

**SUMMARY OF SCHOOL PLAN 2020-2021**

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| **GOAL TITLE** | **TARGETS 2020-2021** | **SUCCESS CRITERIA 2020-2021** |
| **Goal A**  **QUALITY OF EDUCATION** | **INTENT**  **By July 2021 to ensure curriculum design allows all pupils to transition back into school in a way which reinforces our aims, values and expectations and also contributes to the well-being of staff and pupils** | * **The implementation of the ‘Recovery Curriculum’ has reinforced the key aims, values and expectations of JHSW** * **Monitoring activities reflect a smooth transition into school for all stakeholders** * **Pupils respond with enjoyment to the engaging and memorable learning opportunities offered** * **Teaching staff respond positively to the opportunity of having more autonomy in planning for teaching and learning within their own class** |
| **INTENT**  **By July 2021 to ensure curriculum design meets the needs of all groups of learners by providing opportunities to develop key knowledge, skills and vocabulary in an engaging and age/stage appropriate manner** | * **Initial Values/PSHE-based planning makes meaningful links between subjects to ensure content is delivered in an efficient, systematic and progressive way** * **Planning for the academic year 2020-2021 has been driven by the professional judgement of teachers and SLT in order to meet the needs of pupils in all year groups following the enforced closure due to COVID 19** * **A wealth of opportunities are offered to pupils within the taught and hidden curriculum – these opportunities are carefully and concisely documented** * **The curriculum opportunities offered to pupils are regularly assessed, monitored and evaluated** * **Curriculum design ensures that by the end of the academic year pupils are well prepared for the next step in their learning journey** |
| **INTENT**  **By July 2021 to ensure continuity and progression of key knowledge skills and understanding from EYFS through KS1 in preparation for future learning** | * **There is a clear understanding of new EYFS reforms to ensure that EYFS staff will feel confident to deliver the new requirements** * **There is a clear understanding of the requirements for teaching in each subject in each year group which ensures continuity and progression across the school** * **The requirements of the EYFS Framework/ National Curriculum underpin taught curriculum content** * **Regardless of stimulus, and wherever possible, planning makes meaningful links between subjects to ensure content is delivered in an efficient, systematic and progressive way** * **Curriculum design ensures that by the end of the academic year pupils are well prepared for the next step in their learning journey** |
| **INTENT**  **By July 2021 to ensure subject leaders have taken full responsibility for overseeing planning and monitoring of the sequencing of curriculum content and assessment within their area of responsibility for all year groups in the school** | * **Subject leaders are proactive in monitoring their area/s of responsibility each half term** * **Subject leaders monitor teaching and learning in their area/s of responsibility to ensure the relevant knowledge, skills and vocabulary is being taught and retained** * **Subject leaders provide effective guidance to colleagues regarding assessment within their area of responsibility and monitor this closely** * **Subject leader files are well organised and reflective of current practice** |
| **IMPLEMENTATION**  **By October half-term 2020 to make use of formative and summative assessment techniques to establish a baseline judgement for pupils in reading, writing, maths and phonics in order to plan for future teaching and learning and track future progress in these areas** | * **Baseline data is gathered and used to inform future teaching plans and learning opportunities within an enabling environment** |
| **IMPLEMENTATION**  **By July 2021 to ensure effective use of on-going formative assessment to check learners’ understanding systematically in order to improve learning and inform future planning whilst avoiding unnecessary workload for staff** | * **Formative assessment opportunities are timely and have a positive impact on pupil attainment and progress** * **Formative assessment opportunities are detailed within planning and consistent across the classes within each year group** * **Staff feedback suggests formative assessment is valuable when planning future learning opportunities and is not onerous for teaching staff** |
| **IMPLEMENTATION**  **By July 2020 to ensure assessment informs planning and teaching is adapted to meet the needs of all pupils without being unnecessarily elaborate or differentiated** | * **Scrutiny of short term plans reflects adequate and appropriate differentiation to meet the needs of the identified groups within the class** * **Formative assessment is used appropriately to plan for future learning** |
