

Blossom Federation

Daubeney, Sebright and Lauriston



and in partnership with Colvestone Primary School

School Development Plan 2023 - 2024

School Development Plan 2023 - 2024 Contents

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Lauriston School

The School Development Plan Process 2023-2024

Each year the staff, children and governors review the progress we have made and identify areas of focus for continued Development for the future. This self-review and evaluation is part of our ongoing school Development cycle and helps us to devise the 'School Development Plan' or SDP.

The SDP runs in with the academic year from September 2023 – July 2024. You will be familiar with the process by now, but throughout the year there will be updates about our progress on the School Development Plan and it is very important that all members of the school community have the opportunity to contribute towards this plan. All parents, staff and school governors are asked to contribute, as of course are the children.

Other areas which contribute to the School Development Planning Process:

- school data and assessment indicators
- key under performing groups
- trends and suggestions from our stakeholder questionnaires
- objectives as set by Hackney Education
- issues which have arisen from our own monitoring of teaching and learning
- our own strategic direction for the school e.g. Forest Schooling etc.

The plan is then formulated using this information. The purpose of the School Development Plan is to review and evaluate the impact of the previous year's developments, identify key areas for school Development and to outline the action to be taken in key areas.

Governors and the School Development Plan

The monitoring of the School Development Plan is delegated to Governing Body committees:

- The Curriculum and Standards Committee (Teaching & Learning Committee at Colvestone) monitors curriculum related matters. Subject Leaders may make presentations to the committee and the termly report updates governors on the progress made in these areas. There are governors with areas of responsibility such as English, Maths and Safeguarding. These governors are asked to make a visit to the school to meet with leaders and to present a short report about their visit to the Committee.

- The Finance & Staffing Committee (Finance & Resources Committee at Colvestone) monitors Staffing and personnel decisions. They review the links between School Development, CPD, Teaching and Learning and pay as part of a rigorous appraisal circle.

The Executive Head Teacher and Heads of School will meet with the Local School Committee chairs and Chair of Governors to share the planning stages of this document, their ideas and developments.

School Development Planning 2023-2024

Task	Start Date	Person Responsible	Consultation process	Completion Date
Steering overall process & Initial discussions	Summer 1 / Summer 2	Robin Warren	HoS Meeting Senior Leadership Meetings	May/June 2023 onwards
Federation SLT Meeting to outline process and initial areas for focus	April 2022	Robin Warren	Federation SLT Meeting	April 2022
Children's Questionnaire circulation	May & June 2023	Anna Lucey Peter Hamlin Serena Brooks Gregory Logan	SLT Meeting	June 2023
Staff Questionnaire circulation	June 2023	Robin Warren	SLT Meeting	June 2023
Parents & Carers Questionnaire circulation	June 2023	Robin Warren Heads of School	SLT Meeting	June 2023
Collating information for planning of SDP	July 2023	Robin Warren & SLT's	School Self Review Process Leadership Team Meetings	July 2023
Analysis of EYFS, Phonics, SATS and MTC Data to inform priorities	July 2023	Assessment Leads	SLT Meetings	July 2023
Deciding priorities and aims within SDP	July 2023	Senior Leadership Teams	Responding to indicators plus Questionnaires to staff, parents and carers, governors and children EYFS, KS1 & KS2 data etc	July 2023
Drawing up draft SDP action plans	July 2023	Senior Leadership Teams	Senior Leadership meetings	July 2023

Current SDP Evaluated and summary report completed	July 2023	SDP Nominated Lead	Senior Leadership Meetings	July 2023
Meet with Local School Committee chairs	July 2023	Robin Warren Heads of School Local School Committee chairs Chairs of Governors	LSC's in Autumn Term	July 2023
Other In-Year Data analyses to inform final draft	July/August 2023	Assessment Leads	Senior Leadership Meetings	August 2023
Draft Ready to inform September INSET SDP Presentation	August 2023	Robin Warren Heads of School Nominated member of SLT	SLT's	Sept 2023
SDP Headlines communicated to staff, parents and Governors	September 2023	Robin Warren (Federation wide) Heads of School	SLT's	Sept 202
SDP Objectives published in all school communal areas	September 2023	Heads of School	SLT's	Sept 2023
Edit	September 2023	Nominated Member - SLT	Senior Leadership Team	30th Sept 2023
Producing and circulating written plan to staff and governors	September / October 2023	Nominated Member of SLT	Staff INSET GB Meeting	September / October 2023
Subject Leader/Team Action Plans	October 2023	Heads of School	SLT's	Half Term
SDP shared with LSC's	Termly	LSC	LSC	Termly
SDP Newsletter Published	October 2022 February 2023 June 2023	Robin Warren & Nominated Member of SLT	EHT	Termly

