

June 2016

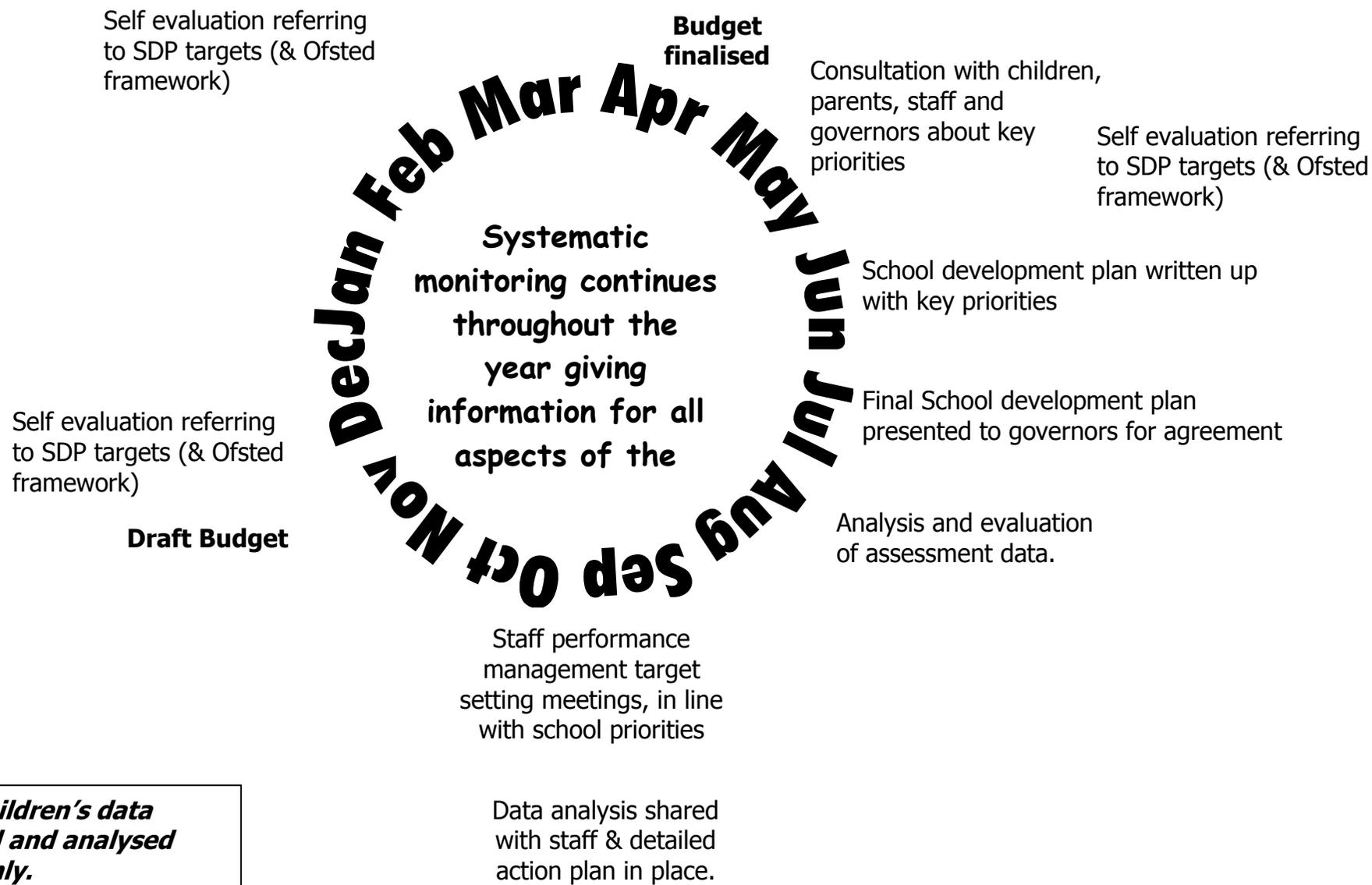
School Development Plan for Eastwick Schools 2016 - 2019 (1st yr of a 3 yr plan)



