



# Alexander Hosea Primary School

## School Development Plan 2020-21

*Roots to grow, wings to fly*

*ASPIRE: Adaptability; Self-belief; Perseverance; Inclusion; Respect; Enquiry*

Due to the pandemic, the SDP for this year is significantly reduced and there are no individual subject leader action plans for this year. Subject leaders will continue to work on previous year's outstanding actions and following up from monitoring throughout the year.

### Key issues from Ofsted inspection (September 2017)

Leaders and those responsible for governance should ensure that:

- the curriculum in mathematics is developed so that understanding of concepts is fully developed within and across year groups and all pupils are supported to reach the higher standards.
- mathematical activities provide pupils of all abilities with opportunities for further development of their reasoning and problem-solving skills.

### Summary of priorities for 2020-21

	Targets	Accountable Lead	Link Governor	Governor's committee
English - Reading	Increase the emphasis on high quality, frequent reading to close the gaps in learning for children as a result of time missed in school.	AM	TL	T&L
Recovery Curriculum	Launch and establish a recovery curriculum to support the pastoral and academic needs of children as they return to school.  Implement a Covid funding strategy to evaluate the impact of the funding received.	DW		FGB
RSHE	Establish changes needed to meet the new RSHE expectations	SW	SS	T&L
Subject Leadership (carried forward from last year)	Develop the monitoring and evaluative skills of all subject leaders, so that all are well-prepared for a deep dive in their subject.	DW		T&L
Safeguarding	Actions arising from annual Safeguarding Audit	DW	TW	FGB

### Curriculum Teams 2020-21 (hope to reinstate in summer 2021)

Team	Subjects (and leaders)	Team Leader	Link Governor
STEM	Maths (HB), Science (AA) and Computing (KE)	DW	TBC
The Arts	English (AM), Art & Design (LC), Music (KE); PE (RR)	AM	TBC
The World	Humanities - History and Geography (HT/NG); RE (DW); PHSE (SW) and French (SJW)	SW	TBC

Subject Leaders will be completing unfinished actions from 2019-20 (due to school closures for pandemic) and following up actions from monitoring throughout the year.

## SDP Action Plan: English. Subject Leader AM; Link Governor TL

Intention	Implementation for Autumn 2020	Implementation for Spring 2021	Implementation for Summer 2021
<p><b>English: Reading</b></p> <p><b>Increase the emphasis on high quality, frequent reading to close the gaps in learning for children as a result of time missed in school.</b></p>	<p>PPMs identify children who will need additional support in reading (eg due to poor engagement with reading during lockdown), so that Teachers can target provision accordingly.</p> <p>Staff meeting discussion about the use of reading strategies in place previously (prior lockdown 1):</p> <ul style="list-style-type: none"> <li>• use of 50 Best Reads to promote appropriate pitch;</li> <li>• use of Headstart resources to assess reading skills;</li> <li>• use of VIPERS;</li> <li>• whole class sharing of class books;</li> <li>• planning oracy and verbal comprehension activities;</li> <li>• daily reading for all vulnerable children;</li> <li>• daily phonics in R and KS1;</li> <li>• engaging parents in 'High 5' – 5 times a week – expectation;</li> <li>• daily pre-learning for SEN children who need it;</li> <li>• personalised contact with parents and targeted homelearning for children who need it</li> </ul> <p>Teachers to plan comprehension activities to support children to further develop these skills and address gaps in understanding/evidence from summer term.