

HOLMFIRTH J I & N SCHOOL

SCHOOL DEVELOPMENT PLAN 2015/16



HOLMFIRTH JIN SCHOOL DEVELOPMENT PLAN 2015-16

VISION AND VALUES:

We aim to develop **confidence** in a range of contexts: confidence to try new things, confidence to take risks, confidence to share feelings and findings, confidence to ask questions and seek answers for clarity, depth and insight, confidence to present a point of view and confidence to make independent choices.

We aim to develop a love and appreciation of **learning**, where challenge is viewed as opportunity to progress. We aim to develop understanding of the learning process, where pupils recognise that they may favour particular styles and situations, and that learning is not always strategic and sequential.

We aim to foster a sense of **enjoyment**. Sometimes, this will be seen during activities; sometimes, this will materialise upon reflection. Sometimes, enjoyment will stem from the nature of the activity; at other times, it may stem from the approach. Enjoyment must be seen as more than fun, but rather the benefit that arises. Therefore, we aim to encourage pupils to consider a range of factors that have impacted upon their quality of experience.

We aim for all pupils to strive for, and recognise **achievement** in a wide variety of subjects, including communication, science and mathematics, the arts, sport, humanities and computing. Achievement also exists within personal contexts, where children have shown the qualities of endurance or determination, or have overcome obstacles. Achievement is both short and long term. We aim to praise, encourage and sustain achievement so that learning continues to flourish.

We aim for all pupils to recognise and understand their own feelings, and to respond to others in a positive way. We aim to promote awareness of different cultures and faiths, and the importance of similarities and differences. We aim to develop appreciation and tolerance, so that **respect** is given to all. Respect for one another should not be passive, but rather active, where pupils reach out to others, individually, as a small group, or collectively as a class or school, to make a difference.

WHERE ARE WE NOW?

- Pupils are confident in social situations. They are willing to communicate with peers and adults. There is enthusiasm for learning, which is seen both in and out of school. Teaching is well-structured and engages pupils. Marking and feedback is regular and constructive. Pupils are assessed against a range of statements in Reading, Writing and Mathematics.

WHERE DO WE WANT TO BE?

- Our aim is to develop self-assured learners, who recognise the importance of learning upon their personal development. We want to enable that children have choice within learning, to explore different pathways from a given stimulus. We want to ensure that pupils and parents have a key focus for progress, and to know how this can be attained. We want to ensure that pupils can develop and refine their skills, and reflect upon the nature of their learning, exploring the justification of choices. We want to provide learning opportunities, which make full use of the environment and locality, including people and settings.

HOW DO WE GET THERE?

- Completion of Planning cycle 2 and review
- Identification in medium term planning of visitors, environment, performance, independence, “outside the box” activities.
- Developmental marking, giving chance for response
- Peer + self-assessment, using specific criteria (setting goals)
- Identification of key progress statements
- Reflection upon learning (explanation of why certain routes chosen)
- Analysis of what successful learner looks like