SCHOOL DEVELOPMENT PLAN 2016 - 2019 CONTENTS

Title	Page
Planning cycle	3
Context & process used in designing the SDP	4
Strategic Intentions & Collective Vision	5
Summary of plan	6
1. Build leadership capacity	7-8
2. Improve teaching, learning and assessment	9-12
3. Promote personal development, behaviour and welfare	13-14
Summary of Financial Implications	14
Continuing Professional Development	15
Maintenance Plan	16

OUR PLANNING CYCLE



Note: Children's data collected and analysed half termly.

June 2016

CONTEXT

- Eastwick Infant School (with 247 pupils) and Eastwick Junior School (with 382 pupils) became a hard federation on 15th October 2012. The hard federation is led by the existing headteacher of the infant school.
- Eastwick Infants has regularly (2001, 2007, and 2011) been judged by Ofsted as good or very good. Eastwick Juniors has regularly (2006, 2009 and 2014) been judged by Ofsted as a good or very good school.
- The central challenge of the federation is to create a consistent education for children from reception to year 6 which provides outstanding outcomes for every child.

PROCESS USED IN DESIGNING THIS DEVELOPMENT PLAN

Self Evaluation Process

- Teaching staff evaluated the schools performance against the Ofsted Framework (September 2015) and our agreed collective vision.
- Numerous external visits have assisted senior leaders to evaluate the provision at Eastwick and identify our next steps.
- In class groups and through our two School Councils, children shared their opinions on the following two questions: What do we do well at Eastwick and therefore must keep? What could we do better?
- Over the course of the autumn and spring terms, parent feedback was actively sought.

Planning & delivery of the School Development Plan meeting (1st year of 3 year plan)

- On 24th March 2016 the head teacher led a Schools Development Planning day where all staff worked in year groups to create an emerging plan which would achieve our vision.
- During the summer term the senior leadership team have been involved in refining the plan, ensuring that the plan would achieve an outstanding judgement by Ofsted.
- During the summer term the head teacher facilitated a workshop for parents where the plan was shared and further ideas and opinions were received.

June 2016

Agreed strategic intents to achieve our collective vision

Key

Building resilience

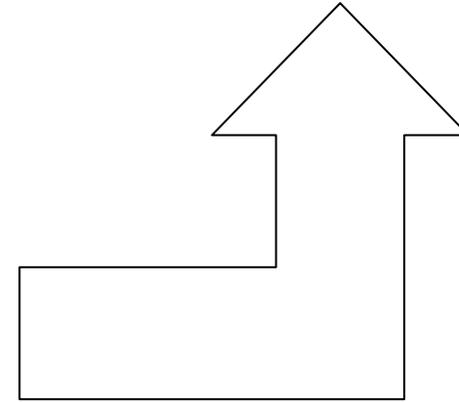
Inspiring creativity

Living values

Promoting a love for learning

An Eastwick Education. Ready for Everything.

Learning, teaching & assessment



Leadership



Personal development,
behaviour and welfare

Summary of the School Development Plan for Eastwick Schools 2016

The School Development Plan has the following objectives for continuous improvement to support this vision:

Leadership capacity

Develop outstanding leadership, leading to outstanding progress within each year group and across the curriculum.

This is supported by:

- Building resilience
- Inspiring creativity and promoting a love for learning
 - Living values

Teaching, Learning & Assessment

Enable outstanding teaching, learning and assessment, leading to outstanding progress within each year group and across the curriculum

This is supported by:

- Building resilience
- Inspiring creativity and promoting a love for learning
 - Living values

Personal development, behaviour and welfare

Facilitate outstanding personal development, behaviour and welfare, leading to outstanding progress within each year group and across the curriculum.

