FERN HIILL PRIMARY SCHOOL
SDP 2018-2019

High Quality Learning

Focus areas:	*English* *Core Text Writing model*	*Mathematics* *Teaching for Mastery*	*Foundation Subject* *Broader curriculum development*
Drive High Quality Teaching	1. To monitor and ensure consistency of teaching of the whole school reading structure (DERIC) which was introduced in 2017-18 (Y1-6). To provide support for new staff in delivering whole class reading. To develop a structure that enables year 1 & 2 to hear children read on a twice-weekly basis and better supports lower attainers in reading. 2. To monitor structure for writing introduced last year (2017-2018) across years 1-6 to ensure consistency of planning and teaching of writing. 3. To ensure high quality texts are planned for each term as a core text (variety of novels and picture books). Reading scheme for KS1 is extended and developed into KS2. All staff understand how the reading scheme works and when a child can become a 'free reader' or when they need 'bridging books'.	To introduce a whole school Teaching for Mastery approach to Maths (Involvement in SW London Maths Hub Programme) Autumn 2 half term - INSET day led by Mastery Hub lead in the Autumn to launch the concept and enable staff to develop and increase knowledge and understanding of the Mastery approach. Staff meetings within Autumn 2 to ensure each year group plan one lesson per week using the teaching for mastery approach. In Spring 19, staff to increase implementation of the mastery concept through developing one unit of the maths curriculum through Teaching for Mastery Summer 19, staff plan 2x units of maths curriculum using the master approach. Evidence of consistency in maths teaching and in the use of the three mastery concepts: fluency, reasoning and problem solving.	1. Achieve Primary Quality Mark Award for Science. All year groups Y1-6 to assess Science using Target Tracker assessment tool. 2. All leaders of foundation subjects are ambassadors and champions of their subjects and are up to date with recent developments in their areas of responsibilities, which are shared with staff during phase meetings. RE lead to oversee the implementation for new RE curriculum 2019-2020. Overviews and vision for all subject areas are communicated effectively to parents. 3. To achieve the accreditation for 'Rights Respecting School'. Bronze award (PSHE, citizenship) 4. DT (cooking) - All year groups have at least 1 cooking project a year (KS2 savoury) linked to their curriculum.

	4. To establish specified time in class timetables for handwriting sessions following the NEW Nelson scheme of work to improve standards of handwriting/presentation. 5. To establish 'No nonsense' spelling programme across the school. To establish a clear structure for phonics sessions in year 1 & 2. 6. To open the Library 1 day after school for parents to choose books and engage in reading with their children.	Introduce the parent community to Teaching for Mastery through a curriculum workshop evening in the Summer term.	
Focus areas:	*Teaching & Learning with IT to motivate, inspire and engage the learner and support Child led learning opportunities*	*IT innovation and vision to extend the boundaries of IT beyond the classroom*	*Establish an IT infrastructure, hardware and software*
Harness the power of technology to inspire pupils	1.Google classroom trialled in 2 year groups (year 6 & 5) gaining confidence in using Chromebooks as a consistent classroom resource tool for learning 2. Two year groups (Year 6 & 5) are planning using collaborative google docs. 3. Additional year group, using google classroom and planning to use google docs, to have training from IT Lead.	1. New IT Lead to access CPD to enable staff to drive forward, the use of Chromebooks as a mobile resource in the classroom and google docs in teaching, learning and planning. 2. Teachers utilise LGFL training opportunities to greater capacity and share outcomes with whole staff.	1. Three year rolling program of inventory for IT structure established. Hardware and infrastructure renewal rolling program (c-touches, cameras, iPad, server, etc.) 2. Additional set of chrome books and chrome books for teachers in two year group who are trialling planning with google docs.

	4. IT lead to visit TKA to observe lessons using Google classroom. 5. Staff to effectively and regularly access LGFL and Espresso, as key learning platforms, to support learning in the classroom. Consistent use of Phonics Play, RM Maths and Mathletics to support learning. To monitor home and school use of mathletics. Staff surgery session on LGFL and Espresso. 6. Evaluation of Computing curriculum.	3. Continue to develop STEM connections and collaboration with TKA & local primary schools. 4. Increase the use of VR 'Google Expeditions' - Within two-year groups offering greater enrichment to specific curriculum areas. 5. IT lead to explore options of software/possibilities for year 6 children to work on 'Children's Zone' of the school website' or a blog. 6. To greater support children using social media, raising E-safety awareness through the school website 7. To embed and review consistency and effectiveness of the use of Tapestry in EYFS TA's become proficient in using Tapestry.	3. Evaluation of management IT systems e.g. target tracker, Simms, parent pay etc. SIMMS being utilised effectively to monitor behaviour and medical requirements. Established signing in process now digital. 4. GDPR compliance completed by Click on It to cover server /admin. Audit carried out and correspondence sent to parents regarding GDPR and school all staff are aware of expectations.

Exceptional Experiences for All Pupils

Focus areas:	Learning Environment *Conducive to a Child Led learning approach*	Pupil Voice *Pupils take ownership of their learning*
Develop a Child Led Learning Education	**'Where they learn'** **Pilot Classrooms:** A classroom environment in each Key Stage to be resourced with furnishings to maximise the opportunity for children to access a Child Led approach to learning. Children to choose where they want to learn , in the classroom that best suits their individual needs and enable s all children to maximise their learning.	**'What they learn & How they learn'** **Curriculum Ownership:** One class or year group in each Phase enable pupils to direct their own learning in at least one area of the curriculum or topic once during the year. Children choose what they learn and how they feel they would learn best. Staff provide the opportunities for children to take ownership of decision-making. Staff to feedback to whole staff of successes/AFD (PASS/Pupil survey to identify the impact)

Focus areas:	Enrichment *A range of opportunities, clubs and experiences offered engaging pupils, staff, parents and the wider community.*	Forest Schools Curriculum *Establish a Forest Schools curriculum approach throughout the school.*	Sports Fund *Effective deployment of the Sports Grant ensures positive outcomes for all pupils in Sports and Physical Health.*

Offer Enrichment and inspiring Wider Curricular Experiences	To broaden a diverse range of lunchtime and afterