The Coppice School Development Plan 2021 - 24

Main Priorities identified from Self Evaluation (Summer 2021):

-**Creating an Exemplary Behaviour Culture: 'The Coppice Way'**

Clear and practical policy | *'The Coppice Way' behaviour curriculum* | *Shared strategies* |
Leaders taking responsibility

-**Ensuring best practice in Teaching and Learning through Instructional Coaching: 'Walkthrus'**

Consistency of approach | *Professional development curriculum* | *Precise monitoring & feedback* | *Culture of professional growth*

-**Curriculum development: ensuring a coherent and cumulative curriculum across all subjects and the development of both curriculum assessment and pedagogy.**

Detailed planning | *Expert subject leadership* | *Inclusive pedagogy* | *Rigorous assessment* | *Evidence-informed quality assurance*

-**Reading: implementing 'Sounds Write' phonics and developing evidence- informed practice in the teaching of reading.**

Consistency of phonics | *Structured interventions* | *Reading for pleasure culture* | *Evidence-informed approaches to comprehension*

-**EYFS provision: implementing the EYFS reforms 2021 and continuing to develop best practice in all interactions with children during continuous provision.**

School Development Plan 2021 - 24

Priority: Creating an Exemplary Behaviour Culture		Leads: Billy Hutt		Trustee:
Problem (Why?)	**Intervention Description (What?)**	**Implementation Activities (How?)**	**Implementation Activities (How well?)**	**Final outcomes (and so?)**