</p> <p>Children are supported to re-engage with good reading habits and reminded of 50 best reads, High 5 (read at least 5 times a week) and VIPERS.</p>	<p>Reading Audit with LA English Advisors to review current practice and clarify with SLT the school's approaches to developing reading (including early reading) to prepare for Ofsted Deep Dive in Reading.</p> <p>Staff meeting to draw together learning from the Reading Audit and discuss the school's reading strategy and what this looks like in practice. English Leader provides clarity for all staff about the reading approach for the school.</p> <p>PPM to identify specific children who are at risk of falling behind and understand potential barriers to overcome and what is contributing to specific children are making accelerated progress.</p> <p>Pupil conferencing about good reading habits.</p> <p><u>Actions arising from Reading Audit (21<sup>st</sup> Jan)</u></p> <ul style="list-style-type: none"> <li>- Share our high quality practice with other schools and make it more visible on website. Create a reading page on website to showcase provision.</li> <li>- Create a summary page for 'Reading: The Alexander Hosea Way' for all staff, website and parent helpers (when can come back into school).</li> <li>- In summer, each year group to create and share a video to share ideas with parents about how to support their child at home with reading (see EYFS video on website).</li> <li>- Phonics CPD for SMSAs (including articulation of phonemes).</li> <li>- Phonics into early spelling refresher for Teachers and TAs (22<sup>nd</sup> Feb).</li> <li>- Review teaching progression of spelling.</li> <li>- Share across the team, the environmental conditions for reading created in each classroom.</li> <li>- Staff meeting (9<sup>th</sup> Feb) to share outcomes of review with staff.</li> <li>- SLT to share outcomes of reading review with T&amp;L.</li> </ul> <p><u>Lockdown 3 5<sup>th</sup> Jan –</u></p> <p>Teachers to continue to promote High 5 and good reading habits through blended learning offer. Blended learning features high quality reading activities (including reading comprehension).</p> <p>Teachers to provide daily reading of class book by video to all children in the class.</p> <p>As needed, teachers to provide advice to parents about how to support their children with reading at home.</p> <p>Daily reading for SEN children to come on site for face-to-face provision during lockdown.</p>	<p>Each year group to create and share a video to share ideas with parents about how to support their child at home with reading (see EYFS video on website).</p> <p>Phonics CPD for SMSAs.</p> <p>Revisit actions from Reading Review.</p> <p>Invite parents, staff and governors to visit the new reading page on the website and gather feedback. Tweak page in light of feedback from stakeholders.</p> <p>Staff meeting to follow up from Reading Audit May 2021.</p>

