

## **HILLSIDE JUNIOR SCHOOL DEVELOPMENT PLAN**

**2020-2021**

### **Mission Statement**

The quality of pupils' learning, achievement and educational experiences will be improved and enhanced through this plan. The staff and Governors appreciate that children who are fit, happy, confident, relaxed and well-motivated can achieve and succeed. We offer a rich and wide-ranging curriculum for our pupils to provide them with the skills and knowledge to become citizens of the future. To enhance the curriculum, we plan trips and excursions which are educational and meaningful to promote depth of learning.

### **AIM**

We aim to enable all pupils to become lifelong learners by developing a Growth Mindset and a caring attitude through respect, responsibility, resourcefulness, resilience, reflection and quality relationships.



Sports Day 2019

### **VISION**

- 1) Our pupils will lead a physically and mentally healthy lifestyle.
- 2) Pupils confidently apply their reasoning skills to mathematical challenges.
- 3) Our pupils are inclusive, compassionate and reflective individuals.
- 4) Pupils are empowered to see themselves as skilled writers.

<b>Vision: Our pupils will lead a physically and mentally healthy lifestyle.</b>	
<b>Objective 1: Pupils will know how to achieve mental and physical well being.</b>	
<b>Governor Monitoring: Joy Mason</b>	
<b>Teachers: Karen Jenkins, Jade Rice and Chris Johns</b>	
<b>Action</b>	
<ul style="list-style-type: none"> <li>● Identify children who may be vulnerable and what their needs are.</li> <li>● Mentor children to deal with behavioural and/or emotional difficulties or particular vulnerabilities.</li> <li>● Recognise and support parents that have emotional needs.</li> <li>● Provide alternative lunch clubs for all children and in particular vulnerable groups e.g. chess, Lego, quiet room and library.</li> <li>● Teach children about the “stress bucket” as part of First Aid for Mental Health</li> <li>● Use the “worry box” effectively in classes.</li> <li>● Use the outdoor classroom and wider environment more effectively.</li> <li>● Embed the “zones of regulation” into everyday classroom discussions.</li> <li>● Action a half termly wellbeing meeting.</li> <li>● Provide a parent workshop on the effects of too much screen time and age appropriate games.</li> <li>● Explicit teaching of being reflective, resourceful, resilient, responsible, respectful and building relationships.</li> <li>● Ensure mental/physical wellbeing is an integral part of assembly themes.</li> <li>● Teaching assistants trained in therapeutic play to provide this avenue for pupils.</li> <li>● Invite pupils from neighbouring secondary schools to give talks about their transition for Year 6.</li> <li>● Build positive memories in school by having more experience/topic days which link to the curriculum.</li> <li>● Make the links between the curriculum and mental/ physical health explicit.</li> <li>● Audit by coordinators curriculum to make sure links to mental/ physical health are being made throughout key stage two.</li> <li>● Ensure School Council have an active voice and have an impact on their learning environment.</li> </ul>	
<b>Monitoring</b>	
Autumn Term	<ul style="list-style-type: none"> <li>● Weekly monitoring of CPOMS</li> <li>● Evaluate wellbeing survey for staff and pupils (and e-safety survey if not included in wellbeing)</li> <li>● Planning for explicit teaching of healthy lifestyles and mental well being</li> <li>● Buddy training and feedback from pupils</li> <li>● Review existing well being provision in policy and practice</li> <li>● Pupil feedback on lunchtime clubs (Google Survey)</li> </ul>
Spring Term	<ul style="list-style-type: none"> <li>● Weekly monitoring of CPOMS</li> <li>● Evaluate impact of wellbeing survey follow up actions</li> <li>● Planning for explicit teaching of healthy lifestyles and mental well being</li> <li>● Pupil feedback on lunchtime clubs</li> </ul>
Summer Term	<ul style="list-style-type: none"> <li>● Weekly monitoring of CPOMS</li> <li>● Wellbeing survey for staff and pupils</li> <li>● Planning for explicit teaching of healthy lifestyles and mental well being</li> <li>● Pupil feedback on lunchtime clubs</li> </ul>
<b>Success Criteria</b>	
<ul style="list-style-type: none"> <li>● Vulnerable pupils feel confident and achieve their potential.</li> <li>● Pupils know how to achieve mental and physical wellbeing.</li> <li>● Pupils have better coping strategies when presented with problems.</li> <li>● Pupils and parents have a better awareness of the benefits of less screen time</li> <li>● Vulnerable pupils are identified and supported.</li> </ul>	