Problem (Why?)	Intervention Description (What?)	Implementation Activities (How?)	Implementation Activities (How well?)	Final outcomes (and so?)
What needs to change e.g. staff behaviour, student behaviour, attainment? **Leadership:** -Behaviour survey (summer term 21) highlighted that senior staff visibility is not regular enough throughout the day to enable the required level of consistency in application of the behaviour expectations from both staff and children. **Staff:** -Behaviour survey (summer 2021) highlighted inconsistencies in whole -staff application of the current Behaviour Management Policy and in behaviour expectations, including rewards and consequence systems. -Current Behaviour Management policy focuses primarily on reactive strategies: behaviour needs to be 'taught and not just told'. Currently, there is not a whole-school approach explicitly delivered to the children. -Behaviour survey (summer term 21) highlighted that current staff have not had ring-fenced behaviour training for a number of years. **Learner behaviours:** -Behaviour survey (summer term 21) highlighted that not all children at The Coppice treat adults of differing roles and responsibilities with an equal level of respect e.g. Lunchtime Supervisors. **Attainment:** -The attainment of some pupils is held back by their behaviour in class and on the playground.	**What are the essential 'active' ingredients of the intervention?** **What activities and behaviours will you see when it is working?** **Active Ingredient 1:** *Clear and practical policy* -A revised behaviour management policy that is clear and easy to implement for all staff; as a result staff respond to incidents consistently. -There will be a reward and consequence system that is clearly and understood by all and applied consistently.. -Rewards will be based around a revamp of the house system . A new system of team points for praise rather than material rewards will be utilised. **Active Ingredient 2:** *'The Coppice Way' behaviour curriculum* -Being respectful to all peers and staff will be delivered through The Coppice Way lessons. These lessons will clearly focus on what being respectful means, how we show it and why it is important. -Assemblies will be used to reinforce the concept of, and reasons for, 'The Coppice Way' (e.g. equal respect). -Being ready, responsible and respectful will be recognised and promoted at all times by all staff. **Active Ingredient 3:** *Shared strategies* - Staff develop a common language and a repertoire of teaching techniques (e.g. to manage routines or give children feedback about their behaviour). **Active Ingredient 4:** *Leaders taking responsibility for school behaviour* -Leaders set clear expectations and support staff to consistently follow the behaviour policy. -Leaders are highly visible throughout the day to support staff to reinforce good behaviour and respond where behaviour does not meet expectations. - Leaders coordinate efforts to ensure that children with high levels of need (e.g. due to SEND or emotional health) receive bespoke support where necessary.	**How will it be done?** **What blend of activities will be required?** **Collaborative expectation setting** -Launch SLT-designed 'Coppice Way' behaviour expectations — a programme of distinct behaviour lessons — to provide clarity to all staff, pupils and parents about the standards expected, as well as ensuring that all behaviour expectations are 'taught not told' to the children with a focus on 'why' each rule is important. - Planned and responsive 'reboots' (in classes and assemblies) of the ethos and expectations. **Training:** - All staff (Teachers, Teaching Assistants, Special Support Assistants, Lunchtime Supervisors and office staff) will receive behaviour training from SLT based on leaders' learning from the DfE Exemplary Leadership Programme (2020-21). - Staff meetings and follow-up training sessions for teachers and additional training sessions for support staff and Lunchtime Supervisors. **Educational Materials:** • 'Walkthrus' instructional coaching books. • Exemplary Leadership Programme resources • 'Running the room' - Tom Bennett **Monitoring:** -SLT rota specific times of the day to be visible so all staff feel supported in delivering expectations, particularly during targeted times of the day (e.g. lunchtimes) as well as individual target setting. **Coaching** - SLT and Year Leaders coach staff on a day-to-day basis to improve practice with specific techniques. -Scripting used to guide and scaffold conversations with children regarding behaviour (**policy appendix**) **Funding:** -Cost of Walkthrus training materials £500.00 -On-going Walkthrus subscription £800.00 - MyConcern subscription	**How will you know that it is working?** **Do staff feel the approach is feasible and useful?** **Short term? 21/22** *Fidelity (degree to which an intervention is implemented as intended):* - Pupils and staff demonstrate knowledge and understanding of support and consequences if they do not meet expectations. - Quality assurance of policy implementation demonstrates increasing consistency. - Incidents logged correctly and consistently on MyConcern. *Reach (how many pupils is it serving?):* - All staff have attended CPD and INSET regarding behaviour and attempt the use of new strategies.. - All children participate in 'The Coppice Way'; challenging students are supported through high needs provision, usually tailored. *Acceptability (the degree to which different stakeholders i.e. teachers, pupils, and parents perceive an intervention as agreeable):* - Staff generally agree with the direction of travel regarding behaviour. - Improved manners and conduct in shared spaces around school. -Parents and carers generally understand the new policy and agree that its systems, expectations and principles are beneficial to their children. **Medium term? 22/23** *Fidelity:* - Rewards, sanctions and support are consistent. - The language of 'Expectations' is used spontaneously by staff and pupils in conversations about behaviour and learning. -Middle/TLR/Senior leaders actively taking part in coaching/training sessions. -Systems and processes being implemented effectively. *Acceptability:* - Improved pupil motivation to behave well; staff see noticeable positive differences in conduct in all school environments, consequently improving teaching and learning. - Parents and carers are supportive of 'The Coppice Way' and school processes of managing behaviour. **Long term? 23/24** *Fidelity:* - New staff experience a robust and informative induction process that provides clarity over expectations for being effective in their role; existing staff receive bespoke support and update training based on leaders' observations of classroom practice. - Identification of high needs and at-risk pupils is increasingly efficient; tailored support programmes for these children are increasingly effective. *Acceptability:* - 'The Coppice Way' is an embedded part of school culture. Stakeholders give feedback to SLT which is used to refine practice and processes in school.	How will pupils, teachers and the school benefit? **Short term? 21/22** - Heightened expectations of children's conduct lead to more effective use of lesson time and calmer school environments. -There will be fewer incidents of undesirable behaviour as the children will have a clearer understanding of WHY we have the expectations that we do at The Coppice. -Parents, Carers and visitors comment favourably (through surveys, forums and comment)) about the new Behaviour Policy and its systems, expectations and principles **Medium term? 22/23** - Staff surveys show that staff feel well trained, equipped and supported by leaders to manage behaviour in their role. - Pupil voice shows that they feel fairly and consistently treated by the new reward and consequence system. - Children in school value all adults that work in school equally and show equal respect in their behaviour. **Long-term? 23/24** - Surveys of stakeholders reflect that the school's systems of behaviour management, rewards, consequences and curriculum are fair and transparent. -Data clearly shows improvement in the attainment and progress of challenging pupils.

School Development Plan 2021 - 24

Priority: Teaching and Learning		Leads: Billy Hutt and Rob Laight		Trustee:
Problem (Why?)	**Intervention Description (What?)**	**Implementation Activities (How?)**	**Implementation Activities (How well?)**	**Final outcomes (and so?)**

