

School Development Plan (2021-22)

Key documents and relevant information identified in grey were used to inform in planning of SDP 2021-22

Governance	Summer Outcomes 2020 - 2021		DfE		
3 Year Budget Forecast	Quality of Education	Behaviour and Attitudes	Education Recovery (2021)		
Pupil Projections	<ul style="list-style-type: none"> To continue to develop a curriculum with a clear sequence of learning, linking aspects of other subjects, enhancing key vocabulary providing opportunities to assess through our subject builders. To develop deep learning through clarity of meaning for both teachers and pupils: recall, learn apply and justify (not an end product of learning but happening throughout) To ensure that pupils learn more and remember more 	<ul style="list-style-type: none"> To use the school ethos- 'to give everyone a chance', promote school values including 'being never giver upper' (resilience) To develop awareness of good hygiene practice and ensure all children are aware of the routines and procedures in school that are there to keep them self To ensure the 'Herrick Character' and 'Learning Attitudes' are embedded in all aspects of school life – learning never stops! To develop understanding of maintaining and living a healthy life style through exercise and diet 	The Education Wellbeing Charter (2021)		
Attendance			Personal Development	Leadership and Management	Ofsted Reviews
Governor Reports			<ul style="list-style-type: none"> To support wellbeing and mental health through actions that enable children to recognise and be true to 'being me, being safe and being happy' To develop the whole individual through a range of SMSC opportunities including to participate , respond and reflect on what it means to be human and consider the wonders and worries of the world To provide children with appropriate information on Jigsaw and have opportunities to discuss their feelings and concerns To develop all aspects of British Values, with focus on 'mutual respects and tolerance', of those with different faiths and beliefs and for those without faith. Respecting the values, ideas and beliefs of others whilst not imposing our own on others 	<ul style="list-style-type: none"> To support staff in the development of the new curriculum, ensuring all have understood overviews(intent), SOL(implement) and subject builders(impact) To establish a staff team that supports each other in developing practice through the GROW coaching model To develop pedagogy in-relation to subject leadership and curriculum opportunities To embed change that supports wellbeing and mental health for all staff, this to include (1) drive down unnecessary workload, (2) champion flexible working and diversity and (3) maintain clear communication pathways with staff representatives (union and wellbeing leads) To devise new plan on meetings and CPD in-line with flexible working and ensuring clear progress of teacher development through weekly video / written logs To correlate all appraisal targets with raising standards through teacher scrutiny and feedback from recovery outcomes To strategically plan for falling numbers and budget deficit 	Geography RE
Parent/Child Questionnaires	<p style="text-align: center;">EYFS</p> <ul style="list-style-type: none"> To provide a curriculum that is holistic and personalised to the children's needs – key areas (S+L, Phonics, Reading and PSED) To adopt a new EYFS reforms – assessment To develop outdoor learning programme 		Maths Science		
Looking Forward			Education Endowment Foundation (2021)		
Big Ask 6-8			Metacognition		
Big Ask 9+			Pupil Premium Reading Remote Learning		

Leadership & Management		
1	Shared vision and ambition at all levels through distributed leadership	
	LM 1.1	<i>Further develop Coaching through GROW (goal, reality, option, will)</i>
2	Subject Development - clearly identified roles and responsibilities	
	LM 2.1	<i>Implement updated Computing curriculum and further develop content to make links to other subjects.</i>
	LM 2.2	<i>Secure understanding of SOL through monitoring of planning.</i>
	LM 2.3	<i>Further develop teaching of Geography and Science through outdoor learning opportunities.</i>
	LM 2.4	<i>Subject Builder through formative and summative assessment</i>
3	Rigorous and robust Appraisal/ M & E processes in place	
	LM 3.1	<i>Further develop marking, standards in presentation and range in books</i>
	LM 3.2	<i>Secure understanding of working memory/long term memory/adding to schema to further enhance teaching and learning</i>
	LM 3.3	<i>Review Curriculum Content and SOL (Geography, Science, Computing)</i>
	LM 3.4	<i>Evaluate range of evidence in Science books with emphasis on Years 2 and Year 6</i>
	LM 3.5	<i>Appraisal target of maintaining CPD learning diary</i>
4	Post Covid 'Focus'	
	LM 4.1	<i>Drive down unnecessary workload</i>
	LM 4.2	<i>Champion flexible working and diversity</i>
	LM 4.3	<i>Maintain clear communication pathways with staff representatives (union and wellbeing leads)</i>
5	Safeguarding	
	LM 5.1	<i>Full compliance with safeguarding guidelines/ (Safeguarding Hub)/ All stakeholders are clear as to expectation at Herrick and their roles within this framework</i>
6	Health & Safety Procedures and Protocols in place	
	LM 6.1	<i>Decarbonisation programme –LA (windows/doors/lighting/heating)</i>
Governing Body (refer to specific GB plan)		
7	LM 7.1	<i>To strategically plan for falling numbers and budget deficit</i>

