



Battledown Centre for Children and Families

School Development & Improvement Plan September 2022 – July 2023

Context

We currently have 65 children on roll. There are 8 mixed aged classes, grouped according to learning style and peer interactions, in line with the curriculum. We have 2 practitioners who are taking a lead on behaviour across school, to ensure consistency, monitoring and giving advice across school.

The school has worked hard on embedding the curriculum which encompasses the EYFS ensuring we are delivering a broad balanced curriculum with a breadth of subjects. Subject leaders have grown in confidence and are taking ownership of their subject.

This academic year we have 3 ECTs, 2 new teachers to school and 3 new LPs, so it is essential we look at induction and Appraisals as a school.

We are a small school within an old hospital building which has affected the ability to develop the school and has limitations on building work, and class sizes, however, we do have amazing outside resources and areas that we have managed to develop.

Therefore, the school priorities for the Sept 2022 – July 2023 are:

1. To develop Subject Leaders knowledge of how their subject is being taught across school.
2. To implement the teacher 360 approach to appraisals and ensure robust Induction procedures are in place.
3. To embed my reasoning across school, ensuring all children are accessing the foundation skills they need to learn, include looking at Engagement scales.
4. To establish regular assemblies, celebration of learning and recording of the children's voice.

Priority 1**To develop Subject Leaders knowledge of how their subject is being taught across school**

Intent	Implementation	Time Scale	Responsible	Impact	Status
Learning walks to be carried out throughout the year by subject leads with a focus on their area.	SLT and Subject leaders to carry out Learning walks individually with a foci of their own area scrutinise lessons and planning. Ensure adequate coverage.	Termly All by July 2023	Subject Leads SLT	Weekly planning will mirror what is observed during learning walks. Pupil's will have an individualised curriculum which is differentiated and is progressing at the right level for each pupil. Classroom environment will be positive and conducive to learning.	
To ensure all teachers have the necessary skills to deliver the curriculum and meet the needs of the pupils.	To plan discourse and training to improve teacher's knowledge and understanding of the curriculum. Provide regular opportunities for teachers to develop their understanding and knowledge of the curriculum. Maintain training and support for teachers in developing their skills in delivering literacy and phonics.	July 2023	All Teachers SLT	Teachers have developed their knowledge and understanding of the curriculum, improving their classroom practice and pupil progress. Teachers have been supported to develop in areas identified and given a broad range of CPD (Continuing Professional Development) (internal & external).	

Subject leads to hold moderation meetings to ensure consistency across school in line with Teacher 360.	Subject Leads will be supported by SLT to hold internal moderation meetings to develop teachers understanding of the Curriculum and ensure consistency across school.	Easter 2023	Subject Leads	Subject Co-ordinators will be confident that their subject is being taught to a high level and consistency across school ensuring a broad and balanced curriculum. Evidence from moderation meetings and learning walks will support the measure of impact.	
Mid-year review	All in process are happening, moderation meetings have happened and been useful conversation sessions and understanding has grown for leads and teachers The moderation will continue Link Governors have been in and worked with leads				
End of year review	We have had successful with moderation meetings and developing teachers skills through inhouse training and courses. Learning walks have happened with SLT and Subject Co-ordinators and have proved positive experience for them to have ownership of their subject. Subject Co-ordinators still require further support on the conversation about a deep dive and teachers on analysing their lesson.				

Priority 2

To implement the teacher 360 approach to appraisals and ensure robust Induction procedures are in place.

-pupil progress meetings

-appraisals

-induction

-lesson observations/learning walks.

Intent	Implement	Time Scale	Responsible	Impact	Status
Teachers to be more accountable and actively involved in	Teachers to prepare evidence against their	Initial Meeting-	SLT Teachers	Lesson observations and learning walks will show teachers accountability and active involvement in their CPD and setting targets to	

the process of appraisal including lesson observation.	<p>appraisal targets and teacher standards.</p> <p>Teachers to have a lesson observation linking to their appraisal. Meetings to be held with a member of SLT twice a year, with a mid-year review.</p>	<p>September</p> <p>Mid-year Meeting-February</p>		<p>develop themselves. Lessons across school will show a high standard of teaching.</p>	
Teachers to have an in depth understanding of where their pupils are academically and pupil's individual targets for Pupil Progress Meetings.	Teachers to prepare evidence for Pupil Progress Meetings to support their judgements. In the meeting for teachers to be able to confidently explain the reasoning for their judgements against pupil progress. SLT to be critical friend in these meetings to ensure that teachers have a solid understanding of the academic progress in their class.	Term 3 and Term 6	SLT Teachers	<p>Teachers will be accountable and robust in their knowledge of children's development and next steps.</p> <p>Learning across school will show a high standard of teaching with weekly planning building on previous learning.</p>	
SLT to complete work scrutiny twice yearly with Teachers. Teachers to ensure that feedback policy is followed ensuring the marking is linked to learning intention and objectives with evidence being put on SOLAR.	Teachers to ensure they are following the Feedback Policy and ensuring they are documenting pupil progress against the curriculum pathways and EHCP targets. SLT to complete work scrutiny and give feedback.	Term 2 and 5	Teachers SLT	<p>Work will be marked consistently against the Feedback Policy and documented on SOLAR.</p> <p>Learning across school will show a high standard of teaching with weekly planning building on previous learning.</p>	