Problem (Why?)	Intervention Description (What?)	Implementation Activities (How?)	Implementation Activities (How well?)	Final outcomes (and so?)
What needs to change e.g. staff behaviour, student behaviour, attainment? **Teachers:** • Disparity between pedagogical knowledge of staff. • 'Professional amnesia' and 'lethal mutations' occur when previous CPD has not been revisited or connected. • While our teachers have engaged with some research-informed practice, this has been more ad-hoc in nature, rather than a unified and coherent programme of training. • Teachers have sometimes felt that leaders' monitoring has been too broad and general to be productive. • Performance management targets have previously been tied to pupil outcomes (data) rather than observable features of teaching. **Pupils:** • Different teachers have different teaching techniques for delivering the curriculum (e.g. questioning styles) which children have to relearn and adapt to with each new teacher. **Attainment:** • Attainment for some pupils is not as high due to teachers not being aware of/practised in research-informed techniques that maximise learning.	What are the essential 'active' ingredients of the intervention? What activities and behaviours will you see when it is working? **Active Ingredient 1:** *Consistency of approach* • Teachers will share a common language to discuss effective teaching. Teachers will develop a repertoire of techniques in common to support good practice in key areas: behaviour & relationships; curriculum planning; explaining & modelling; questioning & feedback; practice & retrieval; and 'mode B teaching' **Active Ingredient 2:** *Professional development curriculum* • Leaders will plan a coherent and cumulative CPD curriculum (primarily) using Walkthru to ensure techniques are developed and embedded; time will be given to instruction, rehearsal and retrieval of techniques to facilitate lasting change. **Active Ingredient 3:** *Precise monitoring & feedback* • Leaders (senior, subject and year group) will use monitoring and feedback to focus on the techniques taught in staff meetings; feedback will focus on specific techniques, provide precise feedback and facilitate reflection on how to adapt techniques to be context-specific. **Active Ingredient 4:** *Culture of professional growth* • Staff are clear on what is considered effective teaching & learning at The Coppice. Performance management is used to set goals and support teachers to achieve them. Teachers reflect honestly on their abilities, engage in discussions about ways to improve their teaching and welcome feedback.	How will it be done? What blend of activities will be required? **Training:** • Systematic programme of CPD in place to improve teacher practice in the key areas outlined in active ingredient 1. • Time given for teachers to reflect, discuss and rehearse techniques, following the ADAPT model (attempt, develop, adapt, practise, test) • Where necessary, previously taught techniques are revisited in order to reboot expectations or add nuance. **Educational Materials:** • Subscription to Teaching Walkthrus online portal • Copies of Walkthrus books for all teachers **Monitoring:** • Systems of monitoring are established to provide feedback on the success of Walkthrus techniques and gather information to inform future CPD. • Monitoring calendar created to ensure routine checking of techniques after training, follow-up year group meetings and opportunities for teachers to practice. **Coaching:** • Senior leaders offer in-school support (visits, coaching, observational support, team teaching and planning) to facilitate reflection and prompt next steps. • As practice develops, SLT identify staff champions to support ongoing coaching and provide examples for others **Funding:** - Cost of Walkthrus training materials £500.00 - On-going Walkthrus training materials £800.00	How will you know that it is working? Do staff feel the approach is feasible and useful? **Short term? 21/22** *Fidelity (degree to which an intervention is implemented as intended):* • Staff demonstrate an understanding of Teaching Walkthrus theory and principles. • Staff use taught Walkthrus techniques for the first key areas trained: behaviour & relationships and explaining & modelling. *Reach (how many pupils is it serving?):* • All staff engage in training and implement Walkthrus techniques in their classes. *Acceptability (the degree to which different stakeholders i.e. teachers, pupils, and parents perceive an intervention as agreeable):* • All staff agree with the theory and principles behind the adoption of Teaching Walkthrus. • All staff agree that the techniques practised are effective. • All staff feel that the new approach to CPD and monitoring are beneficial to their practice and to children's progress.	How will pupils, teachers and the school benefit? **Short term? 21/22** ● There is a developing common language around teaching and learning at Coppice for the areas trained (behaviour and relationships, explaining and modelling). ● Teachers are attempting and developing the Walkthrus practised, receiving precise feedback about how to improve the quality of their lessons. ● Teachers are using evidence-informed techniques to improve the quality of lessons, thus having a positive impact on children's learning.
			Medium term? 22/23 *Fidelity:* • Year Group Leaders support Senior Leaders to quality assure the use of Walkthrus techniques, adding follow-up support and modelling as necessary. • Walkthus techniques are used more routinely and consistently by all staff. • Core Walkthrus are embedded in all classes; staff support each other to ADAPT and improve their use.	**Medium term? 22/23** ● Previously taught techniques are seen consistently and routinely in lessons across phases and subjects. ● Staff report that the school's systems of monitoring and coaching are supportive and help them to become better teachers.
			Long term? 23/24 *Fidelity:* • Continue to develop the breadth of Walkthrus techniques that staff are trained in. • Develop the depth of understanding for Walkthrus already learned; add nuance and context specificity to previous Walkthrus. • Leaders at all levels use Walkthrus to provide bespoke instructional coaching to help teachers solve the common problems in their classes. *Reach:* • Expand the Walkthus training program to include support staff • Walkthrus is a fundamental part of staff induction and a key part of the school's provision for Early Career Teachers. *Acceptability:* • Teachers are proactive about using Walktrhus to identify priorities and solve the learning problems in their classes and for their teams. • The Walkthrus approach to teaching and learning, as well as core techniques, are codified into staff handbooks for teachers at different stages of their career.	**Long term? 23/24** ● Improved progress for children in Key Stage 1 and 2 assessments. ● Internal assessment data shows that children are knowing more and remembering more of the curriculum compared with previous cohorts.

