

 **School Development Plan 2024 – 2025**

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| **Target 1: Oracy**  |
| * **Improve pupils’ ability to communicate their knowledge well**

**To include:** * Embed talk tactics and Listening ladder
* Join Voice 21
* Begin to develop oracy across the curriculum
* Raise the profile of oracy so it’s in line with English and Maths
* Tier 2 vocabulary refocus
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| **Target 2: Wider Curriculum Review**  |
| * **To further develop the wider curriculum so that every subject teaches less but teaches better**

**To include:** * + - Further development of retrieval practice – ensure consistency across subjects
		- Review timetables and allocated time
		- Subject Leaders to prioritise key learning
		- Review use of Knowledge Organisers
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| **Target 3: Targeting vulnerable groups** |
| * **To ensure that groups of children who are at rise of underachieving make good progress**

**To include:** * **SEND / monitoring:**
* Pre-teaching
* Scaffolds – are they accurately pitched?
* Interventions
* Embed Mastering Number
* Meg Day to complete PD Lead with a focus on SEND
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| **Target 4: Reading for Pleasure** |
| **-I**mplement **r**ecommendations from the Reading Framework**-**CPD for staff about the Science of Reading**-**Redevelop new school library and additional reading areas in Year 5 and Year 6.**-**Purchase books that appeal to vulnerable groups e.g. EAL boys-Events that engage the whole community in reading e.g. Book Café, author visits, library visits, reading challenges-Reading for Pleasure and Class Story time on the Timetable-Children are heard read regularly in school with a focus on EAL boys, the lowest 20% and reluctant readers |
| **Target 5: Introduce myHappymind emotional wellbeing programme** |
| * PSHE lead to review PSHE medium term plan and plan new PSHE curriculum; integrating myHappymind units and mapping objectives
* PSHE lead to deliver whole school staff training to introduce on the myHappymind learning platform, ethos and resources.
* myHappymind parent workshops to be held
* SLT/PSHE Lead to carry out learning walks /pupil voice to monitor the impact of the sessions
* PSHE Lead to seek views of staff to compare ‘start’ and ‘end’ points
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