

# LONDON MEED PRIMARY SCHOOL



## LONDON MEED PRIMARY SCHOOL - SCHOOL DEVELOPMENT PLAN 2022-2023 BRAVERY, COMMUNITY, CURIOSITY, RESILIENCE, RESPECT

Quality of Education		
What do we need to improve?	How are we improving it?	When will this happen?
<p>We have a clear and ambitious vision, that is understood by all, for fostering a love of reading across the school. There is a rigorous and sequential approach to reading.</p> <p>Children read widely and often.</p>	<ul style="list-style-type: none"> <li>-Children will have a chance to practise their reading skills in all subjects, using high quality key texts.</li> <li>-Subject leaders (outside of English), are researching quality texts to use, and have begun the process of selecting and buying them.</li> </ul>	<p>-Key texts have already been bought, and are being used, in several subject areas other than English. All subjects will have a range of key texts to use by September 2023.</p>
<p>The teaching of early reading is secure. Children move swiftly through the phonics programme. Staff have the knowledge and skills they need to teach phonics well.</p>	<ul style="list-style-type: none"> <li>-Children in EYFS, Year 1 and Year 2 read a phonetically decodable book every day.</li> <li>-Children who need additional support following a phonics session have a same day Intervention with an adult.</li> <li>-Staff take part in regular phonics and reading based training.</li> </ul>	<ul style="list-style-type: none"> <li>-Children have been reading a phonetically decodable book on a daily basis, and taking part in interventions, since September 2022.</li> <li>-Staff receive training on phonics and reading at least once a term.</li> </ul>
<p>In our curriculum, progression of knowledge is used to build on what has been learned before.</p>	<ul style="list-style-type: none"> <li>-Our curriculum has been reviewed and mapped out so that staff can clearly see which skills and knowledge children have already been taught, and what they need to learn next.</li> <li>-We have introduced 'Knowledge Organisers' in several subjects. These help children to retain key pieces of information.</li> </ul>	<p>-London Meed's curriculum has been mapped. It is reviewed by staff and pupils on a termly basis, and is amended accordingly.</p>
<p>The writing curriculum is planned to follow a</p>	<ul style="list-style-type: none"> <li>-Our English Subject Leads have worked with</li> </ul>	<p>-Staff have already had time to work with</p>

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logical sequence. Teachers adapt their plans to take account of pupils' skills. Teachers need to use assessment effectively to help pupils to embed their knowledge and become fluent writers.	teachers to make sure that when writing is taught, lessons build on previous learning and build to an eventual outcome. -Our new feedback and marking policy helps teachers to identify misconceptions that children might have, and address them quickly.	English Subject Leads, and our writing curriculum is now fully mapped out, though it is reviewed on a termly basis. -Our feedback and marking policy was trialed in Summer 2022, and used by the whole school from September 2022 onwards. It is reviewed on a termly basis.
Improve children's ability to express themselves articulately and extend their vocabulary.	-We have signed up to Voice 21. It is a well regarded oracy programme, designed to support London Meed in improving children's oracy skills.	-Two members of staff have attended initial training sessions in Autumn 2022. Voice 21 will be coming to our school in Spring 2023 to draw up an oracy action plan for London Meed.
Achievement of SEND in reading.	-Specific children have Individual Support Plans, which identify small steps needed to move on in reading.	-Individual Support Plans are set up and reviewed on a termly basis.
<b>Behaviour and Attitudes</b>		
Set clear routines and expectations for the behaviour of pupils across all aspects of school life.	-Through staff training, assemblies and class discussions, our whole school has a shared understanding of what constitutes expected behaviour in our school, as well as reward and sanction systems.	-Our Good Behaviour Policy is discussed in staff training sessions, assemblies and class sessions on a regular basis.
Develop pupils' motivation and positive attitudes to learning.	-Every class has at least one visit or visitor every term. -Children have the chance to review their learning on a termly basis. Their feedback is used by teachers to plan when a topic is revisited in our next curriculum cycle.	-These actions both take place on a termly basis.
Develop opportunities for pupils to have a voice.	-We have a set of Junior Governors, who work with our governing body to monitor,	-The Junior Governors were established in September 2022 and meet approximately

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<p>Include opportunities for pupil voice on the Monitoring Schedule.</p>	<p>review and improve particular aspects of school life.                      -Children from Year One upwards have a fortnightly Class Learning Forum, where they have the chance to talk about their learning, class life, and any changes that they might want to make.                      -Subject Leaders, the Leadership Team and Governing body speak to children regarding a range of topics on a regular basis.</p>	<p>once a month.                      -Class Learning Forums take place once every two weeks.                      -Pupil interviews take place throughout each term.</p>
<p><b>Personal Development</b></p>		
<p>Develop pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy.</p>	<p>-Our RSHE curriculum, and accompanying assemblies, give children the opportunity to discuss aspects of mental health, and learn ways to support themselves.                      -We have regular workshops run by mental health professionals.</p>	<p>-All children have an RSHE lesson at least once a week.                      -Assemblies and workshops are run on a regular basis.</p>
<p>Develop pupils' age appropriate understanding of healthy relationships.</p>	<p>-All children will learn about what constitutes a healthy relationship at an age appropriate level in RHSE lessons. Through assemblies and Class Learning Forums, they will learn about anti-bullying.</p>	<p>-All children have an RSHE lesson at least once a week.                      -Assemblies and workshops are run on a regular basis.</p>
<p>We will give pupils opportunities to engage with views, beliefs and opinions that are different from their own in considered ways.</p> <p>The curriculum is diverse and reflects a range of cultures and beliefs.</p> <p>We will further develop and implement the</p>	<p>-Subject Leaders work with teachers to make sure that diversity and representation are part of all subjects.                      -Outdoor learning provides opportunities for children to work in teams (eg Forest School)                      -British Values and important dates / occasions are taught through whole school assemblies.</p>	<p>-Subject leaders monitor, and review, their subject on a termly basis.                      -Teachers plan for opportunities for outdoor learning, and every child has the opportunity to take part in Forest Schools over the course of the year.                      -Whole school assemblies take place each week.</p>