| **IMPLEMENTATION**  **By July 2021 to ensure subject leaders have the opportunity, where necessary, to provide training, support and guidance to their colleagues in order for them to teach the planned curriculum effectively** | * **CPD plans reflect opportunities for subject leaders to deliver training/support/guidance to their colleagues** * **Subject leadership files provide evidence of training, support and guidance offered to colleagues** |
| **IMPLEMENTATION**  **By July 2021 to ensure the learning environment inside and out is appropriately resourced to meet the needs of all groups of learners by providing access to different areas/zones which consolidate and enhance the development of key knowledge, skills and vocabulary** | * **Monitoring of the learning environment inside and out provides evidence that pupils are being given daily access to areas, inside and out, which are carefully planned and designed to consolidate and enhance the development of key knowledge, skills and vocabulary** * **The learning environment is well used to reflect the ambitious intent of a thoughtfully planned recovery curriculum** * **The learning environment inside and out is consistent across the school and encourages pupils to become active participants in their learning by developing skills of independence, perseverance, reflection and collaboration** |
| **IMPLEMENTATION**  **By July 2021 to ensure revisions to marking and feedback policy and practice have a positive impact on pupil performance and teacher workload** | * **Work scrutiny suggests that staff are consistently adhering to the revised marking and feedback policy** * **Work scrutiny/observations suggests that marking and feedback has a positive impact on pupils’ learning** |
| **IMPLEMENTATION**  **By July 2021 to ensure there is consistency within the medium and short term plans between classes within a year group but also that plans are adapted to meet the needs of pupils within a particular class** | * **Curriculum mapping shows that every opportunity is taken to link teaching of content/skills as part of topic work which ensures meaningful learning opportunities are offered in an effective and efficient way** |
| **IMPLEMENTATION**  **By July 2021 to ensure a consistent and rigorous approach to the teaching of reading across the school which develops readers’ confidence and enjoyment and matches appropriate reading material to the learners’ phonic knowledge** | * **Daily phonics sessions are well planned and skilfully executed to ensure all children make expected progress** * **Timely and accurate assessment of phonic knowledge and skills ensures progress in phonics can be accurately assessed in order to aid future learning** * **Access to regular story telling is a feature of the timetable** * **Pupils are heard to read regularly at home and at school** * **Reading/phonic interventions are planned to meet the needs of learners** * **Guided reading sessions are a regular feature of the timetable** * **Pupils have access to a wide genre of reading material** |
| **IMPACT**  **By July 2021 to ensure pupils are appropriately taught and prepared, in order to perform to the best of their ability in any statutory assessments during their time in EYFS or KS1** | * **There is a clear and shared collective understanding of what constitutes performance at the Age Related Expectation for each area using nationally and locally agreed exemplification.** * **Performance in statutory assessments reflects that almost all pupils make at least expected progress from starting points in October 2020** |
| **IMPACT**  **By July 2021 to ensure learners are ready for the next stage of their education by completing termly summative assessments of key knowledge and skills across the curriculum in order to track progress and attainment** | * **Regular opportunities for high quality summative assessment of Reading, Writing, Maths, Science and Phonics allows attainment and progress to be measured in line with Monitoring and Evaluation Policy and Assessment Policy.** * **Comprehensive target setting, specific interventions and necessary support is in place for all pupils to enable each individual to make appropriate progress in the development of key skills and knowledge.** |
| **IMPACT**  **By July 2021 to ensure every child is given the opportunity to read widely and often in order to develop fluency and comprehension** | * **All pupils are heard to read regularly and interventions are offered to all who require additional opportunities or support** * **Pupil’s comprehension skills are commensurate with their phonics/reading level** * **End of year summative data for phonics and reading shows almost all pupils have made at least expected progress from starting points assessed by October 2020** |