School Development Plan 2021 - 24

Priority: Curriculum development		Leads: Rob Laight		Trustee:
Problem (Why?)	**Intervention Description (What?)**	**Implementation Activities (How?)**	**Implementation Activities (How well?)**	**Final outcomes (and so?)**

Problem (Why?)

What needs to change e.g. staff behaviour, student behaviour, attainment?

Leadership:
- Some curriculum subjects are not yet as cumulative or coherent as others.
- Subject leaders require further training and support to develop a knowledge-rich curriculum.

Staff:
- Many staff know the content of their year group's curriculum very well but lack awareness of 'the bigger picture' (*i.e. what have the children already learned? How will they use this knowledge in future lessons?*)
- Lack of coaching has led to teachers not having the expertise needed to ensure that an ambitious curriculum can be accessed by all.

Learner behaviours:
- Some children to not engage with the curriculum due to difficulties accessing the content or struggling to see the relevance of disconnected content.
- Children cannot clearly explain the 'big ideas' underpinning subjects and the distinctions between subjects (*e.g. what makes a good historian?*)

Attainment:
- Performance in lessons shows that children have understood their lessons; however, a lack of systematic retrieval and explicit making of links in planning has led to content being forgotten in the long-term.
- Performance in lessons show that some children have struggled to access the curriculum due to missing scaffolding or working memory overload.

Intervention Description (What?)

What are the essential 'active' ingredients of the intervention?
What activities and behaviours will you see when it is working?

Active Ingredient 1:
Detailed planning
- Subject and senior leaders will work together to review and amend curriculum documentation to ensure that teachers have detailed, clear and cumulative medium-term planning for all subjects.

Active Ingredient 2:
Expert subject leadership
- Subject leaders understand and promote the importance of their subject: what makes it distinct, as well as how it contributes to the bigger picture of children's development. Subject leaders have a thorough understanding of the school's curriculum sequence in all year groups and across the school.

Active Ingredient 3:
Inclusive pedagogy
- High-quality teaching ensures that all children are able to access the curriculum. Teachers identify where scaffolding or adaptations need to be made in order to enable this to happen.

Active Ingredient 4:
Rigorous assessment
- Subject leaders design assessment tasks that allow teachers to ascertain how well the content of the curriculum has been learned and retained; teachers and subject leaders reflect systematically on the effectiveness of assessment tasks.

Active Ingredient 5:
Evidence-informed quality assurance
- Thorough and systematic processes of quality assurance are in place to evaluate curriculum provision, the effect of teaching and the depth, retention and connection of learning.

Implementation Activities (How?)

How will it be done?
What blend of activities will be required?

Training:
- Program of subject leader release so that each subject is given a half day of development work every three weeks.
- Series of training sessions for teachers about scaffolding and inclusion (delivered by SENDCO and curriculum leader).
- Subject-specific training for subject leaders (e.g. through subject associations or Myatt & Co).
- Periodic/revisited training for staff on principles of quality curriculum design (e.g. balanced, rigorous, coherent, cumulative, [appropriately] challenging…)

Educational Materials:
- Copies of PD books to develop senior and subject leader knowledge (e.g. Pupil Book Study)

Monitoring:
- SLT 'curriculum conversations' with subject leaders to ensure the rigour and reflectiveness of curriculum development work.
- Pupil book study — conversations with children with their books to support evaluation of curriculum, effects of teaching and retention of learning.
- SEND reviews with SLT, SEND team and trustees to evaluate the effect of training.
- School Improvement Partner visits to conduct curriculum conversations and suggest further action.
- Subject leaders to monitor provision in their subjects (teaching, task design, assessment etc) as part of their regular release time.

Coaching:
- Support and coaching from SLT to share their learning from Exemplary Leadership Program (2020-21) and facilitate curriculum conversations that drive improvement in the subjects.
- SIP coaching with subject leaders to give feedback on the strengths and development points for their subject, identifying next steps.

Funding:
- Membership of subject associations (e.g. Historical Association).
- Subscriptions to curriculum resources when we are convinced of their quality (e.g. Access Art).
- Costs of books to support professional development.
- Cost of cover for subject leader release.
- Cost of SIP visits to quality-assure SLT quality assurance.

Implementation Activities (How well?)

How will you know that it is working?
Do staff feel the approach is feasible and useful?