Cost
<ul style="list-style-type: none"><li>• CPOMs annual fee £650</li><li>• Well-being survey £600</li></ul>

<b>Vision: Pupils confidently apply their reasoning skills to mathematical challenges.</b>	
<b>Objective 2: All pupils make good progress in maths by closing the gap between arithmetic and reasoning attainment.</b>	
<b>Governor Monitoring: Ken Hudson Teachers: Matt Goodchild</b>	
Action	
<ul style="list-style-type: none"> <li>● Use gap analysis of PIXL to identify vulnerable groups and children’s weaknesses in maths.</li> <li>● Tutor vulnerable groups using gap analysis.</li> <li>● Teachers are clear about the progress each child needs to make.</li> <li>● Teachers are able to access raw score boundaries to inform their assessments.</li> <li>● Pupils need to be encouraged to attempt extension tasks to complete after the Maths No Problem books (e.g. Reaching Deeper questions; Teaser books and CGP books).</li> <li>● Interventions are specific and well-resourced.</li> <li>● Class teachers teach maths interventions when necessary.</li> <li>● Review maths homework policy to ensure it provides the appropriate challenge.</li> <li>● Provide support with Maths No Problem for new teachers and those who require additional support.</li> <li>● Children with SEND are catered for within the same maths mastery approach using Maths No problem.</li> <li>● Provide additional Maths No Problem specific training on teaching reasoning (INSET)</li> </ul>	
Monitoring	
Autumn Term	<ul style="list-style-type: none"> <li>● Maths books and interventions monitored regularly and ‘drop ins’ (Maths Coordinator)</li> <li>● Feedback discussed with staff and reviewed at half termly SLT meeting to plan training needs</li> <li>● Pupil interviews</li> <li>● Analysis of test scores to identify problem areas and focus interventions</li> <li>● Half termly pupil progress meetings</li> </ul>
Spring Term	<ul style="list-style-type: none"> <li>● Maths books and interventions monitored regularly and ‘drop ins’ (Maths Coordinator)</li> <li>● Feedback discussed with staff and reviewed at half termly SLT meeting to plan training needs</li> <li>● Report on Maths Hub to Governors from subject coordinator</li> <li>● Analysis of test scores to identify problem areas and focus interventions</li> <li>● Half termly pupil progress meetings</li> </ul>
Summer Term	<ul style="list-style-type: none"> <li>● Maths books and interventions monitored regularly and ‘drop ins’ (Maths Coordinator)</li> <li>● Half termly pupil progress meetings</li> <li>● Analysis of test scores to identify problem areas and focus interventions</li> </ul>
Success Criteria	
<ul style="list-style-type: none"> <li>● Pupils are able to discuss what they have learnt and their next steps.</li> <li>● Pupils show greater respect of others and demonstrate their own resilience and resourcefulness in how they solve problems.</li> <li>● There is evidence of deeper questioning in planning and from learning walks.</li> <li>● Reduce the attainment gap between arithmetic and reasoning.</li> <li>● All children demonstrate deeper thinking.</li> </ul>	
Cost	
<ul style="list-style-type: none"> <li>● Coordinator time</li> <li>● Maths Hub cover time</li> </ul>	

- Maths No Problem resources (£4500)
- Maths No Problem training day (£1000)

