

Sandy Lane Primary School Development Plan 2023-2024

Quality of Education

Ofsted Framework Context	Desired Outcome	Actions towards outcome	Milestone Ref	Milestone end date
Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.	<ol style="list-style-type: none"> 1. Fully embed the Foundation Subject Assessment. 2. After five years of using the same data systems, school leaders will carry out a data analysis review to ascertain the following: <ul style="list-style-type: none"> ○ Are we measuring the right things across the curriculum at our data intervals? ○ Are our assessments measurements too broad to have any meaningful impact on progression?¹ ○ Where are the Key data points across school where children will be assessed for their readiness and potential to meet the end of KS2 expectations. ○ Do we use the right interventions to ensure that pupils who are not on track to meet the end of KS2 expectations? 	<ul style="list-style-type: none"> • AHT curriculum to ensure that FSA is embedded across school. • Ensure that data is collected and with analysis feeding back into phase planning for the curriculum. • Use the Y6 review of curriculum practices carried out by PEIA² partner school to start a discussion on assessment practices across school. 	QE01 QE02 QE03 QE04	21.10.23 21.09.23 11.10.23 11.10.23

¹ For example, when our testing measures the whole of the maths curriculum, does it provide incisive enough next steps which will accelerate progress? Do we need for instance to narrow the assessment to match the needs of the end of Key Stage 2 assessments? EG assess children's ability across arithmetic, thus ensuring improvement at the end of KS2 SATS and spreading the responsibility for this success throughout school.

Equally, writing should be moderated at each by SLT at each year group with next steps identified which will progress children through their age-related stage.

² ² Priority education investment areas : In March 2022, the [schools white paper](#) identified 24 priority education investment areas (PEIAs). These are a subset of the education investment areas (EIAs) and have been selected either because they were previously an opportunity area or due to combined levels performance and deprivation. Updated 7 June 2023

	<p>3. If necessary school leaders will change our assessment systems in order to capture the most information which will lead to progress in each year group and ultimately successful outcomes at the end of Key Stage 2.</p> <p>4. School leaders will set clear data expectations for each year group starting with an extrapolation from GLD for each year group. This would be at least GLD +5% with a clear expectation for improvement growth year on year.</p>			
<p>Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life. It is clear what end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points.</p>	<p>5. Embed full understanding of subject on a page across all relevant stakeholders.</p> <p>6. Ensure that all teaching staff have a thorough working knowledge of the teaching, monitoring and assessment processes for each subject.</p> <p>7. Develop a confident understanding of all the teaching process so that staff and pupils are able to articulate all our teaching processes³ when discussing with internal and external stakeholders (Ofsted, SLT, Governors)</p> <p>8. Ensure that staff and pupils understand what progression looks like in) their classroom. Be able to provide incisive examples to: (Ofsted, SLT, Governors</p> <p>9. Establish a high level of understanding of how the curriculum works for our pupils.</p> <p>10. Develop pupil voice to ensure that they understand how the curriculum works for them. Children will see what the processes are which</p>	<ul style="list-style-type: none"> • Develop training which will develop a confident understanding of all the teaching processes across the curriculum. • Provide moderation and training sessions for core and foundation subjects which will challenge teachers to understand and articulate what progression looks like across all subjects. • Audit pupils understanding of how curriculum works and how they plug the gaps in their learning after formative and summative assessment. 	<p>QE05 QE06 QE07 QE08 QE09 QE10</p>	<p>16.12.23 16.12.23 16.12.23 09.02.24 22.03.24 22.07.23</p>

³ For example, children understand why they use *Mind the Gap* to plug gaps in literacy knowledge or *Prove It!* for the same reasons in maths. Across the whole curriculum children should know how and why our **Learning for Life Curriculum** works towards their progression in learning.

	<p>improve their learning and understanding. Again, using the example of Mind, the Gap/Prove it.</p> <p>11. Equally children should understand where the learning process is in the Creative Curriculum: This could be the Big Idea and how our curriculum is geared toward them finding the answers throughout the Creative Curriculum Themes.</p>			
<p>Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.</p>	<p>Maths</p> <p>12. Set up an arithmetic strategy across school which is geared towards 85% of our pupils attaining National Standard in Maths at the end of key Stage 2</p> <p>13. Have a clear assessment and monitoring strategy across school working towards this target.</p> <p>14. All pupil progress meetings will now consider the arithmetic progress score for each year group.</p> <p>15. Revise schools long term maths plan to include a greater emphasis on Arithmetic from Y1 upwards.</p>	<ul style="list-style-type: none"> • Establish an arithmetic lesson slot across school. • Create a standardised approach to the teaching, practice and assessment of arithmetic. 	<p>QE11</p> <p>QE12</p> <p>QE13</p>	<p>18.09.23</p> <p>22.10.23</p> <p>22.10.23</p>
<p>It is clear what end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points.</p>	<p>WRITING</p> <p>16. Set up a strategy for the consistent assessment of writing across each year group.</p> <p>17. Ensure that Senior leaders know, through across school moderation, where the next steps for each year group are in terms of reaching an age-related progress point which will give pupils a better chance of meeting the national standard at the end of Key Stage 2.</p> <p>18. SLT will ensure that interventions are made to improve data sets which present a risk to children not meeting standard at the end of KS2.</p>	<ul style="list-style-type: none"> • Writing leader to re evaluate the writing tracker and change as appropriate. • Writing leader to work across each phase using the new tracking tool to moderate work. • All year groups to consider work across the curriculum when moderating writing in the same way that Y6 do during external moderation processes. 	<p>QE16</p> <p>QE17</p> <p>QE18</p>	<p>30.09.23</p> <p>22.10.23</p> <p>18.12.23</p>