		English Leader to support staff to seek ways to assess children's reading (including use of Headstart and Bug Club resources).	
<b>IMPACT</b>	<p>Impact at end of Term 2</p> <ul style="list-style-type: none"> <li>✓ Teachers know which children are at risk of falling behind in reading (as a result of lockdown in summer 2020, or other factors). Teachers have a clear plan to help children to catch up.</li> <li>✓ Teachers and TAs know the reading strategies expected in every classroom and re-start those that have been put on hold during lockdown.</li> <li>✓ Children are all back on track with good reading habits.</li> </ul>	<p>Impact at end of Term 4</p> <ul style="list-style-type: none"> <li>✓ SLT and staff team have a shared understanding of the school's reading strategy (strengths and next steps).</li> <li>✓ Children are well-supported to continue good reading habits during lockdown.</li> </ul>	<p>Impact at end of year</p> <ul style="list-style-type: none"> <li>✓ English leader, SLT, Governors and wider staff are prepared for an Ofsted Deep Dive in Reading.</li> </ul>

## SDP Action Plan: Recovery Curriculum DW; Link Governor TBC

Intention	Implementation for Autumn 2020	Implementation for Spring 2021	Implementation for Summer 2021
<p><b>Recovery Curriculum:</b></p> <p><b>Launch and establish a recovery curriculum to support the pastoral and academic needs of children as they return to school.</b></p>	<p>INSET 1 – school arrangements, organisation and safety measures for autumn. What will the first days/weeks be like for children and staff? Identify possible impact on children. Agree the guiding principles.</p> <p>Update risk assessment for start of term at regular intervals thereafter</p> <p>Staff meeting 1 (Sept 2020) to agree Google Classroom expectations so that the offer for learners is consistent across the school.</p> <p>Recommence a daily learning pattern with rigor increasing incrementally throughout the term. Teachers to identify gaps in learning and target in a sensitive but precise way.</p> <p>Staff meeting 2 (Sept 2020) to review and discuss ‘recovery and reconnection’ (R&amp;R) questions provided by Challenge and Support Partner.</p> <p>Children to be provided with English and Maths books to use for homelearning in the event of self-isolating or school/bubble closure. Provide pencil case and stationery for all PP children to use.</p> <p>Staff meeting 3 (Oct 2020) to review:</p> <ul style="list-style-type: none"> <li>- Methods used to identify gaps in reading and maths.</li> <li>- Identify main gaps and those that are wider than usual.</li> <li>- How are gaps being rigorously addressed?</li> <li>- How to engage parents in helping to close the gap.</li> <li>- If there was a further lockdown, how can we make sure that gaps do not widen further?</li> </ul> <p>Draft Remote Learning Plan share with staff, parents and governors.</p> <p>In PPMs Teachers to discuss priority children for support during the first phase of R&amp;R.</p> <p>Re-establish high expectations and support children to redevelop good learning habits – refresh school terminology for learning to learn, ELLI.</p> <p>Use the reconnection resources and lessons on PHSE Jigsaw programme to support children to process what has happened in their lives since March 2020 and support them to build stamina for learning and social and academic resilience.</p> <p>Teachers to plan and deliver additional provision to help vulnerable children to narrow the gap with their peers and address key gaps that are hindering progress.</p>	<p>Review (and update as needed) Remote Learning Plan to take into account reflections from previous months.</p> <p>Analyse data from Autumn data drop and identify key gaps to address in spring term. PPM 2.</p> <p>In the event of further lockdown/bubble closures, remote learning to include clear teaching sequence (in line with provision that would have been offered face-to-face), using videos/slide shows/other resources to model WAGOLL and teach specific teaching points. Teachers to pay close attention to aspects identified as having bigger gaps in Lockdown 1:</p> <ul style="list-style-type: none"> <li>- Reading comprehension</li> <li>- Grammar and punctuation in writing</li> <li>- Reasoning and problem solving in maths</li> <li>- Differentiation for SEN and more able children.</li> <li>- How to engage harder to reach families.</li> </ul> <p>Dependent on disruption to learning due to the pandemic, review the recovery and reconnection plans implemented in the autumn term and adjust/continue for the spring/summer.</p> <p>Remote Learning Policy and Intent.</p> <p>New: Review remote learning provision in light of the new Remote Learning Toolkit. Share impact with FGB and staff.</p> <p><u>Lockdown 3 Jan 5<sup>th</sup> –</u> As a result of Lockdown 3, further actions identified</p> <p>Staff meeting to review arrangements for blended learning and discuss our shared view of what children and parents should expect.</p> <p>Use ‘Blended Curriculum’ with a combination of in school lessons and follow up online activities on Google Classroom. Teachers to use Google Classroom to communicate with parents and to upload activities to finish/complete at home, pre-learning etc.</p> <p>Implement the changes to blended provision identified in staff meetings in autumn term; through consultation with parents in autumn term and observations and monitoring/feedback from children.</p> <p>Parent Council consultation (Jan 2020) to review success of transition from face-to-face and blended learning and the initial response to the remote learning offer and plan in action. Review with Parent Council at intervals during lockdown and tweak provision as needed in light of feedback.</p>	<p>To be planned as required, depending on progress of pandemic and impact on school closures and balance of remote and face-to-face learning.</p> <p>SEN staff meeting May 2021 to include reflections on impact of blended offer on SEN children (strengths and next steps)</p> <p><b>In light of Lockdown 3, reintegration, recovery and reconnection will be planned again, once an endpoint to lockdown 3 is known (based on previous experiences from summer and autumn 2020).</b></p>