<b>Vision: Our pupils are inclusive, compassionate and reflective individuals.</b>	
<b>Objective 3: Pupils can apply their critical thinking skills in a range of subjects, situations and dilemmas.</b>	
<b>Governor Monitoring: Anne Porcheron</b> <b>Teachers: Eileen O’Sullivan, Joanne Smith and Keri Thwaites</b>	
<b>Action</b>	
<ul style="list-style-type: none"> <li>● Modify our curriculum planning so that it reflects the true diversity of our world.</li> <li>● Actively encourage parents and carers to engage with our school values and ethos</li> <li>● Our curriculum is balanced (quantity and composition) in its implementation, and allows pupils to make informed opinions.</li> <li>● Each topic is led by a key question.</li> <li>● Big questions (philosophy) are used to frame whole or parts of lessons.</li> <li>● Foundation subjects are treated with the same gravitas as core subjects.</li> <li>● Foundation subjects are given enough dedicated time within the timetable.</li> <li>● Relevance, to children’s lives now, is taught explicitly.</li> <li>● Each topic will include an element of dilemma to encourage empathy and active compassion.</li> <li>● Critical thinking skills: observation, analysis, interpretation, reflection, evaluation, inference explanation, problem solving and decision making will be taught in lessons.</li> <li>● INSET time will be given to teachers to improve planning.</li> <li>● Use of assemblies with external speakers to promote the values of a diverse curriculum.</li> <li>● Dedicated INSET time will be provided to develop pedagogy and development of critical thinking.</li> </ul>	
<b>Monitoring</b>	
Autumn Term	<ul style="list-style-type: none"> <li>● Learning walks - half termly (SLT/subject leader)</li> <li>● Book monitoring – half termly (SLT/subject leader)</li> <li>● Planning monitoring half termly</li> <li>● Pupil feedback (Google questionnaire)</li> <li>● “Our Learning Journey” monitoring</li> <li>● Report to Governors</li> </ul>
Spring Term	<ul style="list-style-type: none"> <li>● Learning walks - half termly (SLT/subject leader)</li> <li>● Book monitoring – half termly (SLT/subject leader)</li> <li>● Planning monitoring half termly</li> <li>● Pupil feedback (Google questionnaire)</li> <li>● Report to Governors</li> </ul>
Summer Term	<ul style="list-style-type: none"> <li>● Learning walks - half termly (SLT/subject leader)</li> <li>● Book monitoring – half termly (SLT/subject leader)</li> <li>● Planning monitoring half termly</li> <li>● “Our Learning Journey” monitoring</li> </ul>
<b>Success Criteria</b>	
<ul style="list-style-type: none"> <li>● Planning across year groups demonstrates critical thinking skills.</li> <li>● Pupils’ work across year groups demonstrates critical thinking skills.</li> <li>● Pupils experience a curriculum which celebrates diversity and inclusion.</li> </ul>	
<b>Cost:</b>	
Resources £500 INSET time Critical thinking teaching resources	

**Vision: Pupils are empowered to see themselves as skilled writers.**

**Objective 4: All pupils will make good progress in writing.**

**Governor Monitoring: Helen Chandler**

**Teachers: Cordelia Kingston, Rachel Mason and Olivia O'Connor**

**Action**

- Teachers plan writing that uses the context of work in Topic subjects.
- Children in receipt of pupil premium funding are identified, and gaps in writing skills are addressed in 1:1 or small group sessions.
- Teachers receive training on Talk for Writing throughout the year.
- Teachers implement Talk for Writing process in English lessons by February 2021.
- Resources are in place to action Talk for Writing programme.
- English lessons are appropriately differentiated for pupils.
- Pupils are given regular opportunities to practise transcription skills to aid fluency.
- Pupils' writing is regularly assessed to determine the skills they need to learn next.
- Gap analysis of writing skills is used to provide a whole school overview of writing.
- Writing moderation meetings are held termly to support the assessment of writing.
- Pupils experience a wealth of reading material.
- Pupils are able to tell stories orally with confidence.
- Teachers are provided with access to support with grammar.
- Spelling is taught regularly and misconceptions addressed to aid fluency with writing.
- Teachers receive training on modelling and editing writing.
- Teachers and children create 'non-negotiables' as a point of reference for pupils.
- Teaching assistants support children in English lessons led by the teachers.
- Explicit teaching of phonics is continued outside of the English lessons in daily spelling lessons, and in additional sessions where there is a specific need.

