

Southwold Primary School Development Plan

Broad Overview 2020-21



Whatever It Takes

Slower Learner outcomes:

- Adjusted provision for slower learners
- Catch-Up initiative
- Same/next day interventions
- Precision teaching

Pupil Outcomes:

- Rigorous, consistent, systematic approach across whole school
- Testing and subsequent outcomes to bridge gaps in knowledge
- Viper Initiative raising reading outcomes
- Robust accountability for progress, including blended learning

Broader Curriculum

Project-Based Learning/ Foundation Subjects

- Leaders of Learning driving improvement across all subjects: Intent, Implementation, Impact
- Clear sequences of learning using progression frameworks
- Enhanced teacher subject knowledge
- Build-up of skills and understanding in ALL foundation subjects through memorable project-based learning experiences
- Increase of 'artists' engaged linked to projects
- Foundation subject tiered learning objectives = summative assessments; formative assessment analysis
- Curriculum review to reflect our diverse context/community
- Cross curricular writing hooks ; grammar and vocabular focus

Quality First Education

Core Curriculum:

- Revisit core skills to bridge gaps (Covid-19)
- Raise outcomes in Reading: Improve understanding texts and answering Reading comprehension questions using 'VIPERS' initiative to raise outcomes
- Whole School Reading Culture
- Raised writing outcomes: technical accuracy and fluency within creative contexts
- Improved presentation across all subjects
- Increased number fluency
- Heuristics embedded across school
- Continued focus on mental arithmetic, times table and maths facts
- Ensure the promotion of role models that are reflective of our school community (whole curriculum)

Assessment and Target Setting:

- Use of test outcomes (baselines and end of term) to bridge gaps in learning
- Targeting of Slower Learners in planning and monitoring
- Tiered learning objectives in foundation subjects

Behaviour and Attitudes

- Outstanding behaviour and safety, including at lunchtimes, following consistent behaviour policy
- Pupil leadership influences positive school improvement and attitudes
- Continued raised attendance and punctuality percentages, including persistent absence

Personal Development

- Wider curriculum contributes positively and effectively to the wellbeing of pupils and their broader development
- SCARF curriculum embedded, including SRE
- Increased community engagement
- Artsmark is used as a vehicle to engage with diverse partnerships and ensure pupil progression and aspirations

Leadership and Management

Nothing less than Good teaching and learning (and aiming higher):

- Quality of education is rising in all areas
- Data used forensically to target gaps in pupils' learning
- Strengthened transition from EYFS to KS1, building on excellent foundations for learning
- Robust cycle of high quality and relevant CPD
- Rigorous monitoring cycle of all subjects by all Leaders of Learning and Governors
- Rigorous appraisal cycle

Broadening Horizons Through Lifelong Learning