SDP Review	Termly	Heads of School Nominated Member of SLT		Termly
Questionnaires to staff, pupils and families...cycle begins again	Summer Term	SLT	Headteacher	Summer Term

School Improvement Indicators

School Data & Assessment	Teaching & Learning	Staffing
<p>https://www.lauriston.hackney.sch.uk/about-us/performance</p>	<ul style="list-style-type: none"> • Support new staff members to understand T&L expectations already in place: principles of Mastery in mathematics teaching; Plan-Model-Write approach in Writing; Blossom Phonics. • Review and development of Y1 Integrated Learning model to support Y1 Writing outcomes and preparation for transition to Y2. • Re-development of Feedback Policy and embedding within practice. • Ongoing work with North East London Maths Hub; development of this relationship to continue our Mastery approach to T&L of Maths. • 'Mini Schools' setting T&L priorities within year groups/phases. 	<ul style="list-style-type: none"> • Changes to SLT structure for academic year 23/24: two Leaders of Learning replace AHT role for one year and join SLT. • SENDCo joining SLT. • Three new teachers joining teaching team.
Strategy	Questionnaires/Communication	Premises
<ul style="list-style-type: none"> • Sustaining quality of Teaching & Learning and continuing to develop practice in focus areas of wider curriculum. • Sustaining excellent end of key stage outcomes and continuing to close PPG gap. • Review and further development of Y1 Integrated Learning model. 		<ul style="list-style-type: none"> • Ongoing negotiations with Hackney Education around structural improvements to school building • Phased plan and timeline created.

School Development Priorities Poster

This document outlines how all leaders will work towards achieving our *School Development Priorities* and the actions to achieve them. Each of these priorities are allocated CPD/INSET time throughout the year and are the focus of whole school monitoring and learning walks during the year. Outside reviews of the school will also focus on these priorities and the progress we are making towards them e.g. Hackney Education SIP Process, Hackney Education SRAS Process, Internal monitoring of teaching and learning, feedback from subject leaders, cross federation development work etc.

The School Development priorities (SDP) for the academic year 2023 - 2024 are:

- 1. Develop a 'Mini-Schools' model in Teaching & Learning.**
- 2. Enhancing pupils' collaborative spirit across Lauriston and increasing pupil voice.**
- 3. Review, develop and re-embed Feedback Policy.**
- 4. Further develop inclusive practice within the wider curriculum provision.**
- 5. Review and develop SEND strategy and provision.**

School Development Priority 1

Develop a 'Mini-Schools' model in Teaching & Learning.

Rationale	What's already happening	What is going to happen?
<ul style="list-style-type: none"> T&L developments within core & wider curriculum over previous years have developed the quality of T&L across the school. End key stage outcomes have improved eg. end KS2 SATs results and Phonics outcomes; others need to progress eg. Year 4 MTC outcomes. Developing a 'Mini-Schools' model should support phases and year groups to understand T&L priorities and core concepts children must master before leaving their year group/phase/key stage. We continue to focus on the lowest attaining 30% of pupils and how to improve outcomes for these pupils. Linking T&L focus areas to pupil progress meetings will lead to targeted focus & improved outcomes. 	<ul style="list-style-type: none"> Targeted work on T&L of specific school areas to improve outcomes has taken place eg. development of Whole Class Reading model improving Reading outcomes at end KS2, work on Phonics improving Y1 & Y2 Phonics outcomes. Targeted CPD to develop T&L priority areas has taken place and will continue to be planned for across academic year 2023-24. T&L priorities across whole school eg. Maths Fluency linked with PPMs in 22/23. Phonics lead in Rec worked alongside new Y1 teachers to model phonics teaching and support structure – this to continue/develop. 	<p>Action 1: Set and share aspirational T&L priorities for each phase.</p> <p>Action 2: Link phase priorities to Pupil Progress Meetings.</p> <p>Action 3: Develop monitoring model with a focus on mini-school priorities.</p> <p>Action 4: Set aspirational targets for end of key stage outcomes connected to mini-school priorities.</p> <p>Action 5: Plan opportunities for phase-specific CPD that targets mini-school priorities.</p> <p>Action 6: Sustain high-quality Phonics provision across EYFS and Year 1.</p> <p>Action 7: Ensure provision for lowest 30% of readers is robust to support accelerated progress.</p> <p>Action 8: Further develop systems for Year 4 Multiplication Tables Check; adjust assessment checkpoints to allow for targeted intervention and support ahead of final assessments.</p> <p>Action 9: Support and develop teacher subject knowledge in understanding of specific year group expectations for writing and pedagogy in ability to set effective pupil targets.</p> <p>Action 10: Ensure robust provision for lower attaining pupils in Year 3 to enable pupils to make accelerated progress.</p> <p>Action 11: Track children who have not met GLD in Reception through Year 1 to monitor support and progress for lowest 30%.</p>

