

West Felton CofE Primary School Development Plan 2023/24

Priority 1	<i>Personal Development</i> To develop children's character - including resilience, confidence and independence - and help them know how to keep physically and mentally healthy.
	Specific Action 1.1
Intent	To ensure that RSE is taught well throughout the school
Implement	<ul style="list-style-type: none"> Review RSE throughout the school and cross-reference to National Curriculum standards Review RSE information on website and update if necessary, share updates with parents Assess pupil's knowledge and understanding against the key objectives
Impact	<ul style="list-style-type: none"> Pupils at WF receive the defined RSE curriculum and we confidently meet the expectations Refine where necessary to ensure that the curriculum is engaging and helpful Parents will be accurately informed on RSE at West Felton and will be able to support their children in their learning where possible Parents can approach staff to borrow resources should they wish We will know whether our offer is effective. If it is not, we can adapt where necessary
	Specific Action 1.2
Intent	To develop and deepen pupils understanding of the fundamental values of democracy, liberty, the rule of law, mutual respect and tolerance
Implement	<ul style="list-style-type: none"> Track democracy, liberty, the rule of law, mutual respect and tolerance across the curriculum <i>and</i> through school values and worship themes Following review, enhance our offer through our curriculum offer and extra-curricular provision
Impact	<ul style="list-style-type: none"> SLT and teachers will be knowledgeable about the offer regarding these values Pupils will develop and deepen their understanding of these values
	Specific Action 1.3
Intent	To develop pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy
Implement	<ul style="list-style-type: none"> Maintain excellent PSHE standards throughout the school Continue with ELSA and MHST offer Highlight related vocabulary in worship and celebration assemblies <ul style="list-style-type: none"> Confidence - self esteem Resilience - self worth Mentally healthy
Impact	<ul style="list-style-type: none"> All pupils will receive an excellent PSHE offer which meets and exceeds National Curriculum standards. Individuals with low level mental health concerns are well-supported in house Individuals and families whose needs cannot be met with ELSA are supported through the MHST process Mental health concerns are addressed, sometimes resolved; sometimes improved and consequently do not impact on the pupil's ability to reach their full potential Pupils have the vocabulary to express themselves Pupils can aspire to be confident, be resilient etc. and understand the steps they can take to meet this aspiration
	Specific Action 1.4
Intent	To support readiness for the next phase of education
Implement	<ul style="list-style-type: none"> Include questions on transition in pupil survey (Autumn term) Refine transition programme in light of feedback Diarize a series of transition staff meetings (Spring/Summer term) Work closely with feeder secondary schools to ensure smooth, effective transition Devise and offer summer challenges which aim to prevent the impact of the summer slide

Impact	<ul style="list-style-type: none"> • Pupils and parents will feel confident about their child's transition at each stage • Autumn term learning will be maximised as teachers and TAs know their pupils well before the start of term • There will be less 'lost learning' over the summer holidays
Summary	Priority 1
Overall impact	<ul style="list-style-type: none"> • Our vision of 'Preparing for life in all its fullness' will be enhanced • Pupils will feel confident in their knowledge of RSE and we will have embedded core values of respect, consent and safety • Pupils will be aware of the importance of mental health and how they can work to keep healthy • We will have contributed to good citizens; in line with our vision
Overall cost	TBC

	To ensure good progress in Maths (Using EEF Maths EY KS1 Summary of Recommendations.pdf & Maths KS2 KS3 Recommendations Poster update.pdf)	
	Specific Action 2.1	
Intent	To use assessment to build upon pupils' existing knowledge and understanding	
Implement	<ul style="list-style-type: none"> Review PUMA data more systematically to identify trends Trends identified will then inform future planning Ensure feedback is effective and that pupils and parents are aware of next steps (see KS2, element 1 for further guidance) Teachers address misconceptions and understand why pupils may persist with errors 	
Impact	<ul style="list-style-type: none"> We will accurately identify areas of strength and development; we can then learn from the strengths and apply to the development Planning will be reactive to the children's needs If whole school trends are identified we can address as a whole school and maximise impact Pupils and parents will be aware of next steps and take action to work towards them Misconceptions will be addressed before they become embedded, teachers and TAs will foresee potential misconceptions and be ready to address 	
	Specific Action 2.2	
Intent	To use high quality targeted support to help all children learn mathematics	
Implement	<ul style="list-style-type: none"> Small groups where appropriate for maximum impact Children with the greatest needs are supported by the most appropriate staff Sessions are brief and regular and guided by pupil assessment data Sessions should include explicit and systematic instruction Explicit connections are made between targeted support and everyday teaching activities – teaching in intervention session must be transferred to whole class Support for teachers and teaching assistants on planning and delivering interventions 	
Impact	<ul style="list-style-type: none"> Gaps will be accurately addressed and closed Teachers and TAs will feel confident in delivery Pupils will feel the impact of their intervention sessions 	
	Specific Action 2.3	
Intent	To develop practitioners' understanding of how children learn mathematics	
Implement	<ul style="list-style-type: none"> Invest in professional development which raises practitioner knowledge of how children learn mathematics Offer support within West Felton to Teachers and Teaching assistants to develop subject knowledge through CPD workshops Share research on how children learn best and the core principles of mathematical learning Ensure we are using the same resources from EYFS to KS1 for a smooth transition and familiarity with mathematical learning Have a bank of phrases we use as educators when teaching and supporting maths for familiarity in mathematical learning Ensure all adults working in classrooms are aware of progression maps, steps in previous learning and where they are going to All adults working within classrooms to teach and support mathematics embrace a positive attitude and demonstrate metacognition (developing own's learning). 	
Impact	<ul style="list-style-type: none"> Teachers and TAs will be well-equipped to plan effective sequences Teachers and Tas will be aware of how children learn and can best meet their needs Children will ease into new year groups with familiar resources to support their learning Teachers and Tas can address misconceptions and support progression in lessons through questions and modelling Children and adults will think positively about maths, promote their thinking into becoming independent learners who can offer feedback and evaluate learning. 	
Summary	Priority 2	