SLT to complete regular Learning Walks linked to H&S, Behaviour & Curriculum.	SLT will carry learning walks with a foci giving feedback to teachers to support improvement.	Term 1-6	Teachers SLT	High standard of learning across school with teachers ensuring that lessons are engaging and linked to individual pupil objectives.	
Mid-year review	Moderation has started and has been successful, creating confidence to ask questions, and answer questions raised, ensuring consistency across school Learning walks are occurring and raising any findings appropriately with H&S, behaviour Teams or curriculum leads when necessary				
End of year review	The moderation meetings have been accepted and Teachers find them informative and beneficial. The Teachers are showing more pride in their class progress and subject data Learning walks have been infrequent due to staffing, but those that have been carried out have proved beneficial in ensuring consistency across school and identifying CPD needs or conversations that need to be had Overall the systems have become embedded into the school and have ensured staff have ownership and take responsibility for the children in their class and their subject across school. Pupil progress meetings have been extremely insightful for teachers, subject co-ordinators and SLT. Work scrutiny has helped us to develop and reflect on the school feedback policy, ensuring consistency across classes.				

Priority 3

To embed My Reasoning curriculum area across school, ensuring all children are developing the foundation skills they need in order to learn and being assessed using My Reasoning pathway and Engagement scales.

Intent	Implementation	Time Scale	Responsible	Impact	Status
Teachers to identify pupils who are working at non-subject specific learning and use Engagement Scale as an assessment tool.	Teachers to use Engagement Scale as an assessment tool to see pupil's development in the 5 areas of engagement.	Term 1-6	Teachers	Pupils who are working a non-subject specific learning are making progress in their engagement.	
To ensure all teachers have the necessary skills and knowledge to deliver My Reasoning throughout the Curriculum.	<p>To plan discourse and training to improve teacher's knowledge and understanding of the curriculum in Teachers Meetings.</p> <p>To provide regular opportunities for teachers to develop their understanding and knowledge of the curriculum by observing each other.</p> <p>To ensure Teachers are planning for the pupils who require pre-reading (phonics), pre-writing (finer motor) and pre-maths.</p>	Term 1-6	Teachers SLT	<p>Teachers have developed their knowledge and understanding of My Reasoning, improving their lessons and pupil progress.</p> <p>Teachers have been supported to develop in areas identified and given a broad range of CPD (Continuing Professional Development) (internal & external).</p>	
Learning walks to be carried out throughout the year	SLT and Subject leader to carry out Learning walks.	Term 1-6	Teachers SLT	Weekly planning for My Reasoning will mirror what is observed during learning walks.	

by SLT and subject leads to ensure My Reasoning is embedded.				Pupil will have an individualised curriculum linking to My Reasoning if appropriate which is differentiated and is progressing at the right level for each pupil.	
Mid-year review	Engagement scales are being used where appropriate and teachers are able to identify when these are needed. Learning walks have begun with Subject Leads and will continue Teachers have found them useful for their subject areas CPD is being carried out to ensure teachers are able to plan appropriately for all needs, including Phonics and pre-writing, pre-maths				
End of year review	As a school, My Reasoning curriculum area has become embedded with all staff able to identify and teach relevant skills and aspects from the curriculum, ensuring all children are developing the foundation skills they need in order to learn and being assessed using My Reasoning pathway. Engagement scales are now embedded and used when needed by teachers across the school.				

Priority 4

To establish regular assemblies, celebration of learning and recording of the children's voice.

Intent	Implementation	Time Scale	Responsible	Impact	Status
All children will have weekly experiences of assemblies	All Teachers and SLT will rotate assemblies throughout the school year, bringing together 4 classes at a time to develop whole school gatherings and celebrations.	July 2023	Teachers SLT	The children will have a wider experience of different cultures, festivals, and aspects of school life	
All children will be celebrating learning daily across school.	Classes will have a plenary at the end of their day, celebrating positive things that have happened each day.	July 2023	All Staff	Children will feel positive about their school day and an extended awareness of their peers	

	This will be individualised as per class needs.				
Children's voice will be recorded in aspects of school life – decision making, work and ideas to develop school further.	Children representatives will be able to have their voice heard and listened too when decisions need to be made within school. There will be a school council. Children will meet 3 times a year with a member of SLT	July 2023	All Staff Student Council	Children will have their voice heard and recorded. They will feel valued in the making of decisions that affect their school and daily experiences.	
Mid-year review	<p>Assemblies have been introduced and have been successful, 4 classes at a time, once a week, we have had an Ex-pupil in to deliver an assembly on Indian Festivals which was great and well received by all. Class teachers are on a rota to deliver assemblies</p> <p>Celebration of learning is carried out in classes at the appropriate level and time of the week for the children's individual needs</p> <p>School council representatives have been selected and they have met for the first time in March, thinking of questions to ask the LPs/Teachers at the interviews.</p> <p>A board will be on display in the foyer to show the representatives to everyone and meetings will be held termly or as required</p>				
End of year review	<p>The assemblies have been received well by all children and staff, children are focused and learning whilst engaging with peers outside of their class. The teachers rotate delivery and use different approaches to engage the children.</p> <p>The children celebrate learning within their class, and will come to the Head teacher/ assistant head for recognition of good work.</p> <p>Children are reflecting on their actions and have bespoke plans for behaviour etc where their voice can be recorded and listened to.</p> <p>The school council have been involved in interviews and decision making with pictures and names on a board in the Foyer, the representatives have enjoyed the experience</p>				