Actions:	How we will do this	Measurable Outcome:	Progress & Evidence
1 Set and share aspirational T&L priorities for each phase.	<p>Leaders of Learning to agree aspirational T&L priorities for each phase with HoS and communicate these to teachers. Align mini-schools foci with Learning Walk and SMT Monitoring foci to ensure a connected approach to monitoring and feedback.</p> <p>Ensure regular discussion points within briefings, CPD, PPMs etc to raise profile of mini-school foci.</p>	<p>Teachers are aware of their 'mini-school' priorities and can articulate end of year/key stage expectations clearly.</p> <p>'Mini-School' priorities are set out clearly in simple document that expresses a core learning journey through Lauriston.</p> <p>CPD and PPMs address mini-school priorities throughout the year.</p>	<p>SMT Monitoring Learning Walks End of year outcomes Pupil Progress Meetings</p>
2 Link phase priorities to Pupil Progress Meetings.	<p>Set T&L priorities for each phase within initial PPMs.</p> <p>Track mini-schools foci through PPMs as requirements for pupils to be at EXS standard eg. securing times tables in Year 4.</p>	<p>Pupil Progress Meetings refer to the mini-school priorities and track these within discussions and data.</p>	<p>Pupil Progress Meetings</p>
3 Develop monitoring model with a focus on mini-school priorities.	<p>Planning for mini-school T&L priorities to be looked at as specific foci within SMT; incorporating this into SMT monitoring and learning walk schedules as appropriate.</p>	<p>SMT model incorporates time dedicated to monitoring of mini-school foci.</p>	<p>SMT Monitoring Learning Walks End of year outcomes Pupil Progress Meetings</p>
4 Set aspirational targets for end of key stage outcomes connected to mini-school priorities.	<p>Agree aspirational data targets linked to mini-school priorities; set and referred to within PPMs and data meetings. Set as aspirational long-term school targets, not specific target-setting related to cohorts.</p>	<p>Aspirational targets set.</p> <p>Success in end of key stage outcomes is sustained or improved upon; data reflects this.</p>	<p>Whole School Data Target setting</p>
5 Plan opportunities for phase-specific CPD that targets mini-school priorities.	<p>Incorporate phase-specific CPD opportunities within CPD schedule to allow for focus on pedagogy connected to mini-school priorities.</p> <p>Discussions between Leaders of Learning and HoS to enable strategic planning for CPD relevant to mini-schools.</p>	<p>CPD schedule reflects time spent on pedagogy specific to mini-school foci.</p> <p>Learning walks and monitoring link to pedagogy being developed through CPD.</p>	<p>CPD schedule SMT Monitoring Learning Walks</p>
6 Sustain high-quality Phonics provision across EYFS and Year 1.	<p>Phonics lead to work alongside Year 1 teachers across 2023-24 to ensure: clear consistent daily teaching routine; models of good practice & regular monitoring of provision; planning support where necessary; opportunities for peer observation.</p> <p>Phonics Screening Check to be completed by Phonics Lead or familiar adults for pupils; appropriate access arrangements to be in place where</p>	<p>Phonics Learning Walks show clear, well-paced and consistent phonics lesson structures in place.</p> <p>Phonics data across the year shows good and accelerated progress.</p>	<p>Learning Walks Phonics Data SMT Monitoring Pupil Progress Meetings</p>