**Monitoring**

Autumn Term	<ul style="list-style-type: none"> <li>● Consultancy day 1 for leadership</li> <li>● Training day -Talk For Writing</li> <li>● Book monitoring – half termly (SLT/subject leader)</li> <li>● Reading and writing attainment</li> <li>● Planning monitoring half termly</li> <li>● Pupil feedback</li> <li>● Learning walks by subject leads and SLT</li> <li>● Report to Curriculum Governors</li> </ul>
Spring Term	<ul style="list-style-type: none"> <li>● Consultancy day 2</li> <li>● Training days (3) - Talk For Writing</li> <li>● Book monitoring – half termly (SLT/subject leader)</li> <li>● Reading and writing attainment</li> <li>● Planning monitoring half termly</li> <li>● Pupil feedback</li> <li>● Learning walks by subject leads and SLT</li> <li>● Report to Curriculum Governors</li> </ul>
Summer Term	<ul style="list-style-type: none"> <li>● Consultancy day 3 - Talk For Writing</li> <li>● Book monitoring – half termly (SLT/subject leader)</li> <li>● Reading and writing attainment</li> <li>● Planning monitoring half termly</li> <li>● Pupil feedback</li> </ul>

	<ul style="list-style-type: none"> <li>● Learning walks by subject leaders and SLT</li> <li>● Report to Curriculum Governors</li> </ul>
Success Criteria	
<ul style="list-style-type: none"> <li>● Pupils tell stories orally, with confidence, which exhibits a mastery of story structure.</li> <li>● Pupils make expected progress in writing.</li> <li>● Pupils will have more confidence about writing.</li> <li>● Teachers will use assessment of writing in their planning and teaching.</li> <li>● Pupils' handwriting will be consistently legible.</li> <li>● Pupils' spelling will be more consistently accurate.</li> <li>● The attainment gap between reading and writing reduces.</li> </ul>	
Cost:	
Talk for Writing: £10,000 Supply cover: £1600	



<b>2021-2023</b>
<b>Action</b>
<b>Embed the Talk for Writing approach</b>
<ul style="list-style-type: none"> <li>● Evaluate the impact of Talk for Writing.</li> <li>● Continue the consultancy and training days until at least January 2022.</li> <li>● Continue to monitor the gap between reading and writing attainment and progress.</li> <li>● Train any new staff to help them understand the writing process.</li> <li>● Create the post of a Lead teacher for English</li> <li>● Improve our assessment tool for writing.</li> </ul>
<b>Embed critical thinking skills into the curriculum</b>
<ul style="list-style-type: none"> <li>● Evaluate impact of the revised curriculum.</li> <li>● Feedback from teachers and pupils helps us to target subjects/ topics where this is proving challenging to improve.</li> <li>● Continue to provide additional planning time for research on topics.</li> <li>● Continue to invite diverse speakers for assemblies.</li> </ul>
<b>Improve maths reasoning skills</b>
<ul style="list-style-type: none"> <li>● Create the post of a Lead teacher for maths</li> <li>● Follow-up training on reasoning.</li> <li>● Evaluate the impact of Maths No Problem on arithmetic and reasoning progress scores and vulnerable groups from 2019 to date.</li> <li>● Use gap analysis of PIXL tests to identify specific areas of challenge for each year group to inform 5-a day for the beginning of the following year.</li> <li>● Use gap analysis offend of KS2 assessments to identify specific areas of challenge for the school and inform continuous professional development, teaching and planning.</li> </ul>
<b>Cost</b>
<ul style="list-style-type: none"> <li>● Coordinator Time</li> <li>● Training Days/INSET time</li> </ul>

Governors' Monitoring Timetable

Subjects being monitored	2020-2021	2021-2022	2022-23
Autumn	English (writing) ICT History Design & Technology	P.E. Maths English (reading)	English (writing) ICT Design & Technology
Spring	Maths P.E. R.E./Philosophy Geography English (reading)	ICT R.E. Science English (writing)	Maths P.E. R.E./Philosophy Geography
Summer	Science French English (writing) Music	History Geography English French	Science French English (reading) Music