Short term? 21/22

Fidelity (degree to which an intervention is implemented as intended):
- Embedded program of subject leader release.
- The first wave of focus subjects (geography, history, science) to have been through a thorough review of planning intent have clear and detailed planning that is enacted in classrooms; teachers feedback to subject leaders on their successes and challenges.
- The second wave of focus subjects (art, PE, computing) have been through a thorough evaluation of current practice and the fit and feasibility of potential changes has been explored before making an adoption decision.
- For subjects where the school has adopted schemes (DT, MFL, RE, PSHE) the subject leaders understand the principles of the curriculum and evaluate its implementation.
- Lessons show that teachers are attempting and developing their practice in producing inclusive and appropriately challenging lessons following training.

Reach (how many pupils is it serving?):
- All staff have received training and all subject leaders have received some coaching from SLT. Some subject leaders have engaged in pupil book study and coaching from SIP.

Acceptability (the degree to which different stakeholders i.e. teachers, pupils, and parents perceive an intervention as agreeable):
- All staff understand the importance of the school's curriculum development work and the part they play in designing and enacting it.
- There is a consensus that a coherent and cumulative curriculum is of huge benefit to children's learning, development and future life chances.

Medium term? 22/23
Fidelity:
- The second wave of focus subjects to have been through a thorough review of planning intent (art, PE, computing) have clear and detailed planning that is enacted in classrooms; teachers feedback to subject leaders on their successes and challenges.
- Leaders of the first wave of focus subjects (geography, history, science) adapt and enhance the provision in their subjects according to the successes and challenges identified through quality assurance and staff feedback.
- Teachers utilise strategies from CPD to plan and deliver lessons that allow SEND children to access the full ambition of the curriculum.

Acceptability:
- Wider curriculum subjects have systems of assessment that are robust and informative to teachers and leaders.
- Subject leaders, with ongoing feedback from staff, are increasingly motivated and proactive to contribute to the school's curriculum improvement journey.

Long term? 23/24
Fidelity:
- All subjects, including those based on schemes, have clear and detailed planning that makes it easy for teachers to teach good lessons in that subject.

Reach:
- Scaffolding strategies are consistent and embedded; teachers reflect on the curriculum and the needs of their classes in order to optimise the level of challenge in lessons.

Acceptability:
- All subject leaders have a comprehensive understanding of the the impact of the curriculum in their subject that the subject can continue to evolve.
- Parents are well-informed about the school's curriculum and the rationale for the decisions that have been made.

Final outcomes (and so?)

How will pupils, teachers and the school benefit?

Short term? 21/22
- Planning for the first wave of subjects is specified in detail, making it easier for teachers to teach well; there is a clear, sequenced and progressive structure in place for the next wave of subjects which will be specified in increasing detail.
- Children's motivation and curiosity for wider curriculum subjects is noticeably improved.
- Teachers and children are increasingly aware of the subject disciplines, what makes them unique and how they contribute to the bigger picture.
- In lessons, teachers make links to children's previous learning.

Medium term? 22/23
- Children are able to articulate the 'big ideas' of subjects and the disciplinary knowledge that distinguishes subjects.
- Pupil interviews (& book study) show that children are knowing more and remembering more of the curriculum.
- Planning and teaching are increasingly adapted for SEND needs, leading to greater achievement for SEND children.
- The next wave of focus subjects have detailed, coherent plans that enable teachers to plan and deliver effective lessons.
- Task design is improved; lesson outcomes show that children have been given tasks that ensure that they thought hard about the content of the lesson

Long term? 23/24
- Children's performance in lessons and the school's internal assessments show an increasing depth and breadth of knowledge
- Discussions with children (e.g. through Pupil Book Study) show that the curriculum is effective and that children are remembering and connecting their learning.
- Teacher workload is reduced as a product of a detailed curriculum and consistent strategies

School Development Plan 2021 - 24

Priority: Reading	Leads: Rob Laight		Trustee:

Problem (Why?)	Intervention Description (What?)	Implementation Activities (How?)	Implementation Activities (How well?)	Final outcomes (and so?)
What needs to change e.g. staff behaviour, student behaviour, attainment?	What are the essential 'active' ingredients of the intervention? What activities and behaviours will you see when it is working?	How will it be done? What blend of activities will be required?	How will you know that it is working? Do staff feel the approach is feasible and useful?	How will pupils, teachers and the school benefit?

Problem (Why?)

Teachers:
- There is a significant variation between the recency and depth of subject knowledge staff have for the teaching of reading: some staff lack sufficient knowledge of the processes involved in the teaching of reading
- * Interventions: guidance and resources are required to ensure that teachers can diagnose children's difficulties accurately and plan interventions are precise and structured.

Planning
- * Evaluation of the previous approach to phonics teaching (Phonics Bug) revealed the need for a more structured program with clearer principles.

