



## St. Andrew's C.E. Medium Term Development Plan (15-18)

Priority Objectives 2015-16	✓
<p><b>Curriculum</b></p> <p>Embed the new government curriculum and its assessment.</p> <p>To work with the History/Geography and DT coordinator to evaluate the coverage throughout the school.</p> <p>To develop the teaching of arithmetic skills in line with the new curriculum.</p> <p>To evaluate the use of assessment procedures in Foundation subjects</p> <p>To evaluate and review the current assessment procedures for English and Maths</p> <p>Develop use of iPads as a teaching and learning tool</p> <p>Embed a new maths scheme more closely linked to the new curriculum</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>
<p><b>Standards and Phonics</b></p> <p>Ensure <u>all</u> children make at least expected progress and that the % of pupils exceeding expected progress is above the national average of: (2015 National), Reading 33%, Writing 34%, Maths 34%.</p> <p>Clear and targeted intervention for those who fail the phonics assessment in Y1</p> <p>Review and monitor the quality of phonics teaching and intervention in Rec, Y1 and Y2</p>	<p>✓</p> <p>✓</p> <p>✓</p>
<p><b>Able, Gifted and Talented</b></p> <p>Evaluate and monitor the provision for able, gifted and talented pupils and research best practice</p>	<p>✓</p>
<p><b>ICT</b></p> <p>Upgrade KS2 ICT suite</p> <p>Air conditioning in ICT suites and hall</p> <p>Implement more cross curricular ICT</p>	<p>✓</p> <p>✓</p>
<p><b>School to school support (system leadership)</b></p> <p>Maximise the potential of 'learning 3s' in the cluster, Specialist and Local Leaders of Education supporting other schools</p> <p>Produce an ITT development plan</p> <p>Produce a Teaching School's Development Plan</p> <p>Develop St Andrew's as a Teaching School</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>



<b>Assessment</b> Review the current system for assessing ICT Embed KS1 moderation materials with Y1 & Y2 Embed an assessment system which reflects the new National Curriculum and the absence of levels. Y2 and Y6 teachers to adapt and implement the new assessment without levels procedures (interim frameworks) Moderation to continue to be used as a tool for driving attainment. Testing systems to reflect the new government tests in 2016 Implement the findings from the Commission on Assessment Without Levels Clear and targeted intervention for those who fail the phonics assessment in Y1 Provision for those identified as have SEND to be prioritised. Implement Target Tracker STEPS Implement Target Tracker statements Implement assessment in TT in all foundation subjects	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
<b>Training</b> ECAT training for relevant staff Training for SEN intervention Look at how we can train staff internally on the foundation subjects To ensure staff members are fully aware of the resources available for assessment on Target Tracker. To provide in house training and external training with a focus on Reading, in particular Guided Reading. This to be for the whole of the EYFS team. To provide training in literacy for HLTAs and TAs. To balance training requests within appraisals ensuring links are made to the schools development plan Radicalisation training for staff Update whole school safeguarding training Target Tracker training	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
<b>Intervention</b> Review the TA pupil ratios Check Early Intervention-Ensure children who have not passed phonics are adequately catered for by reviewing and deciding what reading intervention approach to use.	✓ ✓



Priority Objectives 2016-17	✓
<b>Teaching Schools</b> Develop cultural education aspect of the curriculum Further develop school to school support Continue to work with other schools to moderate assessment procedures (web3) Engage with St Ambrose Barlow and the Eed.net Research Hub Recruit SLE's within the TS alliance Create a directory of SLE's and disseminate this information Continue to engage with school to school support Ensure CPD packages are planned for, attended and evaluated Develop a co-ordinator network (within TS)	✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓ ✓
<b>Standards</b> Use the new scaled scores to measure and monitor progress and attainment Ensure staff are aware of the new progress measures from KS1 to KS2 Review and monitor the quality of phonics teaching delivered by TAs in FS Track the progress of the phonics intervention work in Y2 (RE-SITS) with a new phonics tracker Maintain standards at specific assessment points; Reception, Y1, Y2 and Y6 Increase % of pupils passing the KS1 phonics test Increase % of EYFS pupils with good levels of development Ensure at least 80% of pupils at the end of Reception have a reading age of 5.5yrs Ensure at least 20% of pupils at the end of Reception have a reading age of 6yrs.	✓ ✓ ✓ ✓ ✓
<b>Assessment</b> Embed Target Tracker more fully Moderate within and inter school TT assessments-WEB3 Moderation to continue to be used as a tool for driving attainment. Ensure all phases moderate their assessments for Target Tracker and key stage national assessments Ensure there is a shared understanding of TT statements in English and Maths To agree a definition of mastery/greater depth and what this looks like within the curriculum To agree expected progress in terms of steps for each year/term	✓ ✓ ✓ ✓



