



St Wenn School Development Plan 2020/2021 –Autumn term

Objectives remain as Curriculum Development put on hold due to Coronavirus

Quality of Education				
Objective	Current Position	Milestones – RAG January 2020 Led and monitored by...	Review/ End date	Success - RAG September 2020
<p>Intent: School has clear curriculum intent</p>	<p>Schemes of work need tighter monitoring to ensure they are used systematically.</p>	<p>CPD to explore curriculum options - CF and SB</p>	<p>Review Oct 20 End Dec 20</p>	<ul style="list-style-type: none"> • Teachers, staff, parents and children participate in curriculum design • A curriculum which is challenging to all and builds on knowledge and skills is in place to meet the needs of all pupils (reflecting our Mission Statement) • The curriculum is planned to make links and be embedded in long term memory.
<p>Implementation: Subject leaders drive new curriculum</p>	<p>The broader curriculum is being reviewed to ensure sufficient rigour is in place.</p>	<p>Subject leaders CPD and twilight time - SB</p> <p>Good practice shared – subject leaders</p> <p>Home reading is closely monitored - CF</p>	<p>Review Oct 20 End Dec 20</p>	<ul style="list-style-type: none"> • Subject leaders have the knowledge and skills to articulate and drive the curriculum with a focus initially on science, history, geography and music followed by RE, Relationships, art and DT • Maths number problems and puzzles embedded in curriculum • Writing is developed systematically across the curriculum • Children show a love of reading and read regularly at home and school. • Children know and apply carefully chosen vocabulary
<p>Impact: Curriculum impact is evident in outcomes</p>	<p>We are reviewing the way we monitor the curriculum to add more rigour</p>	<p>Governors and subject leaders monitor impact and outcomes feeding this into CPD and planning – SB, subject leaders and RF</p>	<p>Review Oct 20 End Dec 20</p>	<ul style="list-style-type: none"> • Impact informs CPD, classroom practice and future curriculum planning. • Attainment and progress is in line with targets, especially progress of SEND and PP children • Children articulate their learning, they make links with this to skills across the curriculum and their previous learning; they can talk about what they will be learning next. • Curriculum Governor is appointed to monitor impact



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		Interventions are documented and demonstrate progress with SEND and PP children – evidenced in data and case studies – LW and SB		
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2. Behaviour and Attitudes				
Objective	Baseline	Milestones	End date	Success - September 2020
All staff have high expectations for pupils’ learning and conduct	We are raising the bar on the expectations staff have of pupils.	<p>Establish consistent approach that all staff adhere to –improve communication/rewrite policy with all stakeholders – SB</p> <p>Whole school INSET to agree expectations of behaviour and review school rules – September 2nd 2020</p>	Oct 20	<ul style="list-style-type: none"> ● Consistent and effective approach is adhered to by all staff. Including lunch time supervisors ● Governor visit to monitor behaviour and attitude reports that expectations are consistent and that children are clear about these. Children show respect to others, and also to property.
Learners have a positive attitude to education and this is demonstrated in their resilience when facing challenges	We are developing Learning Power in our learners	<p>Learning Power Approach termly focus to support positive attitudes to learning for all pupils - SB</p> <p>Restorative Justice established across the school</p> <p>Growth Mindset approach to teach that we learn through mistakes established across school - SB</p>	Review Oct 20 End Dec 20	<ul style="list-style-type: none"> ● Pupils demonstrate increased commitment and resilience towards their learning ● Pupils understand and are able to articulate appropriate skills and strategies to enable resilience; they understand that a positive attitude will have an impact on their future education ● Pupils make a positive contribution to the school