| **Goal B**  **BEHAVIOUR AND ATTITUDES** | **By July 2021 to ensure our approach and application of the behaviour policy is consistent yet reflective of the needs of pupils as they return to school during a global pandemic** | * **Stakeholders are all aware of amendments to the behaviour policy and expectations in relation to COVID 19 via the home school agreement and protective measures document** * **Staff and volunteers are supported to ensure the behaviour policy is consistently applied by all teams within the school so pupils develop appropriate respect for all adults** * **There is a recognised collective responsibility for supporting appropriate and safe pupil behaviour at playtimes and whilst pupils are engaged in activities taught by any adult** * **There are a range of clearly identifiable systems in place to support MDMS in their role of managing behaviour** * **Pupils choose from a taught repertoire of games and activities designed to further improve behaviour and empathy on the playground** * **There is complete consistency in application of the Behaviour Policy across classes and year groups as reflected in monitoring records.** |
| **By July 2021 to enhance the way adults meet the needs of those pupils/families who require additional nurture or behaviour support** | * **Pupils/families who are identified as requiring additional support are well catered for by the school and other agencies, if necessary, to improve and manage their circumstances** * **Staff feel competent and empowered to manage challenging behaviour/circumstances effectively** * **Parents feel well supported in understanding and managing their children’s needs and behaviours** |
| **By July 2020 to ensure an age appropriate, developmental approach to understanding the importance of developing a ‘Growth Mindset’** | * **Pupils receive targeted teaching and further opportunities to cultivate and understand the importance of developing the traits and characteristics associated with a growth mindset** * **Pupils attitudes to learning are positive** * **Pupils are resilient to setbacks and take pride in their achievements** * **Parents/carers have a clear understanding of why the school is promoting the development of a growth mindset and are mutually supportive of this approach** |
| **By July 2020 to continue to monitor and regularly promote the importance of high attendance and punctuality for pupils and staff** | * **Attendance and punctuality data remains consistently good throughout the academic year** * **Leave of absence requests are monitored termly** * **Concerns regarding attendance or punctuality are effectively and appropriately managed** * **Support and reassurance is offered to those who are clinically vulnerable or who are anxious about attending school/work** |
| **Goal C**  **PERSONAL DEVELOPMENT** | **By July 2021 to ensure PSHE teaching and learning takes a collective, age appropriate, developmental approach to gaining skills through regular, consistent learning opportunities linked to the school values and ethos.** | * **There is a consistent approach to Relationships Education across the school using an agreed shared vocabulary.** * **Differentiation in approach to meeting the needs of individuals is evident and effective in enhancing learning opportunities for all individuals and groups of pupils.** * **Year group planning enables the shared content of PSHE and Science to be covered in the most efficient way** |
| **By July 2021 to ensure the statutory requirement for PSHE and Relationships Education is thoroughly implemented at JHSW** | * **Parents/carers have been consulted regarding the Relationships teaching plans at JHSW** * **Monitoring of PSHE and Relationships policy and practice throughout the year reflects appropriate application across the school** * **Scheme of work for PSHE including Relationships Education is implemented appropriately** |
| **By July 2021, in light of necessary changes in 2019-2020, to review the transition arrangements that are in place at JHSW and build on any positive changes that have been identified** | * **Evaluation of actions in 2019-2020 is used to inform decisions regarding dissemination of admission packs, uniform orders, transition information** * **The responses within stakeholder questionnaires/surveys suggest parents are more aware and positive about the transition activities at JHSW** |
| **By July 2021 to ensure all necessary changes have been implemented to make certain we are still in the position to gather pupil voice via activities at JHSW. All findings have been clearly communicated to all stakeholders** | * **All pupil voice activities are completed with due regard to the protective measures associated with COVID 19** * **The planned program of pupil voice activities throughout the year is regularly and clearly communicated to stakeholders** |
| **By July 2021 pupils have developed a greater understanding and appreciation of diversity and the importance of belonging, equality and respect at an age appropriate level** | * **There is well-documented evidence of a range of activities that have been completed which develop understanding and appreciation of diversity** |
