

Holme-on-Spalding Moor
Primary School



School Priorities Plan
2011-12

The Challenge: to achieve excellence in all areas.

Contents

- 1 To revise assessment arrangements and policy, especially of writing, to include 'Assessment for Learning' methods and appropriate and consistent marking/feedback.
- 2 To improve the writing attainment of small proportion of lower/average pupils (Ofsted Nov. 2010).
3. To develop pupils independent research skills across the curriculum by greater use of ICT and increasing opportunities for pair and group work (Ofsted Nov. 2010).
4. To achieve the ICT Mark
5. To raise staff awareness of autism - Inclusion Development Programme.
6. 3 Year Development Plan 2011-2013

1. Assessment

<u>Objectives</u>	<u>Strategies</u>	<u>Responsibility</u>	<u>Timescale</u>	<u>Resources/Cost</u>	<u>Success Criteria</u>
<ul style="list-style-type: none"> • To embed Assessment for Learning (AfL) methods in daily teaching; • To develop more focused writing assessment, marking and target setting across KS1 and 2; • In collaboration with other schools develop an Assessment Policy including marking . 	<ol style="list-style-type: none"> 1. Self evaluation of present practice through the school in different key stages. Consideration of practice in other schools (Hutton Cranswick Primary School link/ Market Weighton Cluster). 2. Introduce new Writing Assessment throughout the school: Formally assess every term using the same type of writing/title throughout the key stages. Continual assessment of writing through all curriculum areas using the NLS Writing Assessment document in the Primary Framework 	<ol style="list-style-type: none"> 1. Literacy Coordinators and other staff. Inset Day Focus at Market Weighton Cluster meeting Feb 2011 2. Literacy Coordinators and all Staff 	<p>October 2010 Ongoing process</p> <p>December 2010 Ongoing Process</p>	<p>Visits to other schools: supply cost Relevant courses: supply cost</p> <p>Inset days: no cost</p>	<ol style="list-style-type: none"> 1. Discussion of ideas with staff and progress plan agreed 2. Improved writing results and more confident children. Children aware of how they can improve their writing

	<p>3. Increased involvement of children in the assessment of their own work. Introduce/trial Target Cards in KS2. Children to transfer targets and assess their own progress. Consider KS1 after trial.</p> <p>4. Increased use of Visualisers in the AfL process.</p> <p>5. Review of Marking Policy to reflect requirements of AfL. Consistent approach required throughout the school although will be key differences as children move through the year groups. Key is to embed principles.</p> <p>6. Moderation of assessed work, in key stages and across the school, and possibly through the Market Weighton Cluster.</p> <p>7. Completion of an Assessment Policy for the school.</p>	<p>3. KS2 Teaching Staff. Inset Day Focus at Market Weighton Cluster meeting Feb 2011</p> <p>4. All Staff</p> <p>5. (PM) and Whole School Staff</p> <p>6. All staff. Inset Day Focus at Market Weighton Cluster meeting Feb 2011</p> <p>7. MDS (PM)</p>	<p>December 2010 Ongoing Process Review End Summer Term</p> <p>September 2010 onward</p> <p>Summer Term 2011</p> <p>Summer Term 2011</p> <p>Summer Term 2011</p>	<p>Visualisers: £4500 - Exp. in previous academic year</p>	<p>3. Improved writing results and more confident children, aware of how to improve their writing</p> <p>4. Increased usage</p> <p>5. Writing of Marking Policy and adoption by the school.</p> <p>6. Improved and more accurate assessment</p> <p>7. Adoption of formal policy.</p>
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2. Improving the Writing Attainment of a Small Proportion of Lower/Average Ability Pupils

<u>Objective</u>	<u>Strategies</u>	<u>Responsibility</u>	<u>Timescale</u>	<u>Resources/Cost</u>	<u>Success Criteria</u>
1. To identify target group across KS2	Use assessment procedures and professional dialogue to i.d. children	Class teachers / AHT/SENCO	Spring term 2011		Quality of vocabulary in writing improved.
2. To increase range of vocabulary used.	One to one tuition. Use of 'Word Robber' books. Individual writing targets (including target cards)	J.T. Class teachers/Lit. leaders Class teachers/Lit. leaders	Ongoing to March 2012 Spring 2011 onwards Spring 2011 onwards	LA alloc. for 12 Pupils.(£4,497)	Children more confident learners – success recognised in Merit assembly etc. Children understand what they need to do to raise standards.
3. To improve the structure and content of independent writing.	IEPs to focus on needs Use writing frames to help structure writing (As above – One to One Tuition, individual targets	Class teachers/ SENCO Class Teachers J.T. Class teachers Lit Subject leaders			Progress in writing levels measured in assessments., esp. L3 to L4

4. ICT Mark – Final Objectives to prepare for application.

6 Elements

1) Leadership and management 2) Planning 3) Learning 4) Assessment 5) Professional Development 6) Resources

	ICT Mark Element Objective	Action	Responsibility	Timescale	Costing	Success Criteria
1	1c1: Information Management Strategy (IMS)	Governor with experience in this area to develop IMS in conjunction with subject leader.	Governor with ICT responsibility Subject leader	Spring 2011		IMS in place and shared with all concerned.
2	1c2 Use of assessment to support recording and reporting 2b3 Evaluating learning and teaching with ICT 4a1 Assessing pupil progress and levels of capability	Develop structure of assessment of ICT – use of 2Simple Assess at an early stage and not yet widespread. An effective monitoring and evaluation process needs to be put in place.	All staff responsible for own ICT assessment. Subject leader.	On-going, but review with staff Spring 2011		Assessment structure widespread. Monitoring in place and evaluation undertaken as a whole staff.
3	1c4 Legislative requirements related to ICT policies (data protection, freedom of info etc)	Governor with experience in this area to investigate level of Legislative requirements in conjunction with subject leader.	Governor with ICT responsibility Subject leader	Spring 2011		Policies related to legislative requirements in place and shared with all concerned.

