



## Bishop John Robinson School Development Plan 2019-2020

Self-Evaluation Priority	Target
<b>Priority 1: Sustain the current practice in mathematics to secure strong outcomes at the end of each key stage</b>	Maintain progress and attainment in Mathematics to at least national levels across KS2 by July 2020 through; <ul style="list-style-type: none"><li>• the teaching of mastery</li><li>• deepening children's ability to apply arithmetic skills (including KIRFs and times tables)</li><li>• improved mathematical reasoning and talk</li></ul>
<b>Priority 2: Continue to develop opportunities for high-quality talk in the early years (and the wider school) to ensure the best possible start for developing children's reading and writing skills (across the curriculum).</b>	<ul style="list-style-type: none"><li>• Maintain attainment in Reading to at least national levels across KS2 by July 2020 through discrete teaching of reading and the application of these skills across the curriculum.</li><li>• Increase the % boys making good or better progress in writing to National Average</li></ul>
<b>Priority 2: Consolidate the role of middle leaders to deepen the curriculum and strengthen the high-quality learning environments, to maximize pupils' outcomes</b>	<ul style="list-style-type: none"><li>• Raise the profile of children's work across the whole curriculum so that the quality of education is consistent in all subject areas.</li></ul>
<b>Priority 4: To continue to improve pupil behaviour through positive approaches to Social, Emotional and Mental health and the 6 principles of nurture</b>	<ul style="list-style-type: none"><li>• Reduce the amount of low-level disruption in class by actively supporting children who are finding learning difficult.</li></ul>



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<b>Priority 1</b>	<b>Sustain the current practice in mathematics to secure strong outcomes at the end of each key stage</b>		
<b>Who is responsible for this part of the SDP?</b>	<b>Maths leader, Head Teacher, Deputy Head teacher, EYFS leader</b>		
<p><b>Target</b>            Maintain progress and attainment in Mathematics to at least national levels across KS2 by July 2020 through;</p> <ul style="list-style-type: none"> <li>• the teaching of mastery</li> <li>• deepening children's ability to apply arithmetic skills (including KIRFs and times tables)</li> <li>• improved mathematical reasoning and talk</li> <li>• Maintain % of children @ greater depth</li> </ul>			
Development area	Context	Actions	Success Criteria
Calculations policy	Updated calculations policy should be consistently applied by all teachers to ensure a consistent approach to calculations across the school.	<ul style="list-style-type: none"> <li>• Staff training - Calculations</li> <li>• Monitoring of teaching of calculations</li> <li>• Dissemination of supporting materials</li> <li>• Calculations policy on display in classrooms</li> </ul>	<ul style="list-style-type: none"> <li>• A consistent approach to calculations is taught and implemented in all classes</li> <li>• Children show confidence in all calculations (including division)</li> </ul>
KIRFs and X Tables	Daily maths teaching should be supported by regular practice of KIRFs and times tables	<ul style="list-style-type: none"> <li>• Staff training - KIRFs and X tables</li> <li>• Monitoring of teaching of KIRFs</li> <li>• Dissemination of supporting materials including xtables rockstars</li> </ul>	<ul style="list-style-type: none"> <li>• Practice of KIRFs and Xtables are in class timetables</li> <li>• Children show confidence in recalling mathematical facts and times tables</li> <li>• Children show application in books</li> </ul>
Training for parents	Parents have asked for regular workshops to help children at home. Many parents give additional homework or use tutors which can hinder pupil progress in maths.	<ul style="list-style-type: none"> <li>• Regular parent workshops focusing on calculations and current maths learning</li> <li>• Printed guides for parents</li> </ul>	<ul style="list-style-type: none"> <li>• Parents support the school calculation policy at home</li> <li>• Reduced 'conflict' between home and school learning</li> </ul>



