

Federation Development Plan

2021 – 2022



<p>Quality of Education</p>	<p>Critically evaluate and review approved Phonics schemes and adapted letters and sounds approach to phonics teaching. Adopt what works best for our children.</p> <p>Embed a phonics approach across our schools which underpins early reading and writing.</p> <p>Develop children's use of quality vocabulary in their speaking and writing across the curriculum.</p>	<p>Embed practice using the statements of intent, implementation and impact for teaching and learning in all Foundation subjects</p> <p>Embed assessment and planning so that progression is planned for and tracked in all curriculum areas.</p> <p>Introduce knowledge organisers and low stakes quizzes in Science, Geography and History.</p>	<p>Reinforce high expectations in presentation and handwriting across the school in all subject areas following a dip in these areas as a result of 2 lockdowns</p> <p>Feedback and marking returned to a high standard</p> <p>Learning journeys and progress to be clear in all books</p> <p>Progress can be clearly evidenced curriculum wide for – Most able, PP, lowest 20% and SEND</p> <p>Maintain a broad and balanced curriculum</p>	<p>Review KS2 approach to reading – individual Reading, class reading, individual catch-up and intervention, reading challenges</p>	<p>Implement an effective covid recovery curriculum allowing for different experiences during 2 lockdowns and various isolation periods. Use effective assessment to establish starting points and gaps. Provide a rich and varied curriculum to effectively support children with learning gaps as a result of lockdown and missed learning.</p>
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Behaviour and Attitudes	Attendance maintained at National or above Support pupils who are finding the challenges of returning to school following lockdowns and isolation difficult	Give Forest schools, music, PE and trips more opportunities in curriculum to make up for lost experiences and give pupils a wealth of experiences to build confidence, self esteem and working in groups.	Implement an effective Covid recovery curriculum allowing for different experiences during 2 lockdowns and various isolation periods. Use effective assessment to establish starting points and gaps. Effectively support children with learning gaps as a result of lockdown and missed learning	High behaviour expectations are re-established and maintained in all schools
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Personal Development	Embed EH4MH strategies to support pupils wellbeing and continue to promote positive mental health for all pupils to support post lockdown	Embed and gain UNICEF Rights Respecting Schools Award at Silver level across the Trust
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Leadership and Management	<p>Parental views feed into the development of the school – parent forums, questionnaires, informal and formal feedback etc</p> <p>Further explore a range of online interfaces that engage with online learning and communication.</p> <p>Develop support for online safety education for parents</p>	<p>Re-establish and adapt school to school support across the federation and management partnerships to improve standards achieved in teaching and learning (special focus on More able, PP, lowest 20% and SEND) across all 10 schools.</p> <p>Support staff wellbeing post lockdown</p>	<p>Further develop structures at senior and Middle leader level to monitor and improve teaching, learning and progress in the wider curriculum subjects (special focus on More able, PP, lowest 20% and SEND)</p>	<p>Implement Relationships Education, Relationships and Sex Education and Health Education policy and practice in line with new requirements</p>	<p>The governing body is provided with information it requires to regularly and robustly challenge school leaders, holding them stringently to account for the impact of their actions.</p> <p>Implement Federation systems and practice across the schools that we are in management partnership with.</p> <p>Support staff wellbeing post lockdown</p>
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<p>Early Years</p>	<p>Implement new EYFS curriculum changes</p> <p>Implement new EYFS recording and assessment arrangements including new early years baseline assessment.</p>	<p>Critically evaluate and review approved Phonics schemes and adapted letters and sounds approach to phonics teaching. Adopt what works best for our children.</p> <p>Embed a phonics approach across our schools which underpins early reading and writing.</p> <p>Develop children’s use of quality vocabulary in their speaking and writing across the curriculum.</p>	<p>Develop links between EYFS settings across the federation to share good practice and support each other in implementing new EYFS curriculum arrangements.</p>	<p>Implement an effective covid recovery curriculum making adaptations and allowing for different experiences during 2 lockdowns and various isolation periods. Use effective assessment to establish starting points and gaps. Effectively support children with learning gaps as a result of lockdown and missed learning</p>
<p>Development of our Christian Foundations</p>	<p>Reinstate an Ethos committee to monitor and advise on the Christian ethos of the school.</p>	<p>Assessment and teaching in RE allows for a greater depth of understanding</p>	<p>The Salisbury dioceses approach to teaching Spirituality is introduced across the school.</p>	