

School Development Plan 2023 - 2024

EYFS

To enhance the curriculum, ensuring each child leaves EYFS with their best possible foundations for reading, writing and maths.

Quality of Education

To further develop our curriculum mapping for each subject, focusing on the varying needs of all learners.

Behaviour and Attitudes

To continue to create an understanding and welcoming community which supports and encourages individuals to fulfil their dreams.

Leadership and Management

To sustain school improvement whilst working with the DfE team to design a new school which meets our needs.

Personal Development

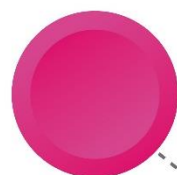
To expand the wellbeing offer for all members of the school community and offer bespoke support for our most vulnerable families.

Priority
To further develop our curriculum mapping for each subject, focusing on the varying needs of all learners.

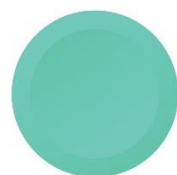
Explore further opportunities for pre-teaching across school to support the understanding and confidence of children. Monitor this (and other interventions) in half termly intervention review between DHT, SENCo and PP Champion.

Further staff training, approaches and monitoring around differentiation to ensure appropriate support and challenge in all lessons. Develop a range of consistent techniques across school to help children with additional needs.

Identify what greater depth looks like in all subjects and support staff to identify these children. Provide opportunities to strengthen the curriculum for identified greater depth children through task, questioning, feedback and developmental marking.



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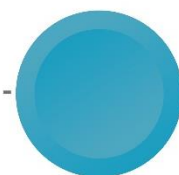
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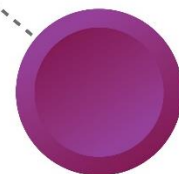
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Enhance the understanding of our local area and our cultural capital through the use of professionals, visits and local studies. Finalise our non-negotiable experiences list to ensure all children leave RF with a foundation of life experiences of life experiences to build upon.

Further develop reading across the school with a redeveloped library area and classroom reading areas. Develop a reading spine, which will be shared with parents, showing the texts which children must have read by the time they leave RF. Ensure these books represent diversity in all aspects of life.

Develop the use of the outside area to support learning in school and at home. Provide staff with high quality CPD and further opportunities for staff collaboration. Hold an 'open classroom' day when parents can come and learn alongside their child and replicate outdoor activities to do in the local area.

Priority

To sustain school improvement whilst working with the DfE team to design a new school which meets our needs.

To establish a team of leaders (DHT, SENCO and PP Champion) to monitor and review pre-teaching and interventions, developing a consistent approach to record keeping and where appropriate organise training opportunities for staff.

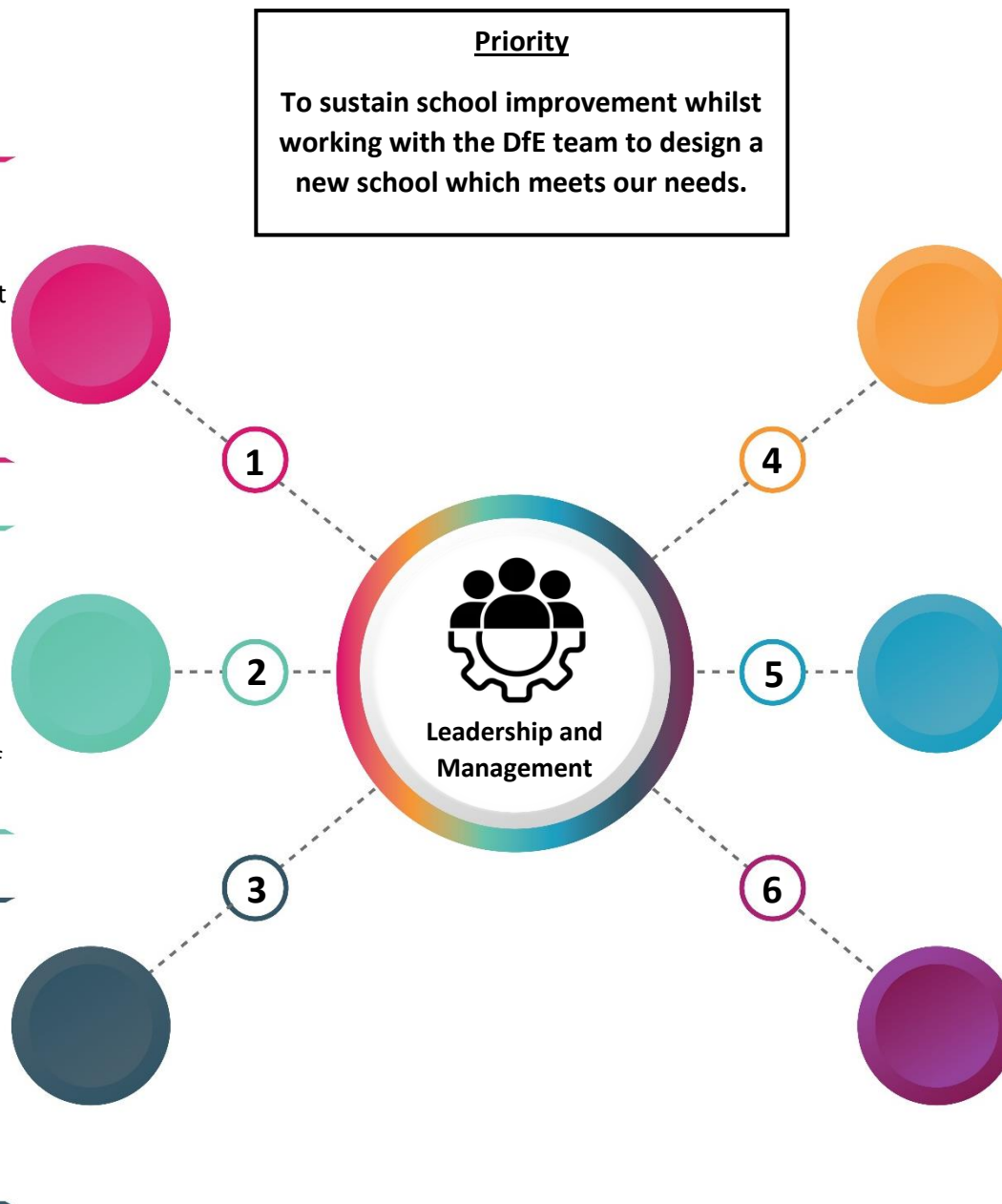
Improve staff subject knowledge through collaborative working within the school, the Trust and through the Local Authority triads/networks. Where possible, utilise the specialist subject teachers within these networks (or beyond) to support staff development.