This is supported by:

- Building resilience
- Inspiring creativity and promoting a love for learning
 - Living values

BUILD LEADERSHIP						
Improvement 1: Develop outstanding leadership, leading to outstanding progress within each year group and across the curriculum.						
<u>Success Criteria:</u> Throughout each year group and across the curriculum, including in English and mathematics, current pupils make substantial and sustained progress, developing excellent knowledge and understanding, considering their different starting points. The progress across the curriculum of disadvantaged pupils, disabled pupils and those with special educational needs currently on roll matches or is improving towards that of other pupils with the same starting points.						
Objective	When we are successful, what will it look like?	Action	Lead Person <i>Happy Helper</i>	Start Date	Resources	Monitoring
Build resilience	<p>Leaders and governors have created a culture that enables pupils and staff to excel.</p> <p>Leaders and governors focus on consistently improving outcomes for all pupils, but especially for disadvantaged pupils. They are uncompromising in their ambition.</p>	<p>Agree the goal Clarify the importance of building resilient learners and agree the vision for a resilient learner at Eastwick Schools</p> <p>Evaluate the reality Through senior leader meetings and staff training sessions, agree what a resilient learner looks like (i.e. characteristics/behaviour/mindset). Discuss the reality of 'building resilience' at Eastwick Schools. Identify barriers and consider enablers. Consider the differences between year groups.</p> <p>Identify opportunities Audit the school, finding pockets of excellence in developing resilient learners. Identify leaders to drive improvement (both teachers and support staff).</p> <p>Agree the way forward Provide training to all staff & give opportunities for staff to take risks and be innovative, including how risks will be defined, managed and how will failure/mistakes be managed and supported? Establish an ethos for children to flourish as resilient learners by:</p> <ul style="list-style-type: none"> • Promoting a positive environment in which and staff feel safe to make mistakes. • Nurturing a 'can-do' attitude through encouragement and support. • Modelling risk taking and making mistakes, demonstrating the learning process – model, learn, reflect. • Promoting children's independence by scaffolding their learning not doing things for them. • Ensuring enough time is given for children to try again <p>Monitor the implementation of the plan Use learning walks, observations, data analysis and work moderation (including dream books) to provide feedback to staff on strengths and next steps in building resilient learners. Review planning for: problem solving involving trial and error; children getting out of their comfort zone; seizing opportunities for risk taking; time to fail; Monitor assessment techniques to ensure it informs future planning and thus secures the correct pitch Review teaching approaches to meet the needs of children such as: peeling children off / in for further challenge; sharing paddling, snorkelling and diving with children to promote self challenge; chilli pepper question cards. Review the implementation of the 'Be The best You Can Be' programme. In half termly tracking meetings, review intervention groups for those children who struggle to build their own resilience by focusing on self esteem, growing confidence, mindset and productive / unproductive use of energy.</p>	<p>Head teacher & deputy</p> <p><i>Senior Leaders</i></p>	Sept 2016	<p>Staff Meetings</p> <p>Use of web cam</p> <p>Training (BTBYCB)</p> <p>Non contact time for observation & learning walks</p>	<p>Governors</p> <p>Julie Ward</p> <p>Jonathan Roddick</p>
Inspire creativity	The broad and balanced curriculum inspires	<p>Agree the goal Define creativity and agree the vision for a creative curriculum which promotes a love for learning, based on</p>	Head teacher & deputy head	July 2016	Quigley Materials	Governors