Learner behaviours:
- The desired culture of reading for pleasure is not ubiquitous in the way we'd like it to be: pupil voice surveys have revealed that there is a significant disparity between attitudes towards reading.

Attainment:
- Progression of some children from infants into juniors is significantly hampered by failing to master phonics in line with their peers.
- A lack of reading fluency hampers the ability of some children to improve their language comprehension and thus achieve good progress at the end of Key Stage 2.

Intervention Description (What?)

Active Ingredient 1:
Consistency of phonics teaching
- Implementation of Sounds-Write phonics — a carefully structured, cumulative, sequential, explicit and code-oriented instructional programme

Active Ingredient 2:
Structured interventions for children who are struggling with literacy
- Diagnostic tools need to be adopted to accurately assess children's needs so that a small number of highly structured evidence-informed interventions can be put in place to target precise areas of difficulty.

Active Ingredient 3:
A school culture that prioritises reading for pleasure
- School systems create an environment where children are intrinsically motivated to read: they are given time to read for pleasure, have choices from a variety of 'texts that tempt', and they have opportunities to engage in 'book talk'

Active Ingredient 4:
Evidence-informed approaches to developing comprehension strategies
- Teachers teach all of the elements of language comprehension effectively, responsively and in a way that uses lesson time efficiently.

Implementation Activities (How?)

Training:
- Sounds-Write Practitioners' Online Training (six weeks, accredited) for all teachers responsible for planning phonics in Reception, Year One and Year Two (as well as the literacy leader)
- Series of staff meetings that instruct teachers on ways to improve children's reading fluency, comprehension strategies and comprehension monitoring, as well as refresher training on vocabulary instruction..

Educational Materials:
- Sounds-Write training, manuals and resources for all staff.
- Sounds-Write code-controlled reading books to support development of children's decoding skills.
- Suite of diagnostic assessments to identify children's needs precisely (phonological awareness, phonics knowledge and skills, reading fluency assessment).
- Materials to support the development of RfP pedagogy (e.g. book talk scaffolds)

Monitoring:
- SLT: periodic learning walks, e.g. observations of teaching to check that Sounds-Write phonics is being delivered with fidelity.
- Pupil Book Study: talking to children about their reading to quality-assure the impact of teaching.
- Reading made a standing item on year leader meetings — staff report back on actions taken and impacts.

Coaching:
- English leader and phonics lead to provide precise feedback based on observations; teachers to engage in peer-to-peer support while the program is embedding
- English leader and phonics lead to deliver sessions for staff (e.g. new starters, TAs) to observe to model effective practice.

Funding:
- Cost of Sounds-Write accredited training (£440 x 10, as well as any additional costs for staff turnover etc.)
- Code-controlled readers (__)
- Furnishing the new school library and stocking it with 'texts that tempt'

Implementation Activities (How well?)

Short term? 22/23

Fidelity (degree to which an intervention is implemented as intended):
- Sounds-Write lessons are taught with accuracy across Reception and KS1; staff follow their scripts and use modelling and questioning effectively.
- All staff demonstrate an understanding of reading fluency (what it is, why it's important, and how to develop it).
- Strategies such as echo reading are utilised across KS2.
- Reading fluency assessments are used in years 2+ to identify children in need of extra support; children are put into reading fluency interventions according to these assessments.

Reach (how many pupils is it serving?):
- Phonics — all staff in Reception, Year 1 and Year 2 are using Sounds-Write lessons to ensure consistent and quality phonics instruction.
- Fluency — all classes in Year 2 and above start to use the school's new system of assessing reading fluency and plan interventions for children working below age-related expectations.

Acceptability (the degree to which different stakeholders i.e. teachers, pupils, and parents perceive an intervention as agreeable):
- Improved staff confidence in teaching phonics — teachers support the program's principles and deliver with fidelity, using scripts initially if necessary.
- Teachers use new fluency assessments and give feedback to SLT on successes, challenges, queries etc.
- Staff adapt practice to support reading for pleasure (e.g. read and register, promoting choice and facilitating book talk).

Medium term? 22/23

Fidelity:
- Teachers deliver Sounds-Write lessons with increasing confidence and fluency, including the use of Sounds-Write error correction scripts when supporting phonics and reading.
- Staff are increasingly aware of the role of background knowledge in developing skilled readers and are planning (alongside the English leader) and increasingly rich and varied 'reading diet' for their classes.
- Support staff are increasingly aware of the principles and key strategies to develop phonics and fluency in class and are well-trained how to support their development.
- Systems for assessing reading fluency are well established and used to identify needs; strategies for developing fluency are in place in class and interventions.
- Staff are aware of the difference between comprehension 'skills' and strategies, and plan guided reading sessions with an emphasis on developing the latter.