	<p>All staff to use Better Behaviours strategies to support children to relearn what is expected.</p> <p>Parents evening via remote system – set up and communicate to parents.</p> <p>As fewer SEN and PP children engaged on Google Classroom for remote learning during the last lockdown, teachers to work with and support parents to get all children onto the online systems and able to access remote learning straight away if school is closed to bubble or they are self-isolating.</p>	<p>Regular discussions with staff at staff meetings/other channels to review blended provision and manage the practicalities, opportunities and impact of this.</p> <p>Generate ways to gather reliable assessment information in reading, writing and maths in particular, to feed into spring data set.</p> <p>Consult with LA on end of year assessment expectations so that we are in line with other schools and the children have the best opportunity to show what they know, can do and understand.</p> <p>Update Covid Risk Assessment in light of new lockdown.</p> <p>PE leader providing regular physical activity sessions.</p> <p>SLT and Teachers providing regular assemblies for children to access remotely through Google Classroom.</p> <p>Track pupil engagement with blended learning and provide tailored support to get children back on track swiftly, if there are signs of potential disengagement.</p> <p>Regular 'safe and well' checks with vulnerable children who do not take up face-to-face place offered.</p> <p>Risk assessments for EHCP children updated.</p> <p>Inclusion Leader/SENDCo to engage with SEN (EHCP and SEN Support, as needed) and PP children, who are not in school face-to-face to monitor provision, how they are engaging with it and any further support that might be needed that is additional or different.</p>	
<b>IMPACT</b>	<p>Impact at end of Term 2</p> <ul style="list-style-type: none"> <li>✓ All staff engaged in the process of supporting children's transition back into school.</li> <li>✓ Children feel well-supported as they reintegrate and reconnect with learning in school.</li> <li>✓ New teachers and SLT have a good understanding of the priority tiers for recovery needs in each class for September.</li> <li>✓ Pupils are provided with high quality support for mental health and wellbeing, whilst addressing academic gaps through well planned interventions and recovery curriculum.</li> </ul>	<p>Impact at end of Term 4</p> <ul style="list-style-type: none"> <li>✓ Remote learning offer fully embedded and tested on class closures as needed.</li> </ul>	<p>Impact at end of year</p> <ul style="list-style-type: none"> <li>✓</li> </ul>
<b>Implement a Covid Funding Strategy to evaluate the impact of funding received</b>	<p>SBM to oversee £17,360 and manage allocation of funds, reporting to P&amp;F about monetary spend and current position throughout the year.</p> <p>Draft Covid Funding Strategy Plan to detail how Covid Funding will be spent to impact best on recovery and reconnection, to include the planned Covid support offer:</p> <ul style="list-style-type: none"> <li>- Focused time for vulnerable pupils with Teacher and/or TA;</li> <li>- Group sessions to support social integration;</li> <li>- Targeted daily phonics sessions in Infants;</li> <li>- Promote reading as a key skill for learning across the school;</li> </ul>	<p>Monitoring and evaluation of the key areas of the support offer (some linked to other areas of the SDP).</p> <p>Review Covid Funding Strategy Plan to identify the impact of the spending and adapt provision to increase the quality of provision for the children who need it (identified in PPMS).</p> <p>Feedback to P&amp;F about the impact of Covid Funding Strategy and allocation of funds.</p> <p>Add strategy and first review of impact to website.</p>	<p>Review Covid Funding Strategy Plan to identify the impact of the spending and adapt provision to increase the quality of provision for the children who need it (identified in PPMS).</p> <p>Feedback to P&amp;F about the impact of Covid Funding Strategy and allocation of funds.</p> <p>Complete at end of year review of the impact of Covid funding, through:</p> <ul style="list-style-type: none"> <li>- Consultation with staff, pupils and parents;</li> <li>- Analysis of assessment information;</li> </ul>

	<ul style="list-style-type: none"> <li>- Small group/individual targeted and timely interventions on number skills;</li> <li>- Promote homelearning resources for maths – TTRS, Mathletics;</li> <li>- NESSY relaunch for children who need it (with dyslexic tendencies);</li> <li>- Increased support for SEN children;</li> <li>- High quality physical activity sessions.</li> <li>-</li> </ul>	<p>Pupil conferencing and assessment information used to review impact of the use of Covid funding and adjust/update plans as needed.</p> <p><u>Lockdown 3 5<sup>th</sup> Jan –</u> Consider any changes needed to the Covid Funding Strategy in light of:</p> <ul style="list-style-type: none"> <li>- Blended offer;</li> <li>- Staffing levels;</li> <li>- Covid Risk Assessment reviews;</li> <li>- Any additional funding received.</li> </ul>	<ul style="list-style-type: none"> <li>- Review of remote learning provision and feedback from stakeholders.</li> </ul>
<b>Impact</b>	<p>Impact at the end of Term 2</p> <ul style="list-style-type: none"> <li>✓ Pupils are provided with high quality support for mental health and wellbeing, whilst addressing academic gaps through well planned interventions and recovery curriculum.</li> </ul>	<p>Impact at end of Term 4</p> <ul style="list-style-type: none"> <li>✓ Use of funding is having a positive impact on pupils' achievement over time.</li> </ul>	<p>Impact at the end of Term 6</p> <ul style="list-style-type: none"> <li>✓ Covid funding has been used effectively to support the wellbeing and academic achievement of pupils across the school.</li> </ul>