<p>& promote a love for learning</p>	<p>pupils to learn. The range of subjects and courses helps pupils acquire knowledge, understanding and skills in all aspects of their education, including linguistic, mathematical, scientific, technical, human and social, physical and artistic learning.</p> <p>Staff reflect on and debate the way they teach. They feel deeply involved in their own professional development. Leaders have created a climate in which teachers are motivated and trusted to take risks and innovate in ways that are effective for their pupils.</p>	<p>Quigley materials. Establish what skills creative staff require to be able to promote creativity.</p> <p>Evaluate the reality Through senior leader meetings and staff training sessions, discuss current provision at Eastwick Schools. Identify barriers and consider enablers. Consider the differences between year groups.</p> <p>Identify opportunities Audit the school, finding pockets of excellence in inspiring creativity and promoting a love for learning Identify leaders to drive improvement (both teachers and support staff)</p> <p>Agree the way forward Invest training in leaders so they know what creativity is and how to promote it in others Leaders and external providers give training for staff in promoting creativity Use ELP INSET days to inspire the teaching of creativity Build in opportunities to observe great practise (including reception classes to transfer appropriate approaches into KS1) Provide opportunities for staff to take risks and be innovative Take time in staff meetings to share lessons that have gone well and celebrate good teaching. Give opportunities for staff to implement ideas into planning</p> <p>Monitor the implementation of the plan Use learning walks, observations, planning scrutiny, data analysis and work moderation to provide feedback to staff on strengths and next steps In half termly tracking meetings, review intervention groups for those children who struggle to enjoy learning (i.e. reported in class surveys, parents questionnaires, observations).</p>	<p><i>Senior leaders</i></p>		<p>Use of web cam</p> <p>Training</p> <p>ELP INSET day</p> <p>Non contact time</p>	<p>Julie Ward</p> <p>Jonathan Roddick</p>
<p>Live values</p>	<p>Pupils' spiritual, moral, social and cultural development and, within this, the promotion of fundamental British values, are at the heart of the school's work.</p> <p>Leaders and governors are committed unwaveringly to setting high expectations for the conduct of pupils and staff. Relationships between staff and pupils are exemplary.</p>	<p>Agree the goal Define what it means to live by values and how we will know we have achieved it.</p> <p>Evaluate reality Through senior leader meetings and staff training sessions, discuss current provision at Eastwick Schools. Consider the differences between year groups. Identify barriers</p> <p>Identify opportunities Audit school using the Inclusion Index, finding pockets of excellence. Identify leader to drive improvement</p> <p>Agree the way forward Reflect on barriers and identify enablers. Invest training in leader then leader provides training for staff Provide opportunities for staff to take risks and be innovative. Use modelling especially of y2 & 6 children & develop these roles Provide workshops for parents</p> <p>Monitor the implementation of the plan Use learning walks, observations, data analysis and work moderation to provide feedback to staff on strengths and next steps Review planning for all subject ensuring SMSC intertwined Review the implementation of the 'Be The best You Can Be' programme</p>	<p>Head teacher & deputy head</p> <p><i>Mary Selwood & SEN team</i></p>	<p>Sept 2016</p>	<p>Neil Hawkes materials</p> <p>Use of web cam</p> <p>Training & time to visit schools of excellence</p> <p>Non contact time</p>	<p>Governors</p> <p>Julie Ward</p> <p>Jonathan Roddick</p>
<p>Evaluation</p>			<p>Financial total: £ 7, 000</p>			