| **By July 2021, if circumstances allow, to have provided opportunities for our pupils to contribute positively to local and wider society** | * **There is well-documented evidence of a range of activities that have been completed which develop understanding and appreciation of diversity** |
|  | **By July 2021, if circumstances allow, pupils have had the opportunity to participate in a range of extra-curricular clubs and activities which enable them to develop and discover interests and talents.**  **Talents and interests developed outside school are valued and celebrated** | * **A range of clubs are run for all ages of children at JHSW** * **Club attendance is strong** * **Achievements outside school are celebrated and opportunities are provided for pupils to showcase particular skills or talents** |
|  | **By July 2021, EYFS pupils and targeted individuals in KS1 have followed appropriate programmes of learning devised to develop a robust vocabulary through a range of experiences** | * **I Can (EYFS) programme implemented** * **Neli N (EYFS) programme implemented** * **Neli R (EYFS) programme implemented** * **TalkBoost programme implemented with targeted children** |
| **Goal D**  **LEADERSHIP AND MANAGEMENT** | **By July 2021 the predicted in year deficit has been reduced as far as possible in light of further unexpected losses during 2019-2020 due to the impact of COVID 19 on income generation** | * **Additional income generation streams have been successfully reinstated** * **Pupil numbers have remained strong** * **The school budget is enhanced by regular financial contributions following fund raising activities which also include the wider local community.** * **The school has successfully accessed additional funding streams/grants from external sources to enhance educational facilities and opportunities.** |
| **By July 2021 to collaborate effectively and profitably with others in order to enhance the skills, reputation, resources and future financial security of the JHSW** | * **The Leadership Team and key members of staff continue to explore the benefits of closer working relationships with others for mutual benefit.** * **The Leadership Team continues to provide support, training and development opportunities for other professionals.** * **Regular collaboration arrangements between the John Colet Liaison Group continue and there is a positive impact of this work in terms of efficiency and effectiveness of policy and practice.** |
| **By July 2021 to explore the effective use of the Apprenticeship Levy to upskill and train staff in identified roles.** | * **The budget share set aside for apprenticeship training is used effectively to train staff/allow for effective succession planning** |
| **By July 2021 to further develop the capacity of middle leaders in order to improve and sustain high quality planning, teaching, learning and assessment in all subjects.** | * **Coaching opportunities upskill middle leaders and further improve their confidence and ability to plan, assess, monitor and lead future curriculum developments.** * **Subject leaders have taken advantage of on-line training and network group meetings to improve their subject knowledge** * **Work scrutiny of Science/RE and History/Geography Books and Floor Books reflects a consistency of expectation in all subjects when compared to work in English and Maths Books.** |
| **By July 2021 to further develop training opportunities for teaching staff at JHSW/other colleagues in order to improve and sustain high quality teaching and learning.** | * **In-house, online and external training opportunities upskill teaching staff at JHSW and beyond and further improve confidence and ability to support learning and consistently apply policy and develop practice** * **Courses offered by JHSW enhance the reputation of the school and generate additional income** |
| **By July 2021 to ensure the workload associated with teaching is effectively distributed throughout each term in order for teachers to feel less overloaded by their role.** | * **Well-being survey results 2020-2021 reflect higher scores to questions linked to control of workload and pace of work.** |
| **By July 2021 all staff have updated their safeguarding training to reflect changes to KCSiE introduced in September 2020** | * **Safeguarding procedures continue to be thorough and all staff and governors are appropriately trained** |
| **By July 2021 to explore and further develop effective communication with parents in order to impact positively on:**   * **pupil progress and attainment** * **working relationships between teaching staff and parents** * **school improvement** | * **Parent forum has been established and ideas have been considered and acted upon where appropriate** * **Evaluation of policy and practice has led to further improvements in parent/teacher communication opportunities** * **Parents feel supported by teaching staff** * **Those responsible for uploading content and managing social networking sites linked to the school adhere to consistent and agreed protocol.** |