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To continue to embed a positive and respectful culture between learners and staff	We are developing our culture of respect to include the wider community and beyond	Regular meetings with lunchtime supervisors and weekly agenda spot on teacher staff meetings - SB Assemblies promote culture and values of the school - SB Relationships curriculum developing - SLW and SB	Review Oct 20 End Dec 20	<ul style="list-style-type: none">• Healthy Schools Award• UNICEF Rights Respecting Schools Award is initiated• Relationships curriculum established• In pupil conferencing, children demonstrate that they value differences
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3. Personal Development				
Objective	Baseline	Milestones	Dates	Success - RAG September 2020
Pupils appreciate the importance of fundamental British values	We are revisiting pupil knowledge of British Values	Introduce across school Termly focus – KB and SB Embed in learning Assembly – demonstrate these applied KB and SB	Review Oct 20 End Dec 20	<ul style="list-style-type: none"> Pupils talk about why British values are important; how they can influence their lives and how they have an impact on society
Pupils learn to appreciate creativity through the arts	Art and DT need a higher profile within the curriculum	Art focus in Spring term - SLW Governor takes lead in supporting planning, progression and pedagogy in DT – RF and SLW. SB	Feb 21	<ul style="list-style-type: none"> Art and DT long term planning in place Art is celebrated and displays demonstrate this Children talk about the positive impact of the art on their wellbeing DT tools are purchased and children talk about the projects they have designed and made demonstrating knowledge and skills Art Workshop has taken place and children talk about the impact this has had on their confidence, creativity and curiosity
Pupils learn about the diversity of faith	Following an audit, we are aware we need to develop a deeper understanding of faith education, diversity and tolerance	RE curriculum long term planning in place SLW and SB	July 21	<ul style="list-style-type: none"> Children talk about faiths with a clear understanding of the value of diversity and the importance of tolerance
All pupils are able to articulate and draw upon strategies to support mental wellbeing	We are developing a coordinated approach to mental health and well-being	Appoint mental wellbeing Champions - SB Motional training – AM and SB	Oct 20	<ul style="list-style-type: none"> School culture demonstrates that pupils are supported in mental wellbeing strategies. Wellbeing Champion appointed for children and also for all staff Curriculum and assemblies promote mental health and wellbeing. Emotions box set up Open culture



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4. Leadership and Management				
Objective	Baseline	Milestones	End date	Success - RAG September 2020
Development of middle leaders	Good subject knowledge but we are developing ways to show evidence of impact	Staff meetings and CPD to apply and articulate knowledge Staff planning days provide opportunities to develop and share skills. CF and SB	Feb 21	All middle leaders are able to articulate curriculum and to be able to evidence examples from across the school.
Governor monitoring is clearly linked to SDP with clarity of vision	Monitoring is now more effective as directly linked to SDP. Sustain this.	Create monitoring planners which include direct links to SDP and challenge HT. Governors are included in development of SDP – FGM. NM	Review Oct 20 End Dec 20	Governor monitoring has impact which is evidenced in Governor reports. This includes pupil conferencing. Pupils are invited to Governor meetings where appropriate.
Work with partner schools to monitor/reflect on leadership; quality of Education, broaden moderation and training opportunities	Initial partnerships are being reviewed to evidence impact	Make links with Nanstallon and Nanpean schools which includes peer to peer reviews, joint CPD and joint moderation. SB	Review Oct 20 End Dec 20	Partnerships are established and there is evidence of impact through peer to peer review outcomes, CPD and moderation
Governors monitor effective professional development and wellbeing for all staff	We are devising systems to reduce teacher workload	Teacher/governor wellbeing Champion appointed SB	Review Oct 20 End Dec 20	HT reports systematic recording of staff CPD, compliance with safeguarding CPD and subject specific support. Staff report that wellbeing is monitored and that they feel supported (Staff surveys March 2020 and staff wellbeing survey in response to Coronavirus – July 2020)



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Response to Coronavirus				
Objective	Current Position	Milestones – RAG September 2020 Led and monitored by...	Review/ End date	Success - RAG September 2020
School has clear 3 point plan for recovery	<p>We are planning our Catch up programme for all children in school</p> <p>We are developing our environment - inside/outside supports recovery</p> <p>We are planning a recovery budget</p>	<p>Catch up Programme is timetabled for all children SB and SBartlett</p> <p>Plans are in place for environment projects with a timescale of completion by the end of September SB</p> <p>First budget meeting is planned SB TC RS</p>	<p>Review Oct 20 End Dec 20</p> <p>End October 20</p> <p>Sept 20 End March 2021</p>	<p>Teacher leading Catch up programme has:</p> <ul style="list-style-type: none"> • Planned the groups alongside teachers (these are flexible); • Assessed all children and agreed Individual/groups targets – half term and end of term • Targets are achieved and identified gaps bridged in focus areas • Courtyard, field and churchyard projects are complete • All areas are actively used and children talk about how they have improved their active play and access to space in which to relax. Wellbeing is improved. • A recovery plan is agreed • Recovery plan leads to return of reserve to minimum of £15,000.