IMPROVE TEACHING, LEARNING & ASSESSMENT						
Improvement 2: Enable outstanding teaching, learning and assessment, leading to outstanding progress within each year group and across the curriculum.						
<i>Success Criteria:</i> From each different starting point, the proportions of pupils making and exceeding expected progress in English and in mathematics are high compared with national figures. The progress of disadvantaged pupils matches or is improving towards that of other pupils nationally. The attainment of almost all groups of pupils is broadly in line with national averages or, if below these, it is improving rapidly.						
Objective	When we are successful, what will it look like?	Action	Lead Person	Start Date	Resources	Monitoring
Build resilience	<p>Teachers demonstrate deep knowledge and understanding of the subjects they teach. They use questioning highly effectively and demonstrate understanding of the ways pupils think about subject content. They identify pupils' common misconceptions and act to ensure they are corrected.</p> <p>Teachers set challenging homework, in line with the school's policy and as appropriate for the age and stage of pupils, that consolidates learning, deepens understanding and prepares pupils very well for work to come.</p>	<p>Ethos Establish an ethos for children to flourish as resilient learners by:</p> <ul style="list-style-type: none"> Promoting a positive environment in which children feel safe to make mistakes. Nurturing a 'can-do' attitude through encouragement and support. Modelling risk taking and making mistakes, demonstrating the learning process – model, learn, reflect. Promoting children's independence by scaffolding their learning not doing things for them. Ensuring enough time is given for children to try again <p>Planning & assessment Develop planning which includes: problem solving involving trial and error; children getting out of their comfort zone; seizing opportunities for risk taking; time to fail; Embed assessment techniques which inform future planning and thus secures the correct pitch within the lesson Set up regular moderations of workbooks to ensure correct pitch</p> <p>Teaching approaches Use a variety of teaching approaches to meet the needs of children such as: peeling children off / in for further challenge; sharing paddling, snorkelling and diving with children to promote self challenge; chilli pepper question cards. Introduce 'Be The best You Can Be' programme to children with the use of 'dream books' where children can regularly reflect on their goals and discuss strategies for how they are going to achieve them. Alongside teach children about growth mind-sets; comfort / learning / panic zones; steps of learning; and the advantages of coaching techniques.</p> <p>Marking & feedback Further develop feedback by:</p> <ul style="list-style-type: none"> Praising effort and persistence not just outcome. Giving children the opportunity and time to respond to marking in order to learn from their work. Ensuring children can evaluate their own learning by talking to each other and to adults about it. <p>Intervention Develop and use intervention groups for those children who struggle to build their own resilience by focusing on self esteem, growing confidence, mindset and productive / unproductive use of energy. Deliver effective communication with parents carers so they are fully involved Adopt an 'early help' approach as appropriate</p>	<p>Head teacher and deputy head teacher</p> <p><i>Senior leaders</i></p>	Nov 2016	<p>Non contact time to observe great practise at Eastwick and beyond</p> <p>Training for selected staff to cascade</p> <p>Time for working group to evaluate based on recent research</p> <p>BTBYCB resources and training</p>	<p>Governors</p> <p>Julie Ward</p> <p>Jonathan Roddick</p>