Strengthen the subject leader roles with a revised focus on action plans and planning frameworks. Ensure these documents are used by all explicitly showing how learning builds on prior lessons; vocabulary is planned and key takeaways are identified.

Work with the team of school designers to ensure our priorities in the new building are not compromised. Ensure it reflects the ethos behind our curriculum and that learning opportunities are enhanced.

When designing the new school, create positive indoor and outdoor learning environments which in result in children not only having excellent learning facilities but also in taking pride in their school and valuing the resources given to them.

Design layouts for internal spaces and furniture which support the room function and children's learning. Ensure classroom environments are reflective of the schools vision and values.



Priority
To expand the wellbeing offer for all members of the school community and offer bespoke support for our most vulnerable families.

Develop Thrive practice across school, with both teachers and teaching assistants. Thrive practitioner to provide training and assist staff in assessing children's gaps/support.

To review the professionals our children meet during their learning journey at Regent Farm to ensure a balance of gender, ethnicity, culture and diversity. Develop a list of non-negotiable experiences and visits all children should leave our school with in line with our curriculum intent.

CES and Head Teacher to ensure attendance continues to improve, focusing on punctuality and persistent absence rates, especially for our vulnerable children. Refer families to external agencies for support with this when needed.

Work with Dr Margot Sunderland's team at the Child Mental Health Centre to develop a trauma informed approach. A varied staff group to complete 10 day course over the year and disperse knowledge and techniques across school.

Develop further key opportunities across the year for parents to engage with school life such as termly open classrooms, performances, family fun sports day, weekly access for parents to red carpet celebration zone, parent workshops.

Increase parental awareness of support currently available so they know how, when and where to access our offer. E.g. Northern Guild, Family Support Worker, North of the Tyne project, Workshops, SEND support, behaviour support, Early Help etc.



To improve parental engagement in children's learning and share the positive attitude children have of school through workshops, stay and play and 'open classrooms'. Continue to support parents with behaviour strategies and SEND at home through workshops and support groups.

Further strengthen work in the school community around differences, tolerance and acceptance through Diversity Role Models, No Outsiders and School of Sanctuary. Work towards recognised award for SofS and take part in annual refugee week.

Introduce a theme of the year which can link to the behaviour and attitudes of the whole school community, display in school/classrooms and link to assemblies. Staff to provide opportunities to revisit the theme regularly, this year teaching children about inspirational people who were not afraid to 'dream big.'

Priority
To continue to create an understanding and welcoming community which supports and encourages individuals to fulfil their dreams.



Work with the school council to develop ideas to widen the playtime provision the children can access. Explore how these developments could be transferred to the new site and consider how they will be used during the building work.

To support children in their understanding around online use and how to behave safely and respectfully. Aim to give the children a strong sense of right and wrong while online and the skills to deal with any conflict/issues appropriately.

Ensure topic planning always has a purposeful outcome and opportunity is given for children to think their learnt concepts to the wider world. Encourage children to 'dream big' and value each other's aspirations for the future.

Priority

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To develop progression documents for all areas of provision (e.g. mud kitchen) at differentiated levels so that key skills can be assessed and specific support/challenge identified and facilitated by adults in the area.

To develop a text rich environment with the use of topic specific vocabulary and texts, inside and out. Vocabulary, core texts and supporting texts to be displayed in classrooms.

Enhance opportunities for differentiation within the Early Years to develop learning experiences for children at all abilities. Ensure Key worker groups are in place across the phase to ensure specific children are being supported and challenged at significant points throughout the day.

To further enhance the already very effective learning environments inside and out by establishing shared ownership with all adults working in the phase, leading to a richer environment with specific and progressive resources which are consistent across the phase.

To establish a clear and consistent home/school learning partnership based on collaborative learning across Nursery and Reception including regular planned stay and play sessions, weekend reading cushions, maths game boxes and song sacks.

To embed the use of the Maths Mastery curriculum in Reception by mapping out the direct teaching core concepts across the year and linking the activities in the provision to these. To introduce the Maths Mastery curriculum to Nursery by providing opportunities for core concepts in the provision daily.