4	2b4 Review and development of curriculum	Review current provision across school and make plans as to development of curriculum based on pupil's ability and changes to technology.	Subject leader in conjunction with teaching staff	On-going, but with update to be completed by Summer 2011.	Non-contact time (possible cost of supply cover)	Updated curriculum in place which reflects and builds upon pupils' abilities.
5	3a4 Learning with ICT beyond the school.	In order to progress in this area, the school Learning Platform (LP) needs developing and rolling out to parents and pupils. Teaching staff to populate the LP with work for the children	Subject Leader Teaching staff	On-going, but roll out needs to be as soon as possible.	Non-contact time (possible cost of supply cover) Eventual cost of hosting LP (after Dec 2011)	LP rolled out to parents and pupils and being used effectively.
6	4a4 Whole school targets for improving ICT capability	Targets are currently as per the QCA units for ICT. A whole school system needs to be implemented which is easy to manage and effective.	Subject Leader Teaching Staff	Summer 2011		Whole school target system in place which is easy to manage and produces effective results.
7	5c1 Monitoring and evaluation of the impact of staff ICT development 5c2 Impact of professional development activities.	A system needs to be put in place to monitor and evaluate the impact of both staff ICT development and professional development activities. (Annual staff audit is a possibility)	Subject Leader Teaching Staff	Summer 2011		An effective and manageable system in place.

Other areas which will aid the application for the ICT Mark						
	Objective	Action	Responsibility	Timescale		Success Criteria
1	Parent and pupil questionnaires ready to be sent out to parents and pupils: send out now (paper) or wait until the Learning Platform is in place, where it can be done online, with the probability of a better response and as a way of introducing LP (Pt. 5 above)	Parent and pupil questionnaires are sent out (either on paper or electronically) Results and collated and evaluated.	Subject Leader Headteacher	Spring 2011		Questionnaires are sent out, results collated and evaluated.
2	Whole staff review of the outcomes following staff meetings in Autumn term on elements 2, 3, and 4 of ICT Mark	Staff meeting to review what things have been put in place following the staff meetings from the Autumn term	Subject Leader All teaching staff	Spring 2011		Staff meeting undertaken and information collected on outcomes.
3	Evidence to be collated for all areas of ICT Mark	A portfolio of evidence for all areas of the ICT Mark needs to be developed and completed (pending the successful implementation of the objectives listed in this document)	Subject Leader All teaching staff	Summer 2011	Non-contact time (possible cost of supply cover)	Completed portfolio of evidence.

5. SEN Inclusion Development Programme focus - Autism

Objective	Action	Responsibility	Resources/costs	Timescale	Success Criteria
1. Audit of staff skills and plan any required training.	Production of audit sheets and distribute to staff either individually or as team.	SENCO		December 2010.	Audit sheet produced for and completed by staff. Analysis of sheets and areas for training and development highlighted.
2. To train staff who require training.	Following analysis of audit sheets, training and development in specific areas can be devised.	SENCO with support from the Educational Psychologist, parents and TA's.	Inset day – no supply needed. Training covered by SLA	Summer 2011	All staff that require training will be given training specific to their needs.
3. To assemble a staff booklet on Autism for all staff to use as a reference guide for identification, strategies to use etc.	Collection, assembly and collation of specific information on autism that would be useful for all staff in school.	SENCO with support from the Educational Psychologist, parents and TA's.		September 2011	All staff will have a booklet in their classroom to use as reference.
4. To develop a form of identification useful for autism in school.	SENCo to devise form for identification using resources from outside agencies and NAS.	SENCO	£100	September 2011.	Successful method of identification produced to use in school.

6. 3 year Development Plan 2011-2013

Objective	Strategies	Success Criteria
1. To consider the implications of the Education White paper currently in parliament, including curriculum revision and revision of the inspection system/accountability .	Keep informed. Discuss implications with staff, parent and governors.	School has a clear view of where it fits in the new educational landscape and how it might need to develop to maintain its 'outstanding' nature.
2. Continue to explore ways of collaborating with other school in terms teaching and learning and operational efficiency.	Contribute to the cluster group of schools in as many ways as possible. Use the schools strengths to help develop other schools without losing our focus	Strong links established with other school that have mutual benefit
3. Explore ways of making the school sustainable, especially regarding energy efficiency.	Implement a solar energy installation. Raise the profile of sustainability within the school and wider community.	Solar panel installed and reducing the schools demand for carbon based power. Reduction of the schools energy cost