<p>Inspire creativity & promote a love for learning</p>	<p>Teachers embed reading, writing and communication and, where appropriate, mathematics exceptionally well across the curriculum, equipping all pupils with the necessary skills to make progress. For younger children in particular, phonics teaching is highly effective in enabling them to tackle unfamiliar words.</p> <p>Pupils love the challenge of learning and are resilient to failure. They are curious, interested learners who seek out and use new information to develop, consolidate and deepen their knowledge, understanding and skills. They thrive in lessons and also regularly take up opportunities to learn through extra-curricular activities.</p> <p>Parents are provided with clear and timely information on how well their child is progressing and how well their child is doing in relation to the standards expected. Parents are given guidance about how to support their child to improve.</p>	<p>Ensure pathways are written to reflect the support package in place Use provision maps to monitor</p> <p>Planning Broaden the topics and move away from topics that are led by subjects (e.g. back in the day, here's to the future rather than 'Romans'), ensuring they reflect Eastwick curriculum drivers, the National Curriculum and the new national expectations. Review long term plans to ensure all foundation subjects are valued. Plan purposeful lessons that will support children in having the skills needed for the future (e.g. planning a stall for the summer fair). Ensure lessons are planned so that children can be absorbed and become deep learners whilst staying engaged. Plan lessons using teachers and parents interests e.g. using Mrs Townsend's knowledge of netball Link lessons across subjects, across year groups, across milestones. Allow time for children to be creative (e.g. stepping back and allowing them the opportunity to take their learning in their own direction, giving more opportunity for children to explore and demonstrate their learning in different ways).</p> <p>Starting points Use outside agencies to introduce and support a topic e.g. drama groups Make more use of the clubs and bring them in to the school day Use real and current people who have been successful e.g. Steve Jobs, Usain Bolt and parents Introduce 'immersion' session where we discuss what creativity is and what it looks like in the classroom across the different subjects.</p> <p>Promote child initiated learning through open-ended activities. Thinking ahead of a new topic and giving children the opportunity to 'plan' their learning which will then form a basis for the topic. Explore children's creativity by encouraging them to ask questions so that they can be included in planning the curriculum. Allow 'time' for children to explore these questions Children to have greater ownership of their learning – i.e. choosing the country that interests that they research as part of a topic within a geography lesson rather than being too prescriptive. Children to have more opportunity to present their learning in a way they choose. Allow children more freedom and choice of how to present their work. Find ways to design opportunities for uninterrupted learning</p> <p>Application of skills Ensure cross curricular opportunities are maximised and resources are used to the maximum e.g. cooking in maths- measurement, gardening whilst learning values.</p> <p>Skills for life & purposeful Ensure all lessons have a purpose with meaning built around a context and what is relevant e.g. going to the local shop to spend money. Give children time to resource their own interests linked to what they are learning. Develop homework to reflect curriculum Lesson plans enable children to recognise context of what they're learning linked to real life e.g. fraction problems linked to sales, recipes.</p>	<p>Head teacher and deputy head teacher</p> <p><i>Senior leaders</i></p>	<p>July 2016</p> <p>Feb 2017</p> <p>Jan 2017</p>	<p>Non contact time to review planning</p> <p>Quigley resources</p> <p>See separate subject wish lists</p>	<p>Governors</p> <p>Julie Ward</p> <p>Jonathan Roddick</p>
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		<p>Build on lessons which have had clear sense of purpose e.g. Disney Project Developing a choice of freedom of things to learn in a topic</p> <p>Variety of resources Introduce a variety of Medias to enhance learning e.g. using iPod to record speaking and listening activities, scripts and role-play. Use the 'Be the best, you can be ' resources particularly in foundation subjects and assemblies Use WAGOLLS appropriately for your Basic, Advancing and Deep learners (e.g. Deep learners need fewer WAGOLLS, encourage risk taking and creativity) Use of ICT as a way of presenting/ writing Use pupil coaches to consolidate skills.</p> <p>Outdoors Make more use of the local environment to broaden life skills e.g. cross country on Bookham common. Continue to find ways to resource outdoor classroom – visit schools of excellence to glean great ideas e.g. Horsell Village Infant School Explore the use of a working party to develop the outdoors further across al year groups</p> <p>Learning environments Consider the use of class displays to promote creativity. Set up more areas in the classroom to allow for creativity and free choice within the school day.</p> <p>Assessment Continue to develop and implement our assessment system and develop a new reporting system for 2016-17. Linked to our new reporting system, targets will be shared more frequently with parents</p>	<p>Early Years, Kirsty Porter, Emma Wetherall</p> <p>Nuala Blaney</p> <p>Louise Parker & Nula Blaney</p>	<p>April 2017</p> <p>Oct 2017</p>	<p>IT equipment</p> <p>Tree top equipment & further large outdoors equipment</p>	
<p>Live values</p>	<p>Teachers plan lessons very effectively, making maximum use of lesson time and coordinating lesson resources well. They manage pupils' behaviour highly effectively with clear rules that are consistently enforced.</p> <p>Pupils are eager to know how to improve their learning. They capitalise on opportunities to use feedback, written or oral, to improve.</p>	<p>Ethos All staff across both schools consistently reinforces values by using same language and 'catching children displaying the values'. Adults to model the school values.</p> <p>Planning & resources Refer to the 'personal development' section within CQ during planning sessions – bronze, silver and gold (as well as the whole school values) Have these as a second objective within all lessons in the curriculum to allow children to see the link, i.e. within a maths problem solving lesson, have an additional objective 'To not give up' All staff and children know the values through assemblies, PSHCE lessons, classroom displays. Review and refine P.S.H.C.E planning, providing opportunities to practice living values which will help children to develop the skills needed for life (e.g. safety versus peer pressure). Ensure regular PSHCE lessons take place in every class– time to prioritise for them. Plan for more fluid links between mainstream/centre to develop an understanding of each other's needs Regular communication between mainstream teachers and centres to ensure inclusion and to find ways to further improve, including a review using the 'inclusion index'.</p> <p>Application</p>	<p>Head teacher & deputy head teacher</p>	<p>July 2017</p> <p>Sept 2016</p>	<p>Quigley Materials</p> <p>Non contact time for planning</p>	<p>Governor Julie Ward Jonathan Roddick</p>

