Pupil Premium review commissioned; • Pupil Premium policy, statement and strategy shared on website. 	PP Governor HT	

<p>5. Increase the head teacher's leadership capacity by further developing collaborative practice</p> <p>Measure: Leadership capacity is enhanced to aid school improvement. The school's systems, organisation and processes are well considered, efficient and fit for purpose.</p>	MFJ with SH and SS	Time	TBC	<ul style="list-style-type: none"> • Further develop the peer review system by developing an audit of provision and practice based on the Ofsted framework and conducting reviews similar to NAHT process previously completed, using the new guidelines created. • Use WWW and EBI to inform school improvement. • To continue with regular meetings to support and provide challenge. 	HT SIA GB	.
<p>6. Further develop the efficiency and effectiveness of the Governing Body to ensure that there is a high level of challenge and support.</p> <p>Measure: There is strong governance. The head teacher actively supports the Governing Body to understand its role and deliver its functions effectively. Increased communication, efficiency and effectiveness lead governors to have the confidence to challenge and hold the school to account.</p>	MFJ, SH, SS, CP, SI		12 th Sept	<ul style="list-style-type: none"> • Develop a collaborative inter-school network to provide support for the GB by: • Joint HT/Chair meeting to discuss priorities; • Develop cluster meetings for members of the GB to share good practice; • Develop cluster meetings for clerks to share good practice; • Alter organisation of GB to increase participation and involvement with meetings strategically focused on school needs and on core purpose of GB. Structure of the Committees meet the requirements of the new Inspection Framework; • Review new organisation regularly; • Organise shared CPD opportunities on holding the school to account; • Working party of governors to audit and discuss questioning and challenge to the school; • Timetabled planned visits, including to pupil groups to get pupil voice, with measured outcomes; • Governors agree expectations and commitment for governor participation in school to ensure the governing body is fulfilling its role to an even higher standard. 	HT CP	

<p>7. Increase opportunities for all levels of school leadership to share good practice.</p> <p>Measure: Effective relationships with fellow professionals serve to improve academic and social outcomes for all pupils. The strategic leadership empowers all pupils and staff to excel.</p>	<p>MFJ with SH and SS</p>	<p>Cover for meetings</p>	<p>Termly</p>	<ul style="list-style-type: none"> • Develop SENDCo network; • Develop opportunities for middle leaders to share good practice, moderate secure judgements, develop assessment processes and review curriculum design; • Create moderation opportunities for all year groups including Early Years to develop assessment processes and to moderate judgments; • Share CPD opportunities to secure excellent achievement for all pupils. • Teaching School Alliance – being part of the Burlish Park Primary Teaching School Alliance and working in partnership to offer development opportunities. Completing audit of what we have to offer as a school and cluster. 	<p>HT GB SIA</p>	
<p>8. PE and Sport Development</p> <p>Measure: Opportunities further developed for quality PE provision, both curricular and extra-curricular. Gold Award maintained. New leader confident and children enthusiastic about PE.</p>	<p>SEF RW</p>	<p>£9000 annually over 5 years – PE funding (to be doubled)</p>	<p>5 year target Sept</p> <p>Sept</p> <p>As appropriate</p> <p>July</p>	<ul style="list-style-type: none"> • New leader to audit current provision and quality and draw up action plan; • Continue to work with All Active Academy on area provision; • Access CPD to boost teacher confidence, eg swimming, dance, gymnastics; • Continue to implement whole-school PE plan; • Provide further opportunities for extra-curricular sport and exercise; • Continue to address issues of obesity and mental health; • Update website and display with photos of provision; • Maintain Sainsbury’s School Games Award – Gold. 	<p>PE governor HT</p>	
<p>Judgement on evaluation:</p>						
<p>SDP Priorities 2017 – 18</p>						

3. Quality of Teaching, Learning and Assessment

Building further on high quality teaching – focus on curriculum development, English, Maths, computing and PE with continued focus on assessment for learning including reasoning and dialogue and P4C and Learning Outside the Classroom. Develop teaching skills and strategies for self and peer reflection through Challenge Partners. Assessment systems developed that complement the curriculum and measure and track progress.

Success Criteria: An enriching and engaging curriculum developed with clear learning skills and a relentless focus on basic skills, such as phonics, grammar and spelling, improved confidence in writing and maths at all levels, P4C strategies used, and high quality PE in place with regular opportunities for learning outside the classroom planned. Assessment systems in place that are being used to track progress and inform future planning for effective learning.