<p>Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.</p>	<p>READING FOR PLEASURE (RfP)</p> <ol style="list-style-type: none"> 19. Embed Reading for pleasure across school. 20. Reading Spine implemented and embedded. 21. Ensure a full understanding from staff and pupils of the benefits of a robust Reading for Pleasure scheme within school. 22. Work to ensure a full 'buy in' from staff and pupils. 23. Create the conditions for a smooth transfer from schools existing reading scheme to RfP. 24. Ensure that the class libraries are well stocked with books that are of interest and relevance our children. 25. Monitor the fidelity of implementation across all classes against the RfP action Plan. 26. School leaders to measure how effective the introduction of RfP has been in terms of: <ul style="list-style-type: none"> • How much children are reading at home and at school. • What effect has RfP on the wider curriculum? • What impact is it having on reading data for each year group? • Are there particular year groups that are not benefiting and why? <p>What interventions do SLT need to make to ensure that all year groups and children are benefiting from RfP.</p>	<ul style="list-style-type: none"> • Review outcomes of writing across school and present to governors QE LG committee. • Reading for Pleasure to be included int the schools exiting monitoring system. • Schedule staff meetings so that staff have full understanding of the RfP action plan and that they understand their part in the plan. 	<p>QE19 QE20 QE21</p>	<p>22.10.23 30.09.23 18.12.23</p>
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<p>It is clear what end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points.</p>	<p>27. Investigate why curriculum progress has slowed in Years 3 & 4. 28. Provide the leadership and support to stop this downturn in progress. 29. Use data target points along with moderation of Maths, English, Reading and Writing across all years to pinpoint next steps to lift year groups so that they are on track to meet end of Key Stage 2 expectations.</p>	<ul style="list-style-type: none"> • SLT to investigate progress dips across year 3 over 2023-2024. • Support Phase leader to redress lack of pupil progress from end of KS1 to end of LKS2. 	<p>QE22</p>	<p>22.10.23</p>
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Quality of Education Milestones		By when	By whom	RAG
QE01	AHT curriculum leader to ensure that all summer assessment data is collected and analysed and presented to the SLT by the end of Autumn 1	21.10.23	CD	N
QE02	PEIA partner school system leader to carry out an audit of Curriculum practice and assessment systems at sandy Lane.	21.09.23	VH/FN	Y
QE03	Using the above information, SLT to present a suite of recommendations to Governors which will increase outcomes for children at SL by the end of KS2	11.10.23	FN	N
QE04	SLT to set clear data expectations for each year group. These targets and rationale will be presented to Governors.	11.10.23	FN	N
QE05	All staff to attend a subject on a page staff meeting sessions in order to crystalize their knowledge of teaching process across the curriculum.	16.12.23	SLT	N
QE06	Staff are able to articulate how each subject is taught, assessed provides the opportunities for children to fill in gaps in learning.	16.12.23	SLT	N
QE07	Provide book look at moderation sessions across a range of curriculum subjects to allow teachers to consider and be able to articulate what progression looks like in their children's work.	16.12.23	SLT	N
QE08	Audit children's understanding of how the curriculum works and how they know how to plug the gaps in their knowledge and understanding.	09.02.24	SLT	N
QE09	Take the findings of the audit back to SLT in order to formulate a plan if necessary to improve pupils understanding of what they access to fill their own gaps in learning.	22.03.24	SLT	N

QE10	Re audit children's understanding of how curriculum works to check if piece of development work has been successful.	22.07.23	SLT	N
QE11	Maths leader to attend PEIA partner school to see arithmetic being taught.	18.09.23	MH	Y
QE12	Maths leader to bring back finding to SLT explaining the process and devise a process that would create rapid progress across school and especially year 6 in arithmetic	22.10.23	MH	N
QE13	Maths leader to set up an assessment and recording system which captures the weekly arithmetic data across school.	22.10.23	MH	N
QE15	All arithmetic pupil data to be used as a part of the pupil progress meetings across school.	22.10.23	SLT	N
QE15	SLT to review the success of the arithmetic strategy across school and report to link governors QE.	20.02.24	JC/FN	N
QE16	Writing leader to reset the writing trackers to reflect the change in assessment practices at the end of KS2 writing.	30.09.23	DP	N
QE17	All writing to be assessed on the new tracking system to reflect the change in change in assessment practices at the end of KS2 writing.	22.10.23	DP	N
QE18	Review outcomes of writing across school and present to governors QE LG committee.	18.12.23	DP	N
QE19	Reading for Pleasure to be included int the schools exiting monitoring system.	22.10.23	FN/CS	Y
QE20	Schedule staff meetings so that staff have full understanding of the RfP action plan and that they understand their part in the plan.	30.09.23	FN/CS	N
QE21	School leaders to provide initial evidence to QE LG governors of how effective the introduction of RfP has been in terms of: <ul style="list-style-type: none"> • How much children are reading at home and at school. • What effect has RfP on the wider curriculum? • What impact is it having on reading data for each year group? • Are there particular year groups that are not benefiting and why? 	18.12.23	FN/MH/ CS	N
QE22	When monitoring the teaching and learning across year 3/4, look at the planning / pace and progress that is being made by pupils. Unpick areas of practice which may be resulting in lower outcomes for children in year ¾ when compared with the rest of the school.	22.10.23	FN/MH/CD	N
QE23	Develop an action plan in order to address the lack of progress of some pupils.	22.10.23	FN/MH/CD	N