PROMOTE PERSONAL DEVELOPMENT, BEHAVIOUR & WELFARE						
Improvement 3: Facilitate outstanding personal development, behaviour and welfare, leading to outstanding progress within each year group and across the curriculum.						
<i>Success Criteria:</i> Pupils are typically able to articulate their knowledge and understanding clearly in an age-appropriate way. They can hold thoughtful conversations about them with each other and adults.						
Objective	When we are successful, what will it look like?	Action	Lead Person <i>Happy Helper</i>	Start Date	Resources	Monitoring
Build resilience	Pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.	<p>Using the 'Be the best you can be' (BTBYCB) resources to design a whole school programme which:</p> <ul style="list-style-type: none"> Discretely teaches children the process of learning including the importance of failure and bouncing back Provides opportunities across a variety of subjects to apply their understanding of the learning process, bouncing back from failure and learning from their mistakes <p>Using staff expertise, incorporate BTBYCB resources within PSHCE planning so that teachers plan and deliver:</p> <ul style="list-style-type: none"> Discrete lessons which teach children how to be resilient with friendships Informal lessons within the playground to apply resilience within their friendships, applying strategies of dealing with friendship issues <p>Assigned leaders at each school to further develop our transition arrangements. Continue to support children moving from a small infant school to a large junior school, finding ways to take advantage of a large cohort (e.g. more friends, more resources) whilst ensuring class teachers continue to give a personalised approach.</p>	Head teacher & deputy headteacher	Oct 2016	BTBYCB materials Ruth Simpson BTBYCB coach	Governors Julie Ward Jonathan Roddick
Inspire creativity & promote a love for learning	Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view.	<p>Secure an engaging curriculum thus reducing off task behaviour by:</p> <ul style="list-style-type: none"> Continuing to encourage pupil voice to find out the barriers for enjoying school and turn them into enablers Refer to T & L section for more detail <p>Embed effective positive behaviour management (so children are able to cope effectively with a hands on and exciting curriculum) by:</p> <ul style="list-style-type: none"> Continuing to develop our school and class rules, rewards and consequences Continuing to be proactive when observing or hearing about behaviour which is unacceptable, supporting those involved. Providing training to all staff Providing ELSA packs which are easy to use 	Head teacher & deputy headteacher	Dec 2016	Refer to T & L section External training to refresh practises	Governors Julie Ward Jonathan Roddick
Live values	The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have. Pupils work hard with the school to	<p>Secure consistency across classes by:</p> <ul style="list-style-type: none"> Leader provides training for staff Use Quigley materials to teach and assess, proving children with next steps Senior leaders continue to carry out observations and provide feedback. Staff to continue to receive training on spotting the signs, strategies on how to deal with bullying and the importance of regular monitoring. Continue to teach anti bullying within assemblies, PSHCE lessons, circle times and within playtimes. Value of month in link books and newsflash to remind children and parents 	Head teacher & deputy headteacher	July 2016	Inclusion Index Non contact time	Governors Julie Ward Jonathan Roddick