Key Evidence: Work moderation, progress in books, pupil progress meetings, study lessons, observations, tracking, end of year assessments, Performance Man.

Action / Task	Lead	Resources	Time Scale	Progress Indicators	Monitoring	Evaluation
<p>1. Assessment for Learning</p> <p>Measure: Teachers check pupils' understanding systematically and effectively in lessons and provide feedback, in line with the school's assessment policy and marking policy, about what pupils can do to improve their knowledge, skills and understanding, and pupils use this feedback effectively. Depth of Learning Assessment developed and working well to measure and improve progress.</p>	RW MFJ	Staff meeting time DOL training for SLT £350 DoL Pilot purchase £900 (2 nd year)	Sept 16 Oct, Feb, June Feb/March Feb/March Feb/March	<ul style="list-style-type: none"> • Depth of Learning training implemented to enable us to continue as a pilot school; • Book trawl carried out termly to look at quality of marking and feedback across school and effectiveness of pupil response; • Marking policy revised as appropriate in line with other schools and with regard to impact and teachers' workload; • Teachers check pupils' understanding systematically and effectively in lessons, offering clearly directed and timely support; • Observations carried out ensure that adequate response time is given to pupils; • Pupils eager to know how to improve their learning and are aware of their next steps and parents are involved. Achievement of next steps is celebrated 	SIA GB	
<p>2. Developing a culture of excellence and independence in the classroom</p> <p>Measure: Teachers and children are encouraged to take risks and develop independence. Children are engaged and enthusiastic about their learning which is matched</p>			Ongoing Sept	<ul style="list-style-type: none"> • High quality teaching is evidenced all day, every day; • Pace and transitions ensure that rapid progress can be made and time is not wasted. Basic skills are woven in, and expectations of independence and learning are high; • Team work is enabled, with joint PPA time, so that teachers can plan exciting and creative lessons together; 		

to their needs and interests.			Sept	<ul style="list-style-type: none"> • Creativity is evident in the curriculum with the introduction of child-led topics with greater innovation and increased risk-taking; • Mixed ability grouping and use of learning partners/trios is developed to ensure that all children are enabled to achieve their potential. 		
<p>3. English: Phonics, Reading and Writing</p> <p>Measure: The percentage of children on track to meet age-related expectations increased in writing and throughout the school with a continuing focus on boys' writing and the progress and higher attainment of Pupil Premium children (eg Reception). Phonics teaching is further developed with an increasing number of Year 2 children meeting the expected level in the phonics recheck (75%). Reading into reading and writing developed in Key Stage 2 with increased planning from quality texts and the development of guided reading sessions.</p>	SJ, HB	<p>Reading Rockets (from PP funding) Writing CPD 3x£180 Pie Corbett training £400 TfW texts £500 Other CPD £500 Management time 2 x term Jane Howard CPD £250</p>	<p>Sept, Jan, Sept onwards Oct, Feb, June From Sept Ongoing Sept onwards Sept onwards Ongoing Termly Sept Oct/Nov Oct/Nov</p>	<ul style="list-style-type: none"> • Termly meeting between HT and LitCo with clear success criteria; • Plan from quality texts linked to topics; • Termly phonics checks to establish strengths and gaps; • Year 2 phonics intervention focused on need; • Word lists sent home regularly; • Teachers upskilled and confident in the teaching of GPS; • Establish reading buddies across classes; • Continue Reading Rockets across KS1 and share practice with all staff. Evaluate; • Read With Me sessions for parents continued. Look at possible introduction of reading challenges; • Parent workshops for Talk for Writing in KS2 and a talk for phonics in KS1; • Jane Howard CPD to look at Guided Reading and reading into writing; • Share Guided Reading practice within school and evaluate effectiveness of strategies. 	HT GB	