Quality Of Education		
1	Sharing best practice both internal and with external support	
	OE 1.1	<i>PYG Core Curriculum-Reading and Writing with links to foundation subjects</i>
	OE 1.2	<i>Relaunch Oracy and 'Being Herrick' to improve communication and secure curriculum vocabulary.</i>
	OE 1.3	<i>Implement revised English Curriculum</i>
	OE 1.4	<i>Relaunch Think Aloud</i>
	OE 1.5	<i>Develop Subject Leaders</i>
	OE 1.6	<i>Learning Walk</i>
2	Marking and Assessment	
	OE 2.1	<i>Further develop marking, standards in presentation and range in books</i>
	OE 2.2	<i>Rigorous half termly monitoring of the impact of interventions</i>
	OE 2.3	<i>Introduction of Lumio to develop subject builder through formative and summative assessment</i>
	OE 2.4	<i>Evaluate range of evidence in Science books with emphasis on Years 2 and Year 6 end of key stage expectations.</i>
3	Curricular Provision- Secure Cross –curricular links	
	OE 3.1	<i>Implement updated Computing curriculum and further develop content to make links to other subjects.</i>
	OE 3.2	<i>Raise standards and awareness in health and fitness levels through revised P.E approach and tackle possible rise in obesity.</i>
	OE 3.3	<i>Research and Invest in Modern Foreign Language Programme/Scheme of Work</i>
	OE 3.4	<i>Relaunch practical teaching of music and enrich through new instruments and opportunities for dance/drama</i>
	OE 3.5	<i>Educate and engage children to be participants as Geographers and citizens of the 21st century about the world we live in.</i>
	OE 3.6	<i>Secure age-appropriate standard in handwriting across all year groups</i>
	OE 3.7	<i>Implement revised P.E Approach with Sports Apprentice supporting sessions across the school</i>
4	Planning Process Long/Medium/Short	

	OE 4.1	<i>Secure understanding of SOL through monitoring of planning.</i>
	OE 4.2	<i>Review Curriculum Content and SOL (Geography, Science, Computing)</i>
	OE 4.3	<i>Further develop teaching of Geography and Science through outdoor learning opportunities.</i>
5	Outcomes	

Personal Development		
1	Wellbeing and Mental Health	
	PD 1.1	<i>To support wellbeing and mental health through actions that enable children to recognise and be true to 'being me, being safe and being happy'</i>
	PD 1.2	<i>To develop strategies in addressing impact of childhood traumas</i>
2	SMSC	
	PD 2.1	<i>To develop the whole/phase/HT assemblies</i>
	PD 2.2	<i>Review and update phase and class assembly content in line with SACRE standards</i>
3	SRE	
	PD 3.1	<i>To provide children with appropriate information on jigsaw and have opportunities to discuss their feelings and concerns</i>
4	British Values	
	PD 4.1	<i>To develop all aspects of British Values, with focus on 'mutual respects and tolerance', of those with different faiths and beliefs and for those without faith. Respecting the values, ideas and beliefs of others whilst not imposing our own on others</i>

Behaviour and Attitudes		
1	Protocols/Procedures in place a whole school level	
	BA 1.1	<i>Children to take personal responsibility for learning environment, resources and personal hygiene</i>
	BA 1.2	<i>Phase 3 computing scheme – internet safety (link to remote learning)</i>
2	Curriculum development to reflect whole school approach to Healthy Lifestyles	
	BA 2.1	<i>To embed sporting competition and increase physical activity (employ sports apprentice)</i>
	BA 2.2	<i>To develop school health and wellbeing champion – achieve bronze status</i>
3	Herrick Character and Learning Attitudes	
	BA 3.1	<i>Secure understanding of working memory/long term memory/adding to schema to further enhance teaching and learning – develop policy to embed 'metacognition' to support school's learning attitudes (chal, confido, curio, indi, investigo)</i>
	BA 3.2	<i>Learning attitudes flow diagram to support children focus on successful learning</i>

EYFS		
1	To provide a curriculum that is holistic and personalised to the children's needs	
	EY 1.1	<i>Key areas S&L, phonics, reading and PSED</i>
	EY 1.2	<i>Speech and language programme</i>
	EY 1.3	<i>CVC words</i>
	EY 1.4	<i>Peer to peer learning</i>
2	Adopt a new EYFS reforms- assessment	
	EY 2.1	<i>To develop understanding of EYFS expectations</i>
	EY 2.2	<i>To develop understanding of new assessment process</i>
3	To develop outdoor learning programme	
	EY 3.1	<i>To embed learning linked to edible garden and woodland area in order to support language development</i>