	<p>prevent all forms of bullying, including online bullying and prejudice-based bullying.</p> <p>Pupils' impeccable conduct reflects the school's effective strategies to promote high standards of behaviour. Pupils are self-disciplined. Incidences of low-level disruption are extremely rare.</p> <p>Pupils' spiritual, moral, social and cultural development equips them to be thoughtful, caring and active citizens in school and in wider society.</p> <p>Pupils have an excellent understanding of how to stay safe online, the dangers of inappropriate use of mobile technology and social networking sites.</p>	<ul style="list-style-type: none"> Year assembly to be values related e.g. star of the week being given linked to values and make link to values assembly <p>Improve behaviour at unstructured times (such as transition times, break times, clubs) by:</p> <ul style="list-style-type: none"> To further develop playtimes by: continuing staff training; monitoring and feedback; encouraging children to report concerns quickly; using peer mentors; buying more equipment so children have more to do; continue to use lessons to teach values Support staff receive regular updates on behaviour management and playground games. School Council and Peer mentors continue to provide ideas for improving break times Provide workshops for parents Use assemblies, PSHCE lessons, unstructured times (i.e. playtimes) and circle times to explicitly teach values Reward values Modelling especially of y2 & 6 – develop roles Club manager to review behaviour by observing and discussing with the children and feedback new systems with parents and children <p>Improve integration between mainstream and SEN by:</p> <ul style="list-style-type: none"> ELSA to support understanding and acceptance. Joint planning to ensure Centre children can access all foundation subjects, starting with PSHCE. Increased differentiation in foundation subjects. Create a reward system linked to values with an extra emphasis on understanding, cooperation etc. Small interactive values displays in classrooms where children can nominate their peers for representing values Understanding differences more, assemblies faced on issues faced by some children e.g. autism. Positive relationships encouraged and modelled between children in centres and Mainstream 			<p>Use of webcam to review</p> <p>Use of consultant such as Gina Davis</p>	
<p>Evaluation</p>			<p>Finance total: £22, 500 (note: bid written for ELSA grant)</p>			

SUMMARY OF FINANCIAL IMPLICATIONS OF PLAN FOR 3 YEARS

Target number and title	Cost to school	Cost to Friends
1. Building leadership capacity	£7,000	£0
2. T & L	£165, 500	£19, 000
3. Promote personal development, behaviour and welfare	£20, 000	£2, 500
Totals	£193,500	£21, 500

CONTINUING PROFESSIONAL DEVELOPMENT OPPORTUNITIES WITHIN EACH TARGET

Target	Professional Development
1. Leadership	NCSL coaching, distributive leadership, identifying leadership styles, understanding change management, partnerships, peer coaching.
2. Teaching, learning and assessment	Building resilient learners, challenge, new national expectations, SAT's, use of Quigley depth of learning index, the outdoor classroom and forest school principles, variety of specialisms e.g. PE, ICT, PSHCE, SEN
3. Personal development, behaviour and welfare	Safeguarding, Values Curriculum, positive behaviour management, ELSA, SEN integration

INSET DAYS 2015 - 2016

1. SDP – the year ahead	2. Safeguarding	3. Curriculum - ELP INSET
4. SDP evaluation & next steps	5. Assessment	

STAFF MEETINGS

Autumn Term 2016	Spring Term 2017	Summer Term 2017
Business Meeting	Guided group work	Building resilient learner (including stretch and challenge)
Data Analysis and next steps	Maths	Reporting to parents
Literacy	Provision maps	Guided group work
Moderation of assessments	Inclusion index	SEN
Marking / feedback / next steps	Building resilient learner (including stretch and challenge)	ICT
Building resilient learner (including stretch and challenge)	Assessment without sub levels (foundation subjects)	Moderation of assessments
ICT	SEN	Review curriculum and adapt
Learning environments	Moderation of assessments	Moderation of assessments

June 2016