



Developing Wheatcroft

a brief snapshot of our current priorities (from the school development plan)

1. Our first priority is around focussing the quality of teaching and learning:

We want all our practice and outcomes to be at least Good, leading to Outstanding outcomes for our Pupils

- **Our Teachers new to school need induction and training support.**

Four of our Teachers are supporting this work this year

- **Developing our Marking & feedback with and to children**

We want to ensure that children have time to respond to marking and demonstrate their understanding

- **Ensuring that those children who struggle or who drop behind make progress and where possible, catch up**

Teachers & TA's have focussed targets for these children, progress is regularly checked

We are engaging in a Piece of National research to assist in developing outcomes for these children.

As a school our outcomes overall will not improve further without these children achieving.

2. Developing Maths in the School is our second focus

- **Quality first teaching development to meet demands of new curriculum and new assessment formats**

Targeted Inset is being focussed on improving Teachers & Ta's knowledge & practice for Mastery Maths

A positive emphasis on improving maths confidence for students particularly girls is being developed

Maths resources have been reviewed and are being updated & renewed as necessary

Teachers & TA's are being supported by input from teaching & learning advisers

Assessment is being revised and sharpened to focus progress

- **Ensuring that those children who struggle or who drop behind make progress and where possible catch up**

Teachers & TA's have focussed targets for children, progress is regularly checked and for Maths learning gaps identified

We are engaging in a Piece of National research to assist in developing outcomes for these children.

As a school our outcomes will not improve further without these children achieving.

3. Developing Assessment processes to support National Assessment & Curriculum expectations

- **Extend successful Tapestry pilot from Nursery to Reception from Autumn 2016**

*Teachers & TA's have been introduced to the Tapestry format and are using it across Foundation
New equipment is being identified for use to support staff in this work
Parents have been shown the format and can access & contribute from Home*

- **Review the DfE guidance on Assessment following 2016 National assessment protocols & benchmarks**

*Revised materials to further support in year & end of year Assessment are being identified
Opportunities to moderate judgements across schools are identified*

- **Further develop practice for vulnerable children and those with SEND to narrow the Gap / diminish the difference in outcomes.**

*Revisit & extend Vulnerable pupil Tracking & Target setting in light of year 1 pilot.
Revise Provision mapping to support new formats*

- **Engage with National Research programme with Achievement for All**

*We have been selected to be an active part of this research over two years
We have engaged with the AFA improvement partner in initial training
We have submitted our first data set*

4. Developing reading and writing practice to extend attainment & enjoyment

- **Teachers and teaching assistants & volunteers receive Reading update**

*Quality First Reading input from advisor delivered & programme planned
Focussed reading input planned and implemented for target children*

- **Add reading stock to meet identified needs**

*School funding and contributions from the PTFA identified to update reading scheme & wider reading stock
Stock purchases are being made and available through Junior Librarian, home-school, & guided reading*

- **Identify necessary additional writing / spelling resources**

*Focussed sessions to familiarise children with the standardised Assessment practices are being implemented
Guided reading and spelling practise formats are being reviewed & revised*

5. Renew & update our two year rolling Curriculum Map

- **Revise Map as a result of the Summer 2016 analysis and Subject development**

We are reviewing our rolling curriculum map to align it with the 2014 curriculum changes and keep content fresh for children & Staff

We are adjusting topic themes and experiences and seeking opportunities for cross curricular learning in and out of the classroom

We are sharing our changes on a regular basis with children and through the parent updates on the web site

- **Learning outside The Classroom (LoTC) to be embedded in curriculum map**

Our cross curricular learning outside the classroom work needs to be adjusted to align with the new map

Revision of our practice to sustain high quality engagement is being undertaken and tracked

- **Artsmark Review to be conducted and elements of Curriculum to feature in any renewal to be identified within Map**

Our curriculum elements which contribute to our Arts mark accreditation need mapping to sustain curriculum breadth

6. Renew & update our focus on Sport & Physical Activity

- **Review impact of Sports apprentice & consider a successor**

Our use of a Sports Apprentice was positive in 2015/16 resulting in wider opportunities for children to engage

We need to consider a new appointment to continue this enhanced provision

- **Review Gold Sports Award for future development strategies**

Following a successful Gold Active sports award we seek to sustain extend and develop sporting opportunity for all children

- **Review Daily Physical Activity regime**

Having started daily Physical activity routines and offered children the daily mile club this needs to be refined and sustained

7. Further develop our Foreign Languages practice

- **Revise Curriculum Policy & Map**

Our updated policy needs to be part of the curriculum map

- **Review Assessment materials**

We are establishing assessment and written material to support the MFL programmes

- **Review & Develop Liaison with Secondary destinations & outreach Teams**

Our work with Presdales Language college and our other Secondary colleagues needs review & closer liaison to ensure progress on transition

8. Further develop our Governing body to consider & meet the needs of Education for the 2020s

- **Develop awareness of future Governance & School organisation structures.**

*Governors will monitor National trends & consider any necessary steps to address potential Academisation
Governors are actively reviewing staffing & financial stability in light of funding trends*

- **Engage with Management & staff to ensure Curriculum and assessment Frameworks meet current needs**

- *Governors are monitoring the revision of assessment and progress tracking practices*
 - *Governors have a specific focus monitoring children from vulnerable groups*

- **Review practices and protocols to address changes to the Safeguarding and Prevent Agendas**

- *Governors are updating their safer recruitment training*
 - *Governors have been party to the Prevent Audit*
 - *All governors have undertaken prevent training*

- **Governors actively seek Parent and school community views and ensure that they are visible at events**

- *Governors have researched and reported on parental views and regularly seek the children's perspective*
 - *Link governors visit children in classes and are regularly meeting with staff*
 - *Governors have raised their profile at events using identification lanyards*