Bures CEVC Primary School - Learning Development Plan 2022 -2023

MISSION - 90% of pupils achieve expected standards through active learning by 2027

Date	RWM KS2 EXT+
2022	69%
2023	75%
2024	80%
2025	85%
2026	88%
2027	90%

Key Priorities

1. An increasing percentage of pupils, with a particular focus on disadvantaged pupils, achieve expected levels or above in statutory assessments
2. Strong and well-informed subject leadership ensures that pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well
3. Our clear, ambitious, and cohesive vision which embodies the values of the school community is embedded and instrumental in improving standards across the school.

Priority One - An increasing percentage of pupils, with a particular focus on disadvantaged pupils, achieve expected levels or above in statutory assessments
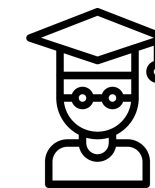
Key Actions
- Monitor and evaluate the implementation of The Write Stuff and SFA Phonics Programmes
- Continue to work with Angles Maths Hub on Sustaining Mastery and Mastering Number
- Develop explicit teaching of metacognition and self-regulation (see implementation plan) and provide CPD for teachers on the 'EEF Five-a-day' approach
- Maths and English Leads to support teachers in using effective diagnostic assessment to identify children in need of targeted intervention.
- Make effective use of School-led Tutoring programme to support pupils at risk of not achieving expected levels
- Secure high-quality assessment and feedback and marking to address gaps in learning
- Continue to implement actions identified by 'The Essex Way' Team to focus on improving provision for disadvantaged pupils
- Provide support to our new SENCo to ensure excellent provision for all SEND pupils
- Join Voice 21 Suffolk Oracy Project to support language development (Jan 2023)

Success Criteria
- 90% Expected or above in Y1 Phonics / 75% RWM at KS2 / 65% RWM at KS1
- Statutory Assessments show that Maths and writing results are higher than the national average and closer to school reading results
- Data shows that pupils involved in school-led tuition have improved attainment as a result.
- Standardised tests and regular review of targets demonstrate that SEND pupils are achieving high standards from their starting points.
- Work scrutiny demonstrates that pupils are developing appropriate knowledge and skills in each subject and therefore producing high quality work
- Staff confidently implement strategies to support metacognitive and self-regulated learning. Pupils are able to talk about planning, monitoring and evaluating their learning as they work through a task
- Lesson observations show that opportunities for pupil talk are maximised in lessons and feedback and marking and the 'five-a-day' approach lead to high quality learning

Priority Two - Strong and well-informed subject leadership ensures that pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well.
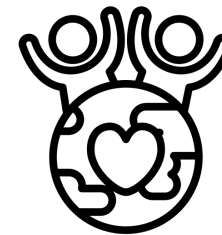
Key Actions
- Provide Subject Leaders (SL) with guidance and the time to monitor standards within their subject and plan and implement actions to address areas of need.
- Support SLs to develop and implement their own CPD plan – including continued participation in South Suffolk SL Network
- SLs to focus on securing improved assessment across foundation subjects to secure improved outcomes for pupils (PMR Target for all staff)
- Introduce 'Big Ideas' type thread to enable pupils to make stronger links between different areas of study within subjects and across subjects.
- SLs to work with Oracy Lead to embed opportunities for language development within subject.
- Continue to cultivate a Peer Coaching approach to development of teaching and learning within subjects

Success Criteria
- All pupils, including disadvantaged pupils and those with SEND, achieve high standards across all areas of the curriculum
- Work scrutiny and discussion with pupils demonstrates that pupils are developing appropriate knowledge and skills in each subject and therefore producing high quality work
- Lesson observations and discussion with teachers and subject leaders show that all areas of the curriculum are being implemented effectively
- Subject Leaders can talk confidently about strengths and areas for development within their subject as well as the rationale for content choices and sequencing
- Discussion with pupils demonstrates that they are building schema and can recall learning
- Assessments show that the majority of children are working at expected levels and above

Priority Three - Our clear, ambitious, and cohesive vision which embodies the values of the school community is embedded and instrumental in improving standards across the school.

Key Actions
- Work with Governors to share vision, values, strategic priorities and mission with all stakeholders
    Autumn Term
    - Share vision statement with staff – 5th October Staff Meeting
    - Explore values with staff – 9th / 16th November Staff Meeting
    - Plan a series of assemblies and class-based activities to embed vision for pupils
    - Hold an event for parents to reveal the new vision (Refer to plan developed in last J2O session)
- Staff team to explore ways to make vision 'real' for pupils – possible use of adventure / story ideas to support the development of good learning behaviours
- Link strategic priority mini-visions to Learning Development Plan and share with Governors and staff
- Work with Governors to monitor and evaluate effective implementation of vision

Success Criteria
- Formal vision statement is established, shared, and understood by the whole school community (Discussion with stakeholders)
- Vision and values are reflected in policies and procedures
- Governor meeting minutes show vision is central in decision making process
- Staff behaviours consistently demonstrate the vision in action
- Pupils make progress towards achieving ambitious learning targets set within mission statement
- Pupils are observed to demonstrate persistence, motivation, and independence within the classroom
- Pupils behave consistently well and demonstrate highly positive attitudes to learning