<p>4. Maths:</p> <p>Measure: The percentage of Year 2 and Pupil Premium children meeting National expectation is improved, including mastery in maths, with an improvement in mental maths and reasoning about number.</p>	AJP	Cost of NPQML: £1000		<ul style="list-style-type: none"> • Look at data to identify areas for improvement and embed actions started, including daily maths skills in both Key Stages; • Pupil interviews carried out; • Focus on Year 2 and disadvantaged children; • Mastery curriculum developed with CPD; • Mixed ability groupings in classes; • Embedding maths across the curriculum; • Implement and develop growth mindset strategies; • Monitoring with book trawls and walks. 	HT GB	
<p>5. Learning Outside the Classroom (Year 2):</p> <p>Measure: Opportunities for LOtC within weekly planning and improved engagement and learning observed. LOtC resources purchased and LOtC award achieved.</p>	RW CLW	TED Resource s £500	Sept From Sept Oct Oct Spring	<ul style="list-style-type: none"> • Training with Richard Watkins to explore further possibilities for LOtC throughout the curriculum; • At least 2 opportunities per week for LOtC to be included in all planning; • Staff meeting scheduled for to share practice; • Audit carried out for LOtC award; • Pack of ideas collated; • Pupil conversations carried out; • LOtC award achieved. 	GB HT Assessor	
<p>6. Science development</p> <p>Measure: Science being taught effectively throughout the school and evidenced through pupil voice, book trawls and PSQM award achieved.</p>	LSJ MFJ	Cost of award and supply time	Sept onwards	<ul style="list-style-type: none"> • LJ to lead the school in achieving the Quality Mark in Primary Science; • Science observations and book trawls completed; • Assessment made of staff CPD needs; • New strategies and teaching and learning approaches introduced by LSJ; • PSQM sessions attended; • Sharing events held with other schools; • Science Week planned; • Science displays evident; • Portfolio of evidence gathered; • Award applied for. 	GB HT Assessor	
<p>Judgement on evaluation:</p>						
<p>SDP Priorities 2016 – 17</p>						

4. Personal Development, Behaviour and Welfare

Develop exemplary attitudes to attendance, learning and behaviour with parents and pupils being positive about learning, behaviour and safety within an open culture that actively promotes all aspects of children's welfare.						
Success Criteria: Good attendance maintained with at least 96.5%, staff well trained in behaviour management and safety (Thrive), and consistent behaviour management strategies in place in class and at lunchtimes with nurture provision in place for vulnerable children and a reduction in exclusion and PPI. All staff aware of Prevent. Children are aware of how to keep themselves healthy and safe, and SMSC provision equips them to be thoughtful citizens.						
Key Evidence: Attendance records, parent and pupil questionnaires, feedback from observations and visitors, Bullying, Racism, PPI and Exclusions records						
Action / Task	Lead	Resources	Time Scale	Progress Indicators	Monitoring	Evaluation
1. Behaviour Management and Anti-bullying Measure: Staff and pupils deal effectively with any instances of bullying and children feel safe, trusting adults to take rapid and appropriate action to resolve any concerns, including e-safety. Consistency in behaviour management is maintained, with regular reminders, good communication of expectations and children taking a pride in appearance etc.	MFJ RW AJP SJB		Ongoing	<ul style="list-style-type: none"> Review policy and procedures; Ensure records of bullying and racial incidents are kept and analysed; Staff training on appropriate response to children (inc. midday supervisors); All adults are quick to tackle any instances of derogatory or aggressive language; School Council consulted on actions; Impact of Thrive training on culture; Participation in Anti-Bullying Week and developing pupil voice in addressing bullying. 	GB	
2. Safeguarding Training Measure: All safeguarding training and policies updated in line with Prevent materials and all staff aware of our obligations. Whole staff training completed. New staff have safeguarding as part of induction. New deputy DSL trained and increasingly confident.	MFJ RW	TED time for Lunchtime supervisors	Sept 1st Oct Sept Nov TBC As necessary From Sept	<ul style="list-style-type: none"> TED for all staff to go through updated safeguarding training, including Prevent training; Implement revised Safeguarding Policy in line with updated KCSIE and ensure staff sign to having read introduction; Circulate new Code of Conduct for staff; Go through Managing Allegations against staff materials; WRAP Prevent training for RW; All new staff given safeguarding induction and online training; Ensure all referrals to SDP recorded. 	GB	

3. Improving Attendance Measure: Parents aware of new levels of Persistent Absenteeism and level of attendance to be at least 96.5% with continued rewards and a focus on lateness.	RW MFJ		Ongoing Autumn	<ul style="list-style-type: none"> Parents engaged in raising attendance levels to above 96.5% through Parent Forum and information; Parents informed of new levels for Persistent Absenteeism; Address patterns of lateness; Attendance for different groups of pupils analysed. 	MFJ GB	
4. Developing well-being through Thrive Measure: Thrive training attended and disseminated to all staff. Screening identifies need and interventions are planned accordingly with a positive impact on welfare and behaviour.	DW MFJ RAH	£3000 for Thrive training for 2 over 10 days		<ul style="list-style-type: none"> Thrive Training in place to address attachment and nurture; Thrive training for Reception staff attended over 10 days; Reception class screening carried out and analysed; Activities and interventions planned; Impact measured. 	GB MJ	
5. P4C maintained Measure: Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.	HA AJP	Funding for training	From Sept	<ul style="list-style-type: none"> Ensure that all staff are confident in P4C, with opportunities to observe and share good practice; Erasmus and Global issues developed through P4C; Training offered for those with no experience of P4C. 		
6. Developing Independence Measure: • Children are increasingly prepared for lessons with PE kit, resources, home learning, being prepared for learning. Expectations for the future developed through Aspirations Week.	SLT		Ongoing from Sept	<ul style="list-style-type: none"> Expectations shared with classes regarding PE kit etc. and being prepared for learning; Aspirations Week organised so that children understand the purpose of work; Home learning expectations are clearly explained. 		
Judgement on evaluation:						
SDP Priorities 2017-18						