KEY AREA	STANDARDS	
FOCUS	ASSESSMENT – TERM 1	
PRESENT	There are assessment statements for reading, writing and maths. These must be observed at least 3 times before agreeing that the pupil has met this expectation. We record the % of expectations met at the end of each term. With so many statements, it is impossible to achieve a good level of accuracy.	
VISION (What will the impact be?)	The vision is for assessment to be accessible to all, with pupils taking an increasing role in its development and management. Greater professionalism will be seen, with teachers assessing qualitative responses, based on observation, individual and small group work, developmental marking and testing. This will begin with English and Maths, and then continue to all subjects. The impact will be that staff and pupils have greater confidence with the nature of assessment, identifying and responding to learning needs.	
STRATEGY	To ensure that core assessment for pupils is meaningful, accurate, rigorous and consistent	
PERFORMANCE INDICATORS	<ul style="list-style-type: none"> • Staff confidence and security with judgements – use of questionnaire to establish. • Greater clarity for staff, pupils and parents. (targets shared) • Use of provision maps to identify, and respond to assessment. • Evidence in books / folders • Increased accuracy and reliability of data. 	
MANAGEMENT		
WHAT?	<ul style="list-style-type: none"> • Identify steps to progress and attainment • Develop provision for above / below expectations • Create formative and summative record keeping system 	
WHY?	<ul style="list-style-type: none"> • Assessment without levels new for Year 2 and Year 6 • Too many statements to assess in present form • We want to focus on understanding, rather than coverage (quality v quantity) 	
WHO?	ALL STAFF	
HOW?	<ul style="list-style-type: none"> • Identify key statements in Reading, Writing and Maths, which are believed to be key progress indicators. • Complete provision maps to identify and support attainment • Scoring system, in relation to ongoing teacher assessment • Use of moderation in phase /whole school meetings to verify judgements • Monitor provision maps • Work scrutiny, to confirm judgements • Phase meetings for moderation 	<p>October 2015</p> <p>December 2015</p> <p>November 2015 / February 2016 / May 2016</p> <p>Termly</p> <p>Half termly</p> <p>Half termly</p>
RELEVANCE?	Meaningful assessment is at the heart of successful learning, and therefore high standards of attainment. This goal ensures that assessment is not based on coverage, but has a specific and meaningful focus, designed to challenge talented pupils and assist those pupils who require extra support.	
ROLE OF GOVERNORS	<ul style="list-style-type: none"> • Approval of target • Awareness of assessment systems, including expectations, provision maps, target setting and use of data • Involvement with monitoring process (work scrutiny) 	
NEEDS?	<ul style="list-style-type: none"> • Whole staff meetings to set up statements / process / principles • Phase meetings to moderate / support • Individual time 	

KEY AREA	VALUES		
FOCUS	LEARNING VALUES – TERM 2		
PRESENT	The school has highlighted 5 values of confidence, learning, enjoyment, achievement and respect. These values are on display.		
VISION (What will the impact be?)	The vision is for pupils to identify learning strengths. We want pupils to recognise different learning traits and styles, and talk about the nature and influences upon their learning. The impact will be that pupils can explain how their learning took place, including factors that affected or contributed to it.		
STRATEGY	To ensure that pupils develop greater self-assuredness towards the development of their own learning.		
PERFORMANCE INDICATORS	<ul style="list-style-type: none"> • Clarity of values statement • Self-assessment comments (explaining / justifying) • Pupil interviews (explaining / justifying) • School council questionnaire (enjoy / strengths of school / even better if...) • Website examples of learning values • Corridor displays • Assemblies 		
MANAGEMENT			
WHAT?	<ul style="list-style-type: none"> • Communicate / expand values to staff, parents and pupils • Recognise / Celebrate good examples 		
WHY?	<ul style="list-style-type: none"> • To foster further independent learning • To recognise / celebrate similarities / differences 		
WHO?	ALL STAFF		
HOW?	<table border="0"> <tr> <td> <ul style="list-style-type: none"> • Whole school assembly – teaching of values • Whole school assembly – celebration of values • Corridor / classroom displays • Create opportunities for self-assessment and reflection • Class portfolios • Pupil interviews • Moderation (responses)– phase meetings </td> <td> Term 1 Weekly Oct 15 / Dec 15 / Feb 16 / Apr 16 / June 16 Ongoing Dec 15 / Mar 16 / July 16 Oct / Dec 15 + Feb / Mar 16 + May / July 16 Half termly </td> </tr> </table>	<ul style="list-style-type: none"> • Whole school assembly – teaching of values • Whole school assembly – celebration of values • Corridor / classroom displays • Create opportunities for self-assessment and reflection • Class portfolios • Pupil interviews • Moderation (responses)– phase meetings 	Term 1 Weekly Oct 15 / Dec 15 / Feb 16 / Apr 16 / June 16 Ongoing Dec 15 / Mar 16 / July 16 Oct / Dec 15 + Feb / Mar 16 + May / July 16 Half termly
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RELEVANCE?	Establishing a lifelong culture is essential for the development of all pupils. The awareness of learning styles and characteristics enables pupils to identify strengths and area for development.		
ROLE OF GOVERNORS	<ul style="list-style-type: none"> • Approval of target • Pupil interviews (assemblies / value recognition) 		