	<p>necessary.</p> <p>Assessment timeline will allow for Phonics assessment/PPM checkpoints which allow time for intervention and support ahead of final screening.</p> <p>Phonics & Early Reading routines to be established in Autumn Term Week 1.</p> <p>Collaboration across federation to share best practice and ensure consistent federation Phonics approach.</p>	<p>Phonics outcomes at end of year are in line with or exceeding national averages.</p> <p>Federation approach to Phonics and Early Reading is clearly embedded within practice at Lauriston.</p>		
7	<p>Ensure provision for lowest 30% of readers is robust to support accelerated progress.</p>	<p>Continue to build parent volunteers across all year groups to support lowest 30% of readers regularly within timetable.</p> <p>Create timetable for afternoon 1:1 reading sessions for lowest 30% across the week and systems and expectations for recording of sessions in children's reading records.</p> <p>Create and monitor robust interventions in Y2 for children retaking Phonics screening check.</p> <p>Develop whole school intervention approach to support children in Y3 and KS2 who need targeted reading or phonics intervention.</p>	<p>Lowest 30% of readers show accelerated progress in data checks across the year.</p> <p>1:1 reading for lowest 30% of readers takes place consistently with high expectations in place for sessions.</p> <p>Y2 phonics support & interventions are robust and take place regularly; PPMs show accelerated progress for these children.</p> <p>Reading Policy reflects whole school approach to targeted intervention.</p>	<p>1:1 reading schedule</p> <p>Intervention timetables</p> <p>Pupil Progress Meetings</p> <p>Reading Policy</p> <p>Reading & Phonics data</p>
8	<p>Further develop systems for Year 4 Multiplication Tables Check; adjust assessment checkpoints to allow for targeted intervention and support ahead of final assessments.</p>	<p>Assessment lead to re-develop assessment timetable so that MTC assessments and PPMs allow time for strategic interventions ahead of final check.</p> <p>Developing PPM structure to include focus within Y4 PPM on multiplication tables data only in addition to usual PPM; to allow focus on MTC progress across the year.</p>	<p>Improved outcomes in Y4 Multiplication Tables Check 2024.</p> <p>Pupil Progress Meetings demonstrate good progress in multiplication tables outcomes across year.</p> <p>Targeted interventions for multiplication tables in place early where outcomes are fragile or there is less progress.</p>	<p>Pupil Progress Meetings</p> <p>Assessment timetable</p> <p>MTC data</p> <p>Intervention timetables</p>
9	<p>Support and develop teacher subject knowledge in understanding of specific year group expectations for writing and pedagogy in ability to set effective pupil targets.</p>	<p>Continue to review Literacy MTP document to ensure planning is supported and teachers have clarity understanding year group expectations.</p> <p>Continue to build portfolio of exemplar documents for each year group; writing standard exemplifications.</p>	<p>Exemplar documents completed and in use by teachers across year.</p> <p>CPD schedule demonstrates time being allocated to Writing subject knowledge and standardisation.</p>	<p>CPD Schedule</p> <p>SMT Monitoring</p> <p>Exemplar docs</p>

	Allocate CPD to developing teacher pedagogy & provide opportunities for standardisation of judgements.	Monitoring shows improved accuracy in teachers' target-setting for pupils.	
10 Ensure robust provision for lower attaining pupils in Year 3 to enable pupils to make accelerated progress.	<p>Identify pupils who have not met Y2 expectations and ensure this information is shared clearly within handover for Y3.</p> <p>Track identified pupils' progress within Y3 through PPMs.</p> <p>Ensure robust reading interventions and provision in place from September to support pupil progress and access to Y3 curriculum.</p> <p>Monitor support and interventions planned for these pupils to maximise progress.</p>	<p>Intervention timetables reflect targeted approach to supporting lowest 30% pupils to make accelerated progress.</p> <p>PPMs enable identified children to be tracked.</p>	<p>Pupil Progress Meetings</p> <p>Year 3 data</p> <p>Pupil books</p> <p>Pupil benchmarking</p>
11 Track children who have not met GLD in Reception through Year 1 to monitor support and progress for lowest 30%.	<p>Identify pupils who have not met GLD and ensure this information is shared clearly within handover for Y1.</p> <p>Track identified pupils' progress within Y1 through PPMs.</p> <p>Ensure robust Phonics provision and interventions in place from September to support pupil progress.</p> <p>Monitor support and interventions planned for these pupils to maximise progress.</p>	<p>Intervention timetables reflect targeted approach to supporting lowest 30% pupils to make accelerated progress.</p> <p>PPMs enable identified children to be tracked.</p>	<p>Pupil Progress Meetings</p> <p>Year 1 data</p> <p>Pupil books</p> <p>Pupil benchmarking</p>

School Development Priority 2

Enhancing pupils' collaborative spirit across Lauriston and increasing pupil voice.