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Priority 1 continued			
Development area	Context	Actions	Success Criteria
Prudent use of published materials when planning	Teachers will make informed choices when using published materials. Use of worksheets should be reduced to 50% of lessons in favour of more open ended and investigative approaches.	<ul style="list-style-type: none"> <li>• Staff training - learning frames</li> <li>• Monitoring of books</li> <li>• Dissemination of supporting materials including xtables rockstars</li> </ul>	<ul style="list-style-type: none"> <li>• 50% of lessons use worksheets</li> <li>• Teachers plan using learning frames</li> <li>• Evidence of more open ended and investigative activities in books</li> </ul>
Use of manipulatives and representations	Teachers should regularly use manipulatives and different representations of number as part of the sequence for teaching for mastery	<ul style="list-style-type: none"> <li>• Staff training - manipulatives and representations</li> <li>• Monitoring of books</li> <li>• Dissemination of supporting materials</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of use of manipulatives and representations in books</li> </ul>
Assessment	Building on last year, teachers should use informal testing to assess the impact of teaching and to identify areas of misconception.	<ul style="list-style-type: none"> <li>• <math>\frac{1}{2}</math> termly assessments</li> <li>• Clear thresholds</li> <li>• Evidence collected and analysed</li> </ul>	<ul style="list-style-type: none"> <li>• Children have <math>\frac{1}{2}</math> termly assessments based on current learning</li> <li>• Testing is used to inform planning</li> <li>• Whole school trends are regularly analysed</li> </ul>
Use of TAs	Teachers should deploy support staff effectively during all parts of maths lessons and interventions.	<ul style="list-style-type: none"> <li>• Staff training - use of TAs/support for TAs</li> <li>• Monitoring of TAs in lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Support staff are used effectively in all parts of a maths lesson</li> </ul>
IQM	Teachers should ensure inclusive practices when planning for maths	<ul style="list-style-type: none"> <li>• IQM application and evidence gathering</li> </ul>	<ul style="list-style-type: none"> <li>• Successful IQM application</li> </ul>
Mathematical talk	To support reasoning, teachers should plan for regular opportunities to discuss and present mathematical ideas orally.	<ul style="list-style-type: none"> <li>• Staff training</li> <li>• Monitoring</li> <li>• Development of BJR Oracy Policy</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematical talk forms a regular part of maths teaching</li> <li>• BJR Oracy Policy complete</li> </ul>



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<b>Priority 2</b>	Continue to develop opportunities for high-quality talk in the early years (and the wider school) to ensure the best possible start for developing children's reading and writing skills (across the curriculum).		
<b>Who is responsible for this part of the SDP?</b>	English leader, Head Teacher, Deputy Head teacher, EYFS leader		
<b>Target</b>			
<ul style="list-style-type: none"> <li>• Maintain attainment in Reading to at least national levels across KS2 by July 2020 through discrete teaching of reading and the application of these skills across the curriculum.</li> <li>• Increase the % boys making good or better progress in writing to that of girls</li> <li>• Boys writing similar to that of national</li> <li>• RWM across the school at national or above</li> </ul>			
<b>Development area</b>	<b>Context</b>	<b>Actions</b>	<b>Success Criteria</b>
Boys writing	Boys are not performing as well as girls in their writing. This has been a historic trend	<ul style="list-style-type: none"> <li>• Staff training - Boys writing</li> <li>• Boys writing project</li> <li>• Targeted support for boys writing</li> </ul>	<ul style="list-style-type: none"> <li>• Progress in boys writing</li> </ul>
Planning sequences of learning	Teachers should plan sequences of learning with writing outcomes.	<ul style="list-style-type: none"> <li>• Staff training - English policy</li> <li>• Monitoring of planning</li> <li>• Dissemination of supporting materials</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' English planning shows sequences of learning to a published outcome</li> <li>• Displays of writing on the walls</li> </ul>
Dialogic talk (talk for writing)	Teachers should give opportunities for dialogic talk within Writing sequences, making sure all objectives for oral rehearsal are met	<ul style="list-style-type: none"> <li>• Staff training - Dialogic talk/Talk for writing/Literacy Shed Plus</li> <li>• Monitoring of lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Children are given ample opportunities to use talk to help develop writing</li> <li>• Boys writing shows impact of use of talk</li> </ul>
Dialogic talk (talk for reading)	Teachers should give opportunities for dialogic talk within reading sequences, especially when developing reading comprehension	<ul style="list-style-type: none"> <li>• Staff training - Dialogic talk/Talk for reading comprehension/Reading Vipers</li> <li>• Monitoring of lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Children are given ample opportunities to use talk to develop reading comprehension</li> <li>• Boys reading comprehension shows impact of use of talk</li> </ul>



