

**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 |
| **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 |
| **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 |
| **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 |