Overall Impact	<ul style="list-style-type: none"> We will have an accurate understanding of strengths and areas to develop Planning will be enhanced to meet the needs of all children Pupils and Parents will be aware of next steps and how best to support them Misconceptions will not hinder learning Intervention will be highly effective Teachers and TAs will feel empowered to teach Mathematics to the best of their ability
Overall cost	TBC

Priority 3	Quality of Education Foundation subject review and refine: Art & Design and Science
	Specific action 3.1
Intent	To ensure curriculum quality
Implement	<ul style="list-style-type: none"> Review subject action plans Check content in relation to NC and long-term plans
Impact	<ul style="list-style-type: none"> Curriculum quality with be good or better National Curriculum coverage will be adhered to Children will have a broad and balanced curriculum Children will have the opportunity to thrive in all curriculum areas and see the benefit of all subject offers
	Specific action 3.2
Intent	To reduce the use of unnecessary worksheets in Science
Implement	<ul style="list-style-type: none"> Present evidence-based research to all staff which explains why closed tasks are not the most effective way for children to learn regularly, outline open ended, investigative tasks which are more effective and dispel the myth that there must be some 'written' work for every task. Demonstrate the issues we are having because of closed task e.g. children struggling to draw tables/diagrams, write with stamina in Science Approach the Corbet - could we review their Science teaching?
Impact	<ul style="list-style-type: none"> Science tasks will be enriching and investigative in their approach. Teaching & Learning in Science will be maximised. Children will see Science as a potential future career. Writing in Science will improve. Photocopying will be reduced, consequently costs.
	Specific action 3.3
Intent	To share the excellent practice in Art
Implement	<ul style="list-style-type: none"> Share art books staff meeting Track progress in Art & Design using our long-term planning - can we see this in the books? Art courses - MM advice
Impact	<ul style="list-style-type: none"> Curriculum quality with be good or better National Curriculum coverage will be adhered to Children will have a broad and balanced curriculum Children will have the opportunity to thrive in all curriculum areas and see the benefit of all subject offers

	<ul style="list-style-type: none"> Children to recognise the benefits of the Arts, as a hobby or future career option
	Specific action 3.4
Intent	To implement/tweak an effective assessment strategy which assists the teachers in moving children forward
Implement	<ul style="list-style-type: none"> Review existing assessment strategies Transfer lessons learnt from other subjects to these To be monitored
Impact	<ul style="list-style-type: none"> Teachers will have a clear and accurate understanding of each child's progress and next steps Minimise lost learning time Children recognise and value the progress they are making - aspiration
Summary	Priority 3
Overall Impact	<ul style="list-style-type: none"> Good or better curriculum offer for all of our pupils National Curriculum coverage secured Teachers who are confident and empowered Pupils enthused by a broad and balanced curriculum
Overall cost	TBC

Priority 4	Leadership & Management To maximise teaching & learning potential through the effective use of the Picture Building process.
	Specific action 4.1
Intent	To conduct and support colleagues with regular evidence-informed conversations about all aspects of their teaching role
Implement	<ul style="list-style-type: none"> • HH to ensure that 2 TBO take place each ½ term • HH to circulate the reflective conversation script • Build into staff meeting (directed time) so as not to impact on workload
Impact	<ul style="list-style-type: none"> • Empower our teachers to recognise what they do well, what they can share with each other and what they can tweak to improve • Enhance the teaching team as we share good practice and help each other develop • Findings will shape purposeful training opportunities which will impact on teaching & learning improvement strategies
	Specific action 4.2
Intent	To conduct Pupil Book Study for a specific subject and devise action plans following them
Implement	<ul style="list-style-type: none"> • Staff to engage with Pupil Book Study training • Teaching staff to employ the Pupil Book Study strategies in x throughout the school • Present findings from x Pupil Book Study • Monitor findings from x Pupil Book Study
Impact	<ul style="list-style-type: none"> • To accurately build a picture of each curriculum area learning at West Felton. • Teaching staff are able to lead conducive staff meetings so that all teachers understand the strengths and next steps for each curriculum area. • We are all able to affect change in curriculum areas throughout the school.
	Specific action 4.3
Intent	To facilitate professional development opportunities that draw on expert provision from beyond the school as well as within.
Implement	<ul style="list-style-type: none"> • Using evidence from the Picture Building process, we will have an accurate understanding of training needs. • Training needs could be facilitated in-house and be high-impact/low-cost. • Staff are more likely to engage positively in training which is bespoke to our needs.
Impact	<ul style="list-style-type: none"> • Staff will build their professional toolbox throughout the year, with relevant and meaningful skills. • Teaching and Learning will be optimised throughout the school.
Summary	Priority 4
Overall Impact	<ul style="list-style-type: none"> • Teaching and Learning will be maximised. • Staff will feel confident and empowered to teach to the very best of their ability. • SLT will have a truly accurate reflection of the teaching and learning experiences for pupils at West Felton.
Overall cost	TBC