Acceptability:
- Staff build the school's reading for pleasure culture by implementing a reading for pleasure pedagogy (e.g. facilitating social, informal book talk and recommendations, guiding pupil reading choices, being a reading role model).
- Teachers adapt their planning to emphasise the development of reading strategies over seeing comprehension as a set of discrete 'skills', checking planning with the English coordinator when necessary.
- Parents are increasingly aware of the school's approach to phonics and ways to support their child to learn to read and spell.

Long term? 23/24

Fidelity:
- There is a consistent, embedded approach to the teaching of reading; teachers in EY & KS1 have developed proficiency in phonics teaching and developed strategies for supporting language development and vocabulary building.
- Systems for diagnostic assessment are well embedded in the school; structured interventions are put in place to give precise support to struggling pupils.
- The school's culture of reading for pleasure is visible in classes and common areas of school; children talk with enthusiasm about their favourite books and authors, and teachers create the conditions for reading for pleasure to flourish.

Acceptability:
- All staff understand and support the principles of Sounds-Write Phonics; parents are increasingly well-informed and supported to support their children's phonics development.
- Staff feel empowered to teach reading comprehension and understand the principles of effective reading instruction well enough to make responsive and adaptive decisions (e.g. about the balance of modelling and questioning in reading lessons)
- Systems of diagnostic assessment and structured intervention are well-embedded; with support from the English leader and SENDco, staff plan effectively to address gaps in learning.
- Teachers work alongside the English leader to design a reading curriculum that complements our class novel spine with quality nonfiction, poetry and linked fiction that ensures that children develop a broad and deep background knowledge.

Final outcomes (and so?)

Short term?
- Improved motivation to read and developing confidence in reading.
- Children who have a need identified via diagnostic testing (e.g. phonics knowledge and skills, reading fluency) make progress on said diagnostic — even if it's only small.

Medium term?
- Improved reading fluency (measured by the school's internal systems)
- Feedback from pupil voice activities shows an improved attitude to reading.
- KS2 reading lesson time is used more effectively as a result of a renewed focus on reading strategies; as a result, the volume and breadth of reading in KS2 reading lessons is improved.

Long term?
- Improved attainment and progress in the phonics screening check.
- Improved reading comprehension scores in statutory assessments at the end of Key Stage 1 and Key Stage 2 (as a result of improved fluency and a rich, varied diet of reading).

School Development Plan 2021 - 24

Priority: Early Years Foundation Stage		Leads: Katie Flynn		Trustee:
Problem (Why?)	**Intervention Description (What?)**	**Implementation Activities (How?)**	**Implementation Activities (How well?)**	Final outcomes (and so?)

Problem (Why?)	Intervention Description (What?)	Implementation Activities (How?)	Implementation Activities (How well?)	Final outcomes (and so?)
What needs to change e.g. staff behaviour, student behaviour, attainment?	*What are the essential 'active' ingredients of the intervention? What activities and behaviours will you see when it is working?*	*How will it be done? What blend of activities will be required?*	How will you know that it is working? Do staff feel the approach is feasible and useful?	*How will pupils, teachers and the school benefit?*

Problem (Why?)

Leadership:
- Lack of consistency in our approach to teaching and learning in our EYFS.
- Subject leaders are not as knowledgeable regarding practice in EYFS.

Staff:
- Not all staff are confident and knowledgeable in facilitating learning through 'teaching in the moment'.
- Staff are unfamiliar with the new EYFS curriculum and expectations for the end of the year.

Learner behaviours:
- There is a lack of engagement from some children with low level play observed, particularly in the outdoors.

Attainment:
- The gap between boys and girls is increasing, particularly in Reading and Writing at the end of Reception ELG's.

Intervention Description (What?)

Active Ingredient 1:
Detailed Planning
- EYFS Lead, subject leaders and SLT will work together to review and revise curriculum documentation to ensure that staff are aware of what needs to be covered and how this links to the rest of the school and prepares our children for later learning.
- EYFS staff and subject leaders will have a thorough understanding of the knowledge and skills that are covered in Nursery and Reception and there will be clear progression across the phase.

Active Ingredient 2:
Engaging and purposeful environments
- EYFS staff will use observations and assessments effectively to plan and resource learning environments. This will lead to high levels of well-being and involvement levels evident in both learning areas inside and outside and children's next steps will be targeted. Children will display characteristics of effective learning.

Active Ingredient 3:
High quality interactions
- EYFS staff will confidently and consistently facilitate learning through carrying out skilful interactions in all areas as children direct their own play and learning.

Active Ingredient 4:
Parental involvement
- There will be a strong link between school and home.
- Parents and carers will feel involved and knowledgeable about their child's learning and will understand how they support their child at home.

Implementation Activities (How?)