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Priority 2 continued			
Development area	Context	Actions	Success Criteria
Word Aware	Teachers should use Word Aware strategies for vocabulary acquisition	<ul style="list-style-type: none"> <li>• Staff training - Word Aware/Displays</li> <li>• Monitoring of lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Word Aware displays are evident and used in all classrooms</li> </ul>
Parents Stay and read	To encourage parent's support of reading, regular 'stay and read' sessions will be held in the school.	<ul style="list-style-type: none"> <li>• Parent workshops</li> <li>• Staff training - stay and read</li> </ul>	<ul style="list-style-type: none"> <li>• Stay and read sessions happen termly</li> <li>• Attendance at stay and read sessions is high</li> </ul>
Reading for pleasure	Teachers should encourage reading for pleasure through regular Drop Everything and Read sessions (DEAR)	<ul style="list-style-type: none"> <li>• Staff training - DEAR/Reading records</li> <li>• Monitoring of timetables</li> <li>• Monitoring of reading record books</li> <li>• Support for children not regularly reading at home</li> </ul>	<ul style="list-style-type: none"> <li>• DEAR sessions timetabled</li> <li>• Children record reading in reading record books</li> <li>• Children not reading at home are supported in school</li> </ul>
Playground library	To encourage reading for pleasure, the playground library will be developed and celebrated.	<ul style="list-style-type: none"> <li>• Setting up logistics of playground library</li> <li>• Monitoring of use</li> <li>• Impact</li> </ul>	<ul style="list-style-type: none"> <li>• The playground library is well resources and organised</li> <li>• Children use the outdoor library regularly</li> </ul>
IQM	Teachers should ensure inclusive practices when planning for reading and writing	<ul style="list-style-type: none"> <li>• IQM application and evidence gathering</li> </ul>	<ul style="list-style-type: none"> <li>• Successful IQM application</li> </ul>



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<b>Priority 3</b>	<b>Consolidate the role of middle leaders to deepen the curriculum and strengthen the high-quality learning environments, to maximise pupils' outcomes</b>		
<b>Who is responsible for this part of the SDP?</b>	<b>Subject leaders, Head Teacher, Deputy Head teacher, EYFS leader</b>		
<b>Target</b>			
<ul style="list-style-type: none"> <li>• Raise the profile of children's work across the whole curriculum so that the quality of education is consistent in all subject areas.</li> </ul>			
<b>Development area: Intent</b>	<b>Context</b>	<b>Actions</b>	<b>Success Criteria</b>
Subject Self Evaluation and Action planning	Each subject leader should evaluate their area of responsibility then implement an improvement plan.	<ul style="list-style-type: none"> <li>• Subject Self Evaluations (1 page)</li> <li>• Subject leader action plans</li> <li>• Staff training - self-evaluation/action planning</li> </ul>	<ul style="list-style-type: none"> <li>• Subject leaders are clear about their priorities for improvement in their subject</li> </ul>
Planning sequences of learning for the whole curriculum	Sequences of lessons building to a published outcome should be in place in all subject areas to ensure quality of education.	<ul style="list-style-type: none"> <li>• Staff training - sequence planning</li> <li>• Monitoring of plans</li> </ul>	<ul style="list-style-type: none"> <li>• All subject areas have clear sequences of learning which have been evaluated and supported by subject leaders</li> </ul>
Prudent use of published materials	Teachers should adapt published materials to support their children.	<ul style="list-style-type: none"> <li>• Monitoring of planning</li> <li>• Monitoring of work in books</li> </ul>	<ul style="list-style-type: none"> <li>• Published materials are used to support learning</li> </ul>
Creativity and innovation	Teachers should be encouraged to be creative and innovative when planning and teaching to encourage deep and memorable learning experiences	<ul style="list-style-type: none"> <li>• Twitter</li> <li>• Celebrating innovation</li> <li>• Sharing good practice</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers creativity and innovation leads to memorable learning experiences in all subjects</li> </ul>