Rationale	What's already happening	What is going to happen?
<ul style="list-style-type: none"> • Work begun in academic year 22/23 to strengthen wider school community and increase wider community voice and presence at school; this priority would continue this focus through a more pupil-specific lens. • Staff and pupil voice suggests further work can be done on supporting peer relationships between pupils. • Work on pupil relationships should also positively impact behaviours for learning & playground interactions. 	<ul style="list-style-type: none"> • Establishment and development of pupil groups across the school: Pride Youth Network, Project Possible, School Council. • Embedding of Lauriston Expectations to support positive behaviours and relationships within school. • Introduction of regularly changing learning partners: embedded in some classrooms; looking to develop this consistently. 	<p>Action 1: Further development of pupil groups at Lauriston: groups representing pupil voice & pupil curriculum teams.</p> <p>Action 2: Embed regular swapping of learning partners within all classrooms.</p> <p>Action 3: Sustain work on using language of Lauriston Expectations and weekly expectation focus.</p> <p>Action 4: Consult for and make a decision about a policy for regular mixing of classes at Lauriston.</p> <p>Action 5: Set up new Pride Youth Network and develop PYN opportunities further.</p> <p>Action 6: Continue work with 'Project Possible' pupils and develop pupil group opportunities further.</p> <p>Action 7: Develop projects for School Council to lead and represent across the school.</p>

Actions:	How we will do this:	Measurable Outcome:	Progress & Evidence
<p>1 Further development of pupil groups at Lauriston: groups representing pupil voice & pupil curriculum teams.</p>	<p>Subject leads to be responsible for setting up and managing pupil curriculum teams.</p> <p>Subject leads to plan in discussion with T&L leads how best they can utilise their curriculum team to represent their subject and have impact within the school.</p> <p>Continuing and building on pupil groups within the school such as Project Possible and the Pride Youth Network.</p>	<p>Presence of pupil groups across school.</p> <p>Pupil voice feeding into school development work.</p> <p>Assemblies and other activities led or initiated by pupil groups.</p>	<p>Groups</p> <p>Pupil voice Assemblies</p> <p>School calendar</p>
<p>2 Embed regular swapping of learning partners within all</p>	<p>Introduce this expectation through CPD or Teacher Briefing structure in September; review rationale and feedback from previous years.</p>	<p>Learning walks demonstrate that regular learning partner swaps are taking place.</p>	<p>Learning walks</p> <p>Pupil Progress Meetings</p>

classrooms.	T&L leads to monitor core subjects across Autumn term to ensure this structure is in place across all classes.	Partner talk is strengthened; children able to articulate learning more confidently.	
3 Sustain work on using language of Lauriston Expectations and weekly expectation focus.	<p>Continue to ensure Lauriston Expectations have a strong displayed presence throughout school and are visible to all members of school community.</p> <p>Continue to ensure regular opportunities for discussion, modelling and celebration of Lauriston Expectations are available within school day & week.</p> <p>Communication to parents of each expectation and how we can show this: specific modelling by school staff and creating opportunities to see and praise the expectations.</p> <p>Use whole school assemblies as an avenue to raise profile of Lauriston Expectations.</p>	<p>Lauriston Expectations are visible throughout school and pupils are able to recall each expectation and understand what it means in context/give examples of what each expectation looks like in school.</p> <p>Parent community are able to articulate Lauriston Expectations</p>	<p>Learning walks</p> <p>Pupil and staff voice</p> <p>School calendar</p>
4 Consult for and make a decision about a policy for regular mixing of classes at Lauriston.	<p>SLT to timeline dates in Autumn and Spring term to discuss ways in which this approach would benefit the school and how the school might approach a policy for regular mixing of classes.</p> <p>SLT to discuss whether a consultation period with school community is necessary: if yes, gather staff and parent voice.</p> <p>SLT to set structure for clear communication of decision to school community and planning for the mixing of classes to take place.</p> <p>CPD time in Summer term dedicated to current class teachers submitting suggested class lists for their cohort, taking into consideration: behaviour needs, SEND needs, gender balance, balance of personalities, individual pupil needs, pupil-teacher relationships. Submitted class lists can then be reviewed and agreed by SLT ahead of communication to families in advance of new academic year.</p>	<p>Pupils' collaborative spirit and friendships across year group cohorts are strengthened.</p> <p>School gains more flexibility in ability to manage complex needs, friendship issues and behavioural needs within all cohorts.</p>	<p>SLT meetings</p> <p>Class lists and school structures</p>
5 Set up new Pride Youth Network and develop PYN opportunities further.	<p>PSHE lead to introduce and set up new Pride Youth Network from Year 6 cohort.</p> <p>Consider feedback from PSHCE lead handover on which opportunities were most valuable to them and what PYN could do more of in the coming academic year.</p>	<p>New PYN up and running.</p> <p>Pride Youth Network activities scheduled and planned for within school calendar.</p>	<p>Pride Youth Network</p> <p>Pupil voice</p> <p>School calendar</p>