KEY AREA	ENRICHMENT	
FOCUS	CURRICULUM – TERM 3	
PRESENT	The curriculum is taught on a two year cycle. We are entering the second year of that cycle. The New Curriculum began in 2014, so this is new territory.	
VISION (What will the impact be?)	The vision is for the curriculum to be taught in which key skills are covered in a captivating way. We want children to be inspired by the nature of the curriculum and remember activities for purpose and enjoyment. We want to ensure that all areas of the curriculum are valued, in order to capture and develop diversity. Achievement in communication, science and mathematics, the arts, sport, humanities and computing are essential to a balanced curriculum. The impact will be that core skills continue to be taught rigorously, within a creative curriculum, which widens horizons.	
STRATEGY	To ensure that pupils experience a broad, balanced and rich curriculum, making full use of the local environment, people and places.	
PERFORMANCE INDICATORS	<ul style="list-style-type: none"> • Evidence of all subjects across the curriculum (planning / work scrutiny) • Evidence on website • Medium term planning notes • Pupil interviews – discussion of activities • Class portfolio • Class / School theme days / weeks • Outdoor / community experiences • Performance opportunities 	
MANAGEMENT		
WHAT?	Identify themes / topics in long term planning Identify richness in medium term plans + modify Capture examples of rich curriculum	
WHY?	<ul style="list-style-type: none"> • New Curriculum began in September 2014. We operate a 2 year cycle; this is the second year of that cycle, therefore a new venture. • Pupil confidence, self-assurance as learners, and pride in achievement. 	
WHO?	ALL STAFF	
HOW?	<ul style="list-style-type: none"> • Identify opportunities in long / medium term planning • Produce exemplification portfolios • PAL activities • Showcase via website • Identify opportunities for whole school learning for theme weeks 	Oct / Dec 15 + Feb / Mar 16 + May / July 16 Dec 15 / Mar 16 / July 16 Ongoing Daily Feb 2016 / June 2016
RELEVANCE?	It is essential that our curriculum motivates and inspires pupils to learn. We live in a society where there are ever increasing demands upon children's attention. The curriculum must stimulate and inspire our pupils.	
ROLE OF GOVERNORS	<ul style="list-style-type: none"> • Approval of target • Use of website • Visits to school to see curriculum in action • Pupil interviews. 	
NEEDS?	Staff meetings to set up + Phase meetings to implement / monitor + Individual time / courses re outdoor learning	

OTHER PRIORITIES

NEED	IMPACT
To become familiar with the new Ofsted framework.	Clarity and consistency for all staff Alignment / re-alignment of current practice
To ensure that pupils are suitably prepared for new end of Key Stage SATs	Maximise potential of all pupils. Achievement of highest standards. Staff confidence and security with expectations.
To ensure that pupils are confident with the use and application of grammar.	High standards Improved understanding Greater writing proficiency
To ensure that pupils are confident using a modern foreign language.	Ensure broad and balanced curriculum. Prepared for next phase of education, in line with other Pyramid schools.
To ensure that pupils continue to develop PE skills	Ensure broad and balanced curriculum. Encouragement of healthy lifestyle. Encourage pupils to participate in clubs and activities. Staff confidence from coaching model.
To ensure that pupils develop their computing skills.	Ensure broad and balanced curriculum. Pupils' computing skillset developed, enabling application in context. Pupils prepared for life in modern technological society.
To ensure that pupils continue to develop their spiritual, moral and cultural understanding, appreciating and respecting the nature of faith.	Widened horizons for pupils. Promotion of "British" values. Increased awareness and valuing of diversity.
To ensure that pupils' handwriting is joined, consistent and legible.	Improved consistency in presentation. Increased fluency and speed. Pupil pride
To ensure that Performance management systems incorporate Support and Admin staff.	Clarity of roles and responsibilities Recognition of contribution to pupil progress
To ensure that "vulnerable" children make good progress.	Narrowing of gap between "disadvantaged" and "other" pupils Provision made for all pupils

To ensure that Senior ETAs have clarity of their role.	Increased efficiency in systems.
To ensure that all staff are confident using the new Reception baseline	Improved accuracy and consistency of assessments
To ensure that school website is more strategic and organised	Easier / quicker to navigate and find information for all stakeholders