<p><b>EYFS</b></p> <p>Improve the effectiveness of outdoor provision-----on going</p> <p>TA interactions training for CP</p> <p>Training for all staff in phonics</p> <p>Implement new handwriting and maths books</p> <p>Re-arrange class timetables to ensure more focussed tasks are completed and with larger groups</p> <p>Implement a new reading timetable</p> <p>Ensure children are Y1 ready</p> <p>Develop an improved transition process</p> <p>Moderate with key staff in all 17 areas</p> <p>Improve GLD scores in Reception</p> <p>ELKLAN training for more staff</p> <p>Implement working walls in Reception consistent with nursery</p>	<p>✓</p>
<p><b>Teaching and Learning</b></p> <p>More effectively plan for higher order questioning with pupils</p> <p>Ensure collaborative learning practice(Lesson Study) is embedded into the school timetable to support improvement in practice</p> <p>To ensure there is a consistent and rigorous approach to the teaching of times tables throughout year groups.</p> <p>Ensure MFL objectives implemented throughout KS2</p> <p>Ensure staff in KS1 and KS2 have a deeper understanding of how pupils should/could be working 'at greater depth' in Reading and Maths,</p> <p>To deliver training in BRP to all TA's across the school (KS1 and KS2)</p> <p>Ensure phase leaders devise timetables for all those requiring BRP</p> <p>To plan and implement a three week revision timetable at the start of the academic year</p> <p>To ensure guided reading is planned and delivered rigorously throughout school</p> <p>To ensure times tables are taught daily (Y2-6)and this is monitored regularly</p> <p>To devise a times table unit plan so all year groups know which tables need to be taught in each year group (Y2-6)</p> <p>To review the foundation subjects of the curriculum KS1 and KS2</p> <p>To ensure home learning topics are implemented, assessed and 'fun'</p>	<p>✓</p>
<p><b>Training</b></p> <p>To implement the requirements of KCSiE training for all staff in school</p> <p>To ensure all staff are familiar with the agreed Kagan structures used throughout school</p> <p>Phonics training for EY staff</p> <p>To ensure the Deputy Designated Safeguarding Officer attends KCSiE Training</p> <p>To balance training requests within appraisals ensuring links are made to the schools development plan</p> <p>Ensure staff attend mentor training to support ITT students in school</p> <p>To ensure staff new to Y2 and Y6 attend SAT moderation training</p>	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>



<b>Priority Objectives 2017-18</b>	
<b>Teaching Schools</b> Continue to develop the cultural education aspect of the curriculum Continue to work with other schools to moderate assessment procedures (web3) Continue to engage with school to school support Ensure CPD packages are planned for, attended and evaluated Ensure further SLE recruitment takes place and that they are accessible to those who require them Ensure rigorous quality assurance systems are in place for CPD and ITT	
<b>Standards</b> Maintain standards at specific assessment points; Reception, Y1, Y2 and Y6 Increase % of pupils passing the KS1 phonics test Increase % of EYFS pupils with good levels of development Ensure at least 80% of pupils at the end of Reception have a reading age of 5.5yrs and 20% at 6.0yrs To raise attainment in phonics and reading throughout KS1 To raise attainment in KS2 in maths with a particular emphasis on reasoning Using the new progress measures review and monitor the impact on progress across Key stages	
<b>Assessment</b> Track pupil progress using TT to gain a better picture of those children that with reach the expected standards and those that won't Moderate assessments between classes in the same year group to ensure consistency Moderation to continue to be used as a tool for driving attainment. Ensure all phases moderate their assessments for Target Tracker and key stage national assessments	
<b>EYFS</b> To continue to improve outdoor provision To improve attainment in GLDs in Reception To improve and develop the learning environment improved in Reception Ensure pupils are Year 1 ready Review the improved transition process	



<b>Curriculum</b> Embed and the review curriculum further Review maths setting and maths attainment Ensure maths is a focus for school-Appraisal Review intervention programmes to ensure they are demonstrating impact To ensure the times tables are fully taught and assessed in preparation for national testing To continue to develop pupils' arithmetic skills in preparation for end of KS2 tests To continue to develop SPAG teaching throughout school To review Guided Reading planning and how this is taught throughout school TT used more effectively across all curriculum areas	✓  ✓ ✓ ✓
<b>RE and Ethos</b> To introduce and embed an assessment system to track new syllabus – preferably Target Tracker To source ideas for displaying the Christian values at the front of school. To embed 'Shine Group' and involve in school assemblies To ensure staff are fully prepared for R.E inspection Spring 2018 To introduce new R.E floorbooks Implement some of the ideas from the Understanding Christianity conference 18/19 To develop the school's ethos by ensuring our values are displayed around school	✓ ✓ ✓ ✓ ✓ ✓
<b>Training</b> To renew the staff Paediatric 1 <sup>st</sup> aid training To deliver annual Safeguarding updates to all staff Complete KS1 'in house' phonics training	✓ ✓