## SDP Action Plan: RSHE SW; Link Governor SS

Intention	Implementation for Autumn 2020	Implementation for Spring 2021	Implementation for Summer 2021
<p><b>RSHE:</b></p> <p><b>Establish changes needed to meet the new RSHE expectations</b></p>	<p>SW to attend webinar training to ascertain what we need to do to fulfil statutory requirements for RSHE.</p> <p>Cascade training in a staff meeting including all staff including (Oct 2020)</p> <ul style="list-style-type: none"> <li>• Making staff aware of what is included in the document</li> <li>• The parts of Jigsaw that cover different aspects</li> <li>• The need for differentiation of the PHSE curriculum (including RSHE)</li> <li>• Development of workable assessment of RSHE</li> <li>• Ways to link the curriculum in a drip approach across the day</li> <li>• How RSHE links with other subject areas</li> </ul> <p>Book look of Jigsaw journals to see how these are used in terms of ongoing assessment and differentiation.</p> <p>Meet with Parent Council to see what ideas they have for involving people with a consultation.</p> <p>Establish link with governors with regard to RSHE and establish link governor.</p> <p>Raise the profile of anti-bullying week by running 'Dare to be Different' during the week.</p> <p>Update the policy and charter for anti-bullying and make parents aware through newsletter item.</p>	<p>SW to link with KE about online safety as we now have children using computers more to access learning from home</p> <p>Look at PHSE (including RSHE) at home provision and resources to help</p> <p>Signpost RSHE link Governor (SS) to governor training</p> <p>Post content of Jigsaw PHSE for terms 3 and 4 onto Google Classroom.</p> <p>Establish a group of parents/ governors/staff to look at the changes and relationships aspects of Jigsaw before it need to be taught in the summer term.</p> <p>Communicate with Teaching and Learning Gov committee, so that they are aware of the important changes linked to RSHE.</p> <p>KE and DW to complete NSPCC Online Safety training and cascade to Teachers and TAs in preparation for Internet Safety day on 8<sup>th</sup> Feb.</p> <p>KE to prepare an online safety update for parents – post on website.</p>	<p>Review RSHE provision and book an external audit (in autumn 2021) of RSHE from an LA advisor/CSP/link with Cotswold Alliance.</p> <p>Meet with Parent Council to discuss RSHE expectations on schools and invite parent voice.</p> <p>RSHE staff meeting May 2021</p>
<p><b>IMPACT</b></p>	<p>Impact at end of Term 2</p> <ul style="list-style-type: none"> <li>✓ All staff are aware of the statutory requirements for RSHE</li> <li>✓ Parents have more information available to them about the content of the RSHE curriculum via Google Classroom and the school website</li> <li>✓ The curriculum leader has attended a number of training webinars and has a clear plan towards our goal</li> <li>✓ Consultation has started with parents</li> <li>✓ School is part of a wider professional group through Bristol RSHE hub and South PHSE Leaders</li> </ul>	<p>Impact at end of Term 4</p> <ul style="list-style-type: none"> <li>✓ A working relationship has been established with a governor with responsibility for RSHE</li> <li>✓ Increased staff awareness of online safety.</li> </ul>	<p>Impact at end of year</p> <p>✓</p>