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school's curriculum in all subjects and across all year groups, including early years.		
<b>Leadership and Management</b>		
We will ensure that all subject leaders are able to articulate the vision for their subject, how knowledge is built upon and how reading is promoted through their subject.	-Subject Leaders write an action plan, monitor their subject regularly, and lead staff training on their subject.	-Action plan reviews and monitoring take place on a termly basis. -Staff training takes place weekly.
We will ensure that staff workload and wellbeing is a priority for all staff.	-Staff workload before making any major decisions.	-Weekly Phase meetings, LSA meetings, School Improvement meeting.
We will have high expectations of all pupils in the school.  Vision and Values drive the school by raising expectations of what is possible.	-Members of the leadership team monitor teaching and learning on a regular basis. -Pupil Progress Meetings take place between class teachers and members of the leadership team. -The school values are discussed and taught in class, during assemblies and throughout staff training.	-Teaching and learning is monitored on a weekly basis, with different aspects identified on the school's Monitoring Schedule. -Pupil Progress Meetings take place termly. -The school values are discussed and taught regularly.
Professional development is aligned with the curriculum.	-All in-school staff training is planned through the school's Monitoring Schedule. -Staff undertake additional training run by West Sussex County Council, outside agencies, and online through the National College.	-Items for monitoring and training are planned across the year, and reviewed regularly.
Continue upward trajectory for attainment at the end of EYFS, Y1 phonics, Y6 SATS. The gap between disadvantaged and SEND pupils will decrease.	-All of our teaching and provision is aimed to raise standards for all children in our school.	-Children's progress is measured and reviewed on a termly basis.
We will ensure that there is a robust system	-Teachers have regular training to identify	-Training takes place on a regular basis for all

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<p>whereby pupil's needs are identified swiftly so that the right support can be identified and put in place. We will further strengthen staff's knowledge and skills so they can support pupils with special educational needs and/or disabilities (SEND) with their learning effectively.</p>	<p>needs and subsequently adapt, scaffold and differentiate the curriculum. -We have a robust system for recording and reviewing interventions. This is then also used to identify children who may benefit from an Individual Support Plan.</p>	<p>staff. -Our new system for interventions and ISPs was introduced in September 2022.</p>
<p>Develop and share vision and strategy for disadvantaged pupils</p> <p>Ensure that teaching and learning is the focus of the strategy.</p> <p>Ensure that governors are fully informed of the disadvantaged strategy and can monitor the impact of the spend.</p>	<p>-The school's Pupil Premium strategy is rewritten annually by the Pupil Premium lead, and is reviewed by, and shared with, governors and staff. -The strategy is published on the school's website.</p>	<p>-The strategy is reviewed and rewritten annually.</p>
<p>Improve the participation of SEND and Disadvantaged pupils in school life.</p>	<p>-School and club attendance is monitored, and families are supported accordingly to ensure that as many children as possible are in school and going to at least one club.</p>	<p>-This is an ongoing process, but reviews take place at least once a half term.</p>
<p>Expenditure of the notional SEND budget is tracked and evaluated for impact.</p>	<p>-The school's SEND report and accompanying budget is checked by school governors for impact.</p>	<p>-The impact of the budget is assessed at least once a year.</p>
<p>Develop subject leadership by working in collaboration with local secondary school.</p>	<p>-In order to build on prior learning, and understand where our children are going next in terms of their learning, subject leads will work with secondary colleagues to map their subject.</p>	<p>-This project started with Maths prior to the Covid pandemic, but was paused. It will start again in Summer 2023.</p>

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Governors share the clarity, vision, ethos and strategic vision of the school.	-Governors regular attend meetings. They monitor aspects of the school on a regular basis, as well as meeting with the Junior Governors.	-At least half termly.
<b>Early Years</b>		
We make sure that all staff, especially those in early years, have high expectations of what pupils can do and achieve.	-Staff in EYFS have regular training focused on key aspects of Development Matters. -EYFS staff work closely with nursery and Year One staff to ensure a smooth transition into school, and into Key Stage One.	-Training takes place weekly. -Meetings with colleagues take place as necessary.
All children make a good level of progress in their learning and development relative to their starting points.	-Daily 'catch up' sessions and regular interventions are run and reviewed. -Children who may need additional scaffolding, adaptation or support are identified quickly.	-This is an ongoing process.
We will make sure that children are taught to read using phonics and books that match the children's phonic knowledge as soon as they start school.	-Children undergo a baseline phonics assessment in the second week that they are at school. The information that comes from this is then used to target children and challenge appropriately. Phase 2 phonics teaching begins by week 3. Phonics Bug books are issued weekly that match sounds learned.	-Starting in the children's second full week in September, and then ongoing.
Children make a quick start to learning mathematics in early years. Adults make good use of the information they have about	-Rekenrek has been introduced in EYFS to support calculation and children's understanding of number. -Additional resources are made available to children in the learning environment.	-This is an ongoing process.

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what children know and understand.		
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