5. Outcomes for Pupils

All groups of pupils make substantial and sustained progress from their starting points, developing excellent knowledge, understanding and skills.						
Success Criteria: Progress across the year groups and the curriculum for all groups of pupils, including disadvantaged, most able, lower attaining, and SEND, shows improvement and any gaps are closing. Pupils read with fluency and comprehension and Phonics is improving as measured by the Y1 and Y2 Phonics Check. Improved attainment is evidenced in maths. Parents are involved in their child's learning and feel more informed.						
Key Evidence: Work moderation, progress in books, pupil progress meetings, study lessons, observations, tracking, end of year assessments.						
Action / Task	Lead	Resources	Time Scale	Progress Indicators	Monitoring	Evaluation
<p>1.Using Pupil Premium funding effectively to enable disadvantaged children to achieve their potential</p> <p>Measure: Auditing in place for Pupil Premium and effectiveness of provision evaluated and matched to learning styles following Thrive screening. Profiles show level of need.</p>	RW MFJ	Use of funding Cost of review.	Ongoing	<ul style="list-style-type: none"> • Audit tool used; • Pupil interviews; • Effectiveness evaluated through progress of PP children; • Maths focus on higher attainment; • Meetings with parents; • Thrive introduced; • Screening carried out and analysed; • Attainment gaps narrowed; • Pupil Premium review commissioned. 	HT GB	
<p>2. Improving Overall achievement in English and maths</p> <p>Measure: New tracking system and National Assessments at EYFS, KS1 phonics and Year 2 SATs show increased % of pupils making at least expected progress and attainment in English and Maths to be at least in line with National Average..</p>	SLT SJ AJP	Cover for Pupil Progress meetings; Time for baselining; DoL tool Interventions	Sept/Oct From Sept Oct Nov Autumn and Spring Termly	<ul style="list-style-type: none"> • Tracking different groups of children from their starting points; • Baselining pupils in Reception and in each year group; • Using Depth of Learning assessment tool to track progress; • Use FFT and RAISE to analyse and set targets; • Assessment coordinator to identify children working just below national standard to be targeted for ongoing support to secure accelerated progress; • Provision for targeted children; • Data milestones and Pupil Progress Meetings track progress for these children and any resulting action put into place. 	HT GB	
<p>3. Transitions between year groups and key stages are</p>	SLT	Supply cover for teachers	July 16 and 17	<ul style="list-style-type: none"> • Transition meetings held between teachers; 	HT	

<p>smooth and effective in maintaining progress.</p> <p>Measure: Teachers are aware of where the children are at before the start of the year and expectations are high. Progress is maintained as evidenced by DOL tracker.</p>		to meet and visit year groups	Sept 16	<ul style="list-style-type: none"> • Opportunities provided for teachers to visit prior year group, eg Year 1 to R; • Data meeting between teachers to ensure shared understanding of child's attainment; • Baselining carried out in first few weeks and shared with previous teacher; • Books passed on to new class; • Smartypants targets to continue into Year 1; • Previous reports referred to for next step targets on transfer. 		
<p>4. Home School links developed to improve shared understanding</p> <p>Measure: Parents have a greater understanding of the progress of their child as evidenced in the annual questionnaire, and are more engaged in their child's learning.</p>	MFJ RW KS leaders		Sept	<ul style="list-style-type: none"> • Key stage and class meetings with parents to share expectations; • Termly Parents' Consultations to share targets (use DOL?); • Regular parent workshops arranged for all key stages; • Class assemblies arranged to share learning; • Information sessions for parents to improve their understanding; • Review home learning grids in the light of feedback and consult parents through Parent Forum. 		
Judgement on evaluation:						
SDP Priorities 2017-18						