Training:
- A series of staff meetings to focus on the new Development Matters and to instruct staff on ways to facilitate learning through 'teaching in the moment'.
- Time for EYFS and Curriculum leaders to discuss and plan the knowledge, skills and vocabulary to be taught in EYFS and how it sets a foundation for KS1.
- Time for EYFS lead and SLT to discuss and create The Early Years policy and to share this with staff.
- Time for EYFS teachers to reflect on provision and to plan and resource learning areas.
- Teachers trained in Sounds-Write phonics programme.
- Systematic programme of CPD in place to improve practitioner practice in the key area outlined in active ingredient 3.
- A series of workshops to develop parent/carer understanding of what is taught in the Early Years and events such as: Rhyme Time and Story Time sessions to further home/school links.

Education Materials:
- Early Excellence webinars.
- 'The Message Centre' and 'Adventure Island' training from Greg Botrill.
- 7 selves book by Janet Rose and Sue Rogers and Interacting or Interfering? By Julie Fisher.
- Development Matters books for all EYFS teachers.

Monitoring:
- EYFS lead and SLT learning walks, e.g. to check consistency of practitioner interactions and fidelity to trained methods.
- SLT and EYFS leader to meet termly to discuss boys' attainment and progress.

Coaching:
- EYFS lead to provide precise feedback based on observations; practitioners to engage in peer-to-peer support.
- EYFS lead to model best practice for staff and as practice develops, SLT and EYFS lead identify champions to support ongoing coaching.

Funding:
- Cost of removing the wall between Nursery classrooms and new furniture and resources.
- Cost of training sessions and books.
- Cost of cover for subject leader release.
- Cost of extra TA hours to attend training

Implementation Activities (How well?)

Short term? 21/22

Fidelity:(degree to which an intervention is implemented as intended):
- Nursery building work is complete and furniture and resources have been purchased to enable a new layout and organisation of which is consistent with Reception.
- All EYFS practitioners have received some training on Development Matters and interactions.
- 'Rhyme Time' and 'Story Time' parent sessions are well established in EYFS.
- Medium term planning and vocabulary to be taught is in place for Geography and History (Understanding the World) and leaders have an understanding of the knowledge and skills taught in their subject.
- Opportunities for Reading and Writing are being well planned for — in both indoor and outdoor learning spaces.

Reach:(how many pupils is it serving?):
- All EYFS practitioners complete training in high-quality interactions as well as expectations for EYFS (e.g. Development Matters). As a result, all children should start to benefit from the changes to curriculum and pedagogy in EYFS.

Acceptability:(the degree to which different stakeholders i.e. teachers, pupils, and parents perceive an intervention as agreeable):
Staff understand the rationale for the changes that have been made and are willing to attempt this new approach, even if they do have some queries.
Observations show that all EYFS staff are attempting to facilitate learning through 'teaching in the moment'. Staff are amenable to feedback and coaching about this.

Medium term? 22/23
Fidelity:
- An EYFS policy has been approved by Trustees and is understood and followed by all practitioners.
- Parent workshops established to provide parents with an understanding of how they can support their child in Phonics/writing and Maths.
- The Outdoor Classroom offers a range of open-ended opportunities that promote reading, writing , problem solving and characteristics of effective learning.
- Staff have received training on interacting in the outdoors. Observations show practitioners are facilitating learning in the indoors with greater confidence
- Medium term planning and vocabulary to be taught is in place for Art (Expressive Arts and Design) and leaders have an understanding of the knowledge and skills taught in their subject.

Acceptability:
* Staff confidence is improved overall; 'champions' have been identified to provide good examples of practice and coach others.

Long term? 23/24
Fidelity:
- There is a consistent approach in practitioner interactions and staff can effectively communicate and identify the implicit approaches they have used and the reason behind their decisions.
- Medium term planning and vocabulary to be taught is in place for Music and DT (Expressive Arts and Design) and leaders have an understanding of the knowledge and skills taught in their subject.

Acceptability:
- Systems are in place that secure a high level of participation in parent workshops; parents are well-informed about the learning that takes place in EYFS and the reasons for the decisions we have made.
- High-quality interactions are embedded to such a degree that staff are increasingly responsive to the children and increasingly effective in facilitating learning.

Final outcomes (and so?)

Short term? 21/22
There are key consistencies visible in the approach to teaching and learning across EYFS.

More boys are showing high levels of engagement and more motivation in reading and writing learning experiences.

Medium term? 22/23
Boys are making good progress from their starting points in Reading and Writing.

Parents are more informed about our teaching and learning strategies and as a result, they can support their child's learning at home.

Long term? 23/24
Improved attainment and progress for boys reading and writing and the gap has closed between the boys and girls.