	Work with PYN and development of their role in school to feature as part of PSHE lead's priorities when action planning.		
6	<p>Continue work with 'Project Possible' pupils and develop pupil group opportunities further.</p> <p>Project Possible team to grow after departure of last year's Y6 pupils and new Y3 pupils coming up.</p> <p>Project Possible staff leads to plan for events and activities across the school year.</p>	<p>Project Possible team up and running.</p> <p>Project Possible activities scheduled and planned for within school calendar.</p>	<p>Project Possible group</p> <p>Pupil voice</p> <p>School calendar</p>
7	<p>Develop projects for School Council to lead and represent across the school.</p> <p>PSHCE lead to plan for elections of new school council representatives.</p> <p>Once established, School Council to lead on projects and assemblies across the year: opportunities to be planned for in line with school calendar and school development priorities.</p>	<p>New school council elected.</p> <p>School Council activities scheduled and planned for within school calendar.</p>	<p>School council</p> <p>Pupil voice</p> <p>School calendar</p>

School Development Priority 3

Review, develop and re-embed Feedback Policy.

Rationale	What's already happening	What is going to happen?
<ul style="list-style-type: none"> • Observations from SMT led to discussions around consistent application of Feedback & Assessment Policy and how much it is currently fit for purpose and based on relevant research. • Monitoring has shown high quality learning outcomes in books and varying levels of teacher 'presence' which led to discussions around consistency of interpretation/understanding of current policy. • As a school we want to ensure our Feedback policy is consistently embedded and serves to support pupil progress without exacerbating unnecessary workload. 	<ul style="list-style-type: none"> • Teacher voice on current Feedback & Assessment policy has been gathered at all Blossom Federation schools via a staff questionnaire survey. • T&L leads from all three schools have met supervised by HoS responsible for curriculum development to discuss the findings of the survey and possible steps forward. • Feedback from SMT has been gathered and notes from book monitoring in 22/23 considered. • Decision taken to separate the policy so that we have a standalone 'Feedback Policy'. 	<p>Action 1: Review current feedback practices alongside findings from recent educational research.</p> <p>Action 2: Gather staff and pupil voice relating to effective feedback practices.</p> <p>Action 3: Re-develop Feedback Policy.</p> <p>Action 4: Re-introduce Feedback Policy through CPD.</p> <p>Action 5: Embed consistent practice and application of Feedback Policy through monitoring and targeted support.</p> <p>Action 6: Plan for targeted CPD that supports effective application of Feedback Policy and understanding of effective target-setting for pupils.</p>

Actions:	How we will do this:	Measurable Outcome:	Progress & Evidence
1 Review current feedback practices alongside findings from recent educational research.	T&L leads to review staff and SMT feedback about current feedback policy and relevant research.	T&L leads and HoS have clear picture of up to date research relating to effective feedback as well as staff and SMT opinion on effective practices.	Staff survey SMT feedback
2 Gather staff and pupil voice relating to effective feedback practices.	Staff survey completed giving feedback on current policy. Gather pupil voice – either through survey or conversation with pupils.	T&L leads and HoS have clear picture of staff and pupil opinion on which feedback practices are most impactful.	Pupil voice recorded SLT meetings
3 Re-develop Feedback Policy.	T&L leads to meet with HoS to agree core principles for Feedback policy moving forwards.	Creation of new Feedback Policy clearly outlining feedback practices.	Feedback Policy Book monitoring

	<p>T&L leads to rewrite Feedback policy [new policy will be separate from Assessment policy].</p> <p>Assessment leads to review and share Assessment policy separate from Feedback policy.</p>		
4 Re-introduce Feedback Policy through CPD.	<p>Schedule CPD for re-introduction of Feedback Policy.</p> <p>Ensure both teachers and support staff are given clear explanation and guidance for new Feedback policy.</p> <p>Schedule opportunities to share good practice during future CPD or teacher briefings.</p>	<p>Teachers and support staff have a clear understanding of Feedback policy and can articulate expectations for feedback at Lauriston.</p> <p>Learning walks and book monitoring reflect this understanding.</p>	<p>Feedback Policy</p> <p>CPD schedule</p> <p>SMT monitoring</p>
5 Embed consistent practice and application of Feedback Policy through monitoring and targeted support.	<p>Align SMT monitoring focuses and schedule with CPD to re-introduce Feedback Policy.</p> <p>Align learning walk focuses and schedule with CPD in order to monitor feedback happening in class as well as in books.</p>	<p>Monitoring of books and teaching reveals Feedback policy is being followed and applied across the school.</p>	<p>CPD schedule</p> <p>SMT monitoring</p> <p>Learning walks</p>
6 Plan for targeted CPD that supports effective application of Feedback Policy and understanding of effective target-setting for pupils.	<p>CPD schedule to include a focus on effective target-setting: this could be subject-specific.</p> <p>SMT monitoring to include monitoring of targets being set for pupils.</p>	<p>Teachers have a secure understanding of how to set achievable and appropriate targets for their pupils that move learning forward.</p>	<p>Feedback Policy</p> <p>CPD schedule</p> <p>SMT monitoring</p> <p>Pupils' books</p>

School Development Priority 4

Further develop inclusive practice within the wider curriculum provision.