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Priority 3 continued			
Development area: Implementation	Context	Actions	Success Criteria
Learning books	All learning will be collected in one 'learning book' to help raise the profile of learning in all subjects	<ul style="list-style-type: none"> <li>• Monitoring of learning books</li> <li>• Evaluation of sequence planning and learning books</li> <li>• Appraisal targets</li> </ul>	<ul style="list-style-type: none"> <li>• Learning books show high expectations in all subject areas</li> </ul>
Educational visits	Teachers should plan to lead at least one education visit per $\frac{1}{2}$ term to support different curriculum areas	<ul style="list-style-type: none"> <li>• Evaluation of visits</li> <li>• Evidence of visits collected and celebrated</li> <li>• Educational Visits policy/procedure</li> </ul>	<ul style="list-style-type: none"> <li>• Children enjoy regular educational visits</li> <li>• Impact of educational visits evident in children's work</li> </ul>
Use of new technology to enhance learning	In addition to science, use of chrome books and ipads feature in many curriculum areas	<ul style="list-style-type: none"> <li>• Staff training - Google classroom/team drives/showbie/Hersongate ipad training</li> <li>• Printing of published work</li> </ul>	<ul style="list-style-type: none"> <li>• Displays of use of technology on walls and in books</li> </ul>
Quality of work on display and in books	Teachers are encouraged to expect high standards of work in all curriculum areas.	<ul style="list-style-type: none"> <li>• Monitoring of work on display</li> <li>• Monitoring of work in books</li> <li>• Sharing good practice</li> </ul>	The quality of children's work is consistently high across all subject areas.
Assessment	Teachers should use informal testing to support assessment in Reading and Maths and regular moderation for writing in addition to use of Target Tracker, marking and observations.	<ul style="list-style-type: none"> <li>• Internal writing moderation</li> <li>• Cluster writing moderation</li> <li>• Prepare and distribute informal testing materials</li> <li>• Staff training: assessment policy</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers' assessment of children's work is accurate and stands up to scrutiny</li> <li>• Teachers use assessment information to inform planning</li> </ul>



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<b>Priority 4</b>	To continue to improve pupil behaviour through positive approaches to Social, Emotional and Mental health and the 6 principles of nurture		
<b>Who is responsible for this part of the SDP?</b>	Subject leaders, Head Teacher, Deputy Head teacher, EYFS leader		
<b>Target</b>			
<ul style="list-style-type: none"> <li>Reduce the amount of low-level disruption in class by actively supporting children who are finding learning difficult.</li> </ul>			
<b>Development area: Intent</b>	<b>Context</b>	<b>Actions</b>	<b>Success Criteria</b>
Behaviour policy	Previous iterations of the behaviour policy had not considered SEMH or the 6 principles of nurture. To be a fully inclusive school, these aspects should form part of the school's positive behaviour policy	<ul style="list-style-type: none"> <li>Update policy</li> <li>Share with staff</li> <li>Regular behaviour policy updates in briefings</li> <li>Challenging shouting</li> </ul>	<ul style="list-style-type: none"> <li>The new behaviour policy is fully implemented</li> <li>Cpoms incidents are reduced</li> <li>Communication with parents improved</li> <li>Early intervention</li> </ul>
Cpoms	Teachers started using CPOMs last year to log incidents and should now be encouraged to use the data to support children having difficulties in lessons	<ul style="list-style-type: none"> <li>Change CPOMs permissions</li> <li>Phase leader monitoring of incidents shared with SLT and phases</li> <li>Teacher monitoring of incidents</li> </ul>	<ul style="list-style-type: none"> <li>Cpoms data is better used to identify difficulties and to support children in school</li> <li>Playground incidents are recorded and acted upon more consistently</li> </ul>
Playground	Playground supervision and opportunities for play are improving. Many children still require support with play.	<ul style="list-style-type: none"> <li>Traditional Games to be taught in PE lessons and promoted by staff</li> <li>Playground Buddies to be reinstated</li> <li>Additional play space/equipment though use of Sport Premium</li> </ul>	<ul style="list-style-type: none"> <li>Children are less reliant on adult support for play</li> <li>Children support each other in play through playground buddies</li> <li>Fewer incidents of playground incidents recorded</li> </ul>
Links to School in Bangladesh	An opportunity has arisen to partner with a school in Bangladesh with a focus on Play	<ul style="list-style-type: none"> <li>Children learn traditional games to 'teach' children in a Bangladeshi school</li> </ul>	<ul style="list-style-type: none"> <li>Positive links with Bangladeshi school</li> </ul>