## SDP Action Plan: Subject Leadership (DW); Link Governor

Intention	Implementation for Autumn 2020	Implementation for Spring 2021	Implementation for Summer 2021
<p><b>Subject Leadership</b></p> <p>Develop the monitoring and evaluative skills of all subject leaders, so that all are well-prepared for a deep dive in their subject.</p>	<p>Subject leaders to review SDP from 2019-20 and identify key actions that were not completed that still need to be addressed and plan to carry these out.</p> <p>Subject leaders to review planning for spring in light of the non-negotiables and their subject specific knowledge.</p> <p>Subject leaders review and update their intent statements on Curriculum policy and SLT review main content of policy.</p>	<p>All subject leaders to attend training from Challenge and Support Partner and Trinity Primary School 'Leading Learning and bringing about impactful change'</p> <p>Session 1: linking personal vision for subject to schools vision and values.</p> <p>Session 2: designing compelling and cohesive curriculum and establishing clear pedagogical principles linked to your subject.</p>	<p>Session 3: Developing a toolkit for monitoring and evaluating the quality of provision in your subject – how do you know your intent is actually happening?</p> <p>Session 4: Action planning and evaluation of impact.</p> <p>Additional tailored session for 2 subject leaders, working 1:1 with Challenge and Support Partner to:</p> <ul style="list-style-type: none"> <li>-Conduct a joint learning enquiry into an aspect of their subject.</li> <li>-Discuss intent, implementation and impact.</li> <li>-Scrutiny and advice on action planning and impact logs.</li> </ul>
<b>IMPACT</b>	<p>Impact at end of Term 2</p> <ul style="list-style-type: none"> <li>✓ Essential actions not completed from SDP 2019-20 (due to lockdown 1) are completed, or planned for in Spring/Summer term.</li> <li>✓ Curriculum policy up to date with subject leader's intent.</li> </ul>	<p>Impact at end of Term 4</p> <ul style="list-style-type: none"> <li>✓ Subject leaders have a clear vision for their subjects.</li> <li>✓ Subject leaders have clarity about the pedagogical principles for their subject.</li> </ul>	<p>Impact at end of year</p> <ul style="list-style-type: none"> <li>✓ Subject leaders know how to develop effective monitoring and evaluation to check intent is happening and evaluate impact.</li> <li>✓ Two subject leaders feel well-prepared for Ofsted Deep Dive into their subject.</li> </ul>

## Actions Arising from Annual Safeguarding Audit Dec 2020 (DW) Link Governor: TW

Intention	Implementation for Autumn 2020	Implementation for Spring 2021	Implementation for Summer 2021
<p><b>Safeguarding (standing item)</b></p>	<p>Sept 2020 staff meeting about KCSiE update – Teachers and TAs.</p> <p>Annual update of Child Protection policy and schedule reviews of other safeguarding related policies. This year this includes:</p> <ul style="list-style-type: none"> <li>- H&amp;S policy (annual);</li> <li>- Online Safety policy;</li> <li>- Anti-bullying;</li> <li>- Staff Conduct;</li> <li>- Acceptable Use of IT.</li> </ul> <p>Safeguarding Audit completed by Dec 2020</p>	<p>CPD:</p> <ul style="list-style-type: none"> <li>- SW, AM and DW need update to 2 yearly Advanced Interagency training in Feb/March 2021.</li> <li>- All staff to have Annex A to read and confirm to AH they have done so.</li> <li>- DW to discuss the content of KCSiE. Part 1 with anyone who did not attend the September staff meeting , or Y5/6 meeting (including TAs, Admin and SMSAs)</li> <li>- SLT to read whole KCSiE document</li> <li>- Look at KCSiE online training module.</li> <li>- DW and KE to attend online safety training and deliver staff meeting in T3 2021</li> </ul> <p>Review the updated guidance on 'Teaching Online Safety in school' June 2019 to review the learning opportunities for students in school</p> <p><b>Governors:</b></p> <ul style="list-style-type: none"> <li>- Need to read Parts 1&amp;2 of KCSiE</li> <li>- New safeguarding governor to do Gov s/g training in Jan 2021</li> </ul> <p>Online Safety Policy update - needs to refer to how children will be kept safe when they are accessing 'online learning' whilst out-of-school]</p> <p>Update Whistleblowing policy (new from SG Jan 2021)</p> <p>Check that all staff have signed to say that they have read KCSiE Part 1 and Appendix A.</p>	<p>Prevent training for all Teachers/TAs who missed in 2018 (online training from HR online)</p> <p>Overhaul Induction programme (Q35-37); 5.12 in CP policy</p> <p>Review safeguarding training log for the year with SBM, to check that all staff have attended all training required (including annual Child Protection update).</p>