Rationale	What's already happening	What is going to happen?
<ul style="list-style-type: none"> Over the last academic years, wider curriculum provision has been reviewed and strengthened in terms of curriculum coverage, quality of T&L and developing an inclusive and representative curriculum. This work on the inclusivity of the curriculum offer is ongoing and will remain a priority through academic year 2023/24. In the wider curriculum, we have developed provision so far to move to more varied and creative ways of recorded outcomes in books; this shift away from a 'worksheet' approach has been consistent across year groups and seen positive feedback in SMT monitoring and SIP feedback. This priority will allow us to explore further development of wider curriculum provision, including considering the recording of Science and CC outcomes in floor books. 	<ul style="list-style-type: none"> Curriculum Maps for each year group ready for next academic year and feedback from each year group taken to make any necessary adaptations. Science & Humanities Subject MTPs are now completed for new topics introduced in academic year 22/23 and ready for use next academic year. New Year 5 History topic on Windrush introduced in academic year 22/23. Work undertaken to ensure key texts throughout Primary Literacy journey are representative of whole school community and expose children to a variety of lived experiences and perspectives: these texts are all now securely in place within curriculum. OPAL Platinum award achieved! 	<p>Action 1: Trial use of Floor Books to record outcomes in Science and/or CC.</p> <p>Action 2: Sustain OPAL provision under new OPAL team structure.</p> <p>Action 3: Continue to develop inclusive curriculum offer particularly within History curriculum.</p> <p>Action 4: Gather teacher and pupil feedback on new Y5 History topic on Windrush to make any necessary tweaks.</p> <p>Action 5: Continue to develop book corners to include books representative of diverse school community and wider society.</p> <p>Action 6: Continue development in T&L of Science with a focus on inquiry-led learning.</p> <p>Action 7: Continue relationship with parent & staff working party to plan events such as Black History Month.</p>

Actions:	How we will do this:	Measurable Outcome:	Progress & Evidence
<p>1 Trial use of Floor Books to record outcomes in Science and/or CC.</p>	<p>Science lead (and/or CC lead) to liaise with T&L leads to trial use of Floor Books for Science in Y6 and Y2.</p> <p>Science lead to draft initial expectations for Floor Book recording in Science in discussion with T&L leads; expectations to be reviewed and adapted once trial has taken place.</p>	<p>Science lead has exemplars of Science Floor Books in KS2 and KS1 that can be used as a jumping off point to assess whether school should move forward with use of Floor Books across whole school.</p> <p>Floor Books can be used as exemplars of good</p>	<p>Science floor books in Y6 & Y2</p>

		practice as appropriate and to shape expectations moving forward.	
2 Sustain OPAL provision under new OPAL team structure.	<p>OPAL team structure is set and identify the member of staff to take responsibility for running of OPAL.</p> <p>Responsible staff member to maintain guidance for safe use of playground resources.</p> <p>OPAL assemblies scheduled to take place regularly.</p> <p>Stay and Play sessions are scheduled across terms.</p>	OPAL playground provision is maintained at its current high standard.	<p>Learning walks for playground provision</p> <p>Assembly timetable</p>
3 Continue to develop inclusive curriculum offer particularly within History curriculum.	<p>T&L leads to develop 'inclusive curriculum' section within Curriculum Maps and Subject MTPs, to actively encourage teachers to reflect on whether the taught curriculum is fully inclusive and representative of the children we teach.</p> <p>Continually review and gather pupil, parent and staff voice regarding inclusive curriculum.</p>	Curriculum maps continue to grow as an effective document.	<p>Curriculum maps</p> <p>MTP planning</p> <p>Pupil, parent, staff voice</p>
4 Gather teacher and pupil feedback on new Y5 History topic on Windrush to make any necessary tweaks.	<p>T&L leads to gather feedback from previous Y5 teachers about Windrush unit: do any tweaks need to be made to suggested unit content or sequence ahead of repeating the unit this year?</p> <p>T&L leads to review History MTP alongside CC lead and make any changes needed.</p>	<p>Changes made to History MTP as necessary.</p> <p>Windrush unit has meaningful and effective suggested lesson content and sequence in line with national curriculum expectations.</p>	<p>Curriculum maps</p> <p>MTP planning</p> <p>Staff voice</p>
5 Continue to develop book corners to include books representative of diverse school community and wider society.	<p>Fiction books for books corners purchased that have main characters representative of the different ethnicities seen across our whole school community.</p> <p>Distribution of new books across classrooms and directive to teachers to showcase these as part of 'book of the fortnight' focus.</p> <p>Particular books referenced as writing stimulus options within Curriculum Maps.</p>	New books ordered and distributed across classrooms.	<p>Book corners</p> <p>Pupil voice</p> <p>Curriculum Maps</p>
6 Continue development in T&L of Science with a focus on inquiry-led learning.	Science lead to further develop culture of inquiry-led learning in Science teaching in conjunction with consideration of use of Floor Books in Science.	Teacher planning for inquiry-led learning in Science is increased: learning walks and book monitoring reflect this.	<p>CPD schedule</p> <p>Learning walks</p> <p>SMT monitoring</p> <p>MTP planning</p>

	CPD schedule gives space to Science lead to develop teacher confidence planning for inquiry-led learning and teacher subject knowledge on types of inquiry.		
7 Continue relationship with parent & staff working party to plan events such as Black History Month.	Dedicate time in early INSET/CPD to meet with staff and parent working party to plan for Black History Month. Timetable meetings within September for working party to plan & resource BHM.	Planning meetings for BHM. BHM schedule across October including teaching, workshops and whole school celebrations throughout month.	Black History Month schedule Pupil Voice Parent & Carer Voice

School Development Priority 5

Review and develop SEND strategy and provision.

Rationale	What's already happening	What is going to happen?
<ul style="list-style-type: none"> • SENDCo was new to post in academic year 22/23 and is now confident in school systems and role to take the lead within further development of whole school SEND strategy. • CPD on adaptive teaching strategies to meet the needs of all pupils, including SEND case studies has taken place in academic year 22/23; a next step is to develop teacher ownership of these strategies even further. • High number of pupils with or on track to receive an EHCP for the next academic year; strategies for support must be carefully considered and robust. 	<ul style="list-style-type: none"> • SEND register up to date and robust processes for SEND Reviews across the year in place. • SENDCo in regular communication with teachers regarding pupils' needs and strategies to support them in class. • CPD relating to adaptive teaching strategies in specific subject areas, including SEND case studies, has taken place across last academic year and will continue to be a part of CPD moving forwards. 	<p>Action 1: Review current SEND strategy to identify how it is most effective for pupil wellbeing & progress.</p> <p>Action 2: Increase SENDCo's voice within whole school strategy.</p> <p>Action 3: Structure monitoring to include specific foci on SEND provision.</p> <p>Action 4: Collate SEND case studies to illustrate intent, implementation and impact of provision on pupils.</p> <p>Action 5: Develop teacher expertise and ownership over SEND provision.</p>

Actions:	How we will do this:	Measurable Outcome:	Progress & Evidence
1 Review current SEND strategy to identify how it is most effective for pupil wellbeing & progress.	SENDCo and SLT to discuss elements of SEND strategy and provision that are strengths and where there are areas for development. Identify what are the barriers to making those elements strengths and how school can address them.	Shared understanding within SLT of current SEND strengths and areas for development. Targets identified for strengthening SEND provision and pupil progress.	SLT meetings Staff and pupil voice
2 Increase SENDCo's voice within whole school strategy.	SENDCo to join SLT for regular meetings; shared understanding of whole school strategy and presence of SEND within this is increased.	Profile of SEND strategy is increased and present within SLT priorities and discussions.	SLT meetings
3 Structure monitoring to include specific foci on	SMT and monitoring schedule to include specific foci on SEND provision across the year and across subjects.	SEND provision is regularly monitored as part of whole school monitoring.	SMT monitoring Learning walks

SEND provision.			SMT schedule
4 Collate SEND case studies to illustrate intent, implementation and impact of provision on pupils.	SENDCo to create and maintain case studies that reflect intent, implementation and impact of SEND provision. Case studies to reflect a range of SEND needs and key stages.	Case studies are available to refer to and use as appropriate for SIP visits, sharing good practice, target setting.	SEND case studies
5 Develop teacher expertise and ownership over SEND provision.	SENDCo to work alongside T&L leads to plan CPD that develops teacher subject knowledge and sense of responsibility/ownership of SEND provision. Monitoring schedules reflect this focus and enable SENDCo and SMT to identify and share good practice.	Teachers can articulate needs and support for their SEND pupils clearly. Teachers take responsibility for effective SEND provision within their classrooms; this is consistent across the school.	Learning walks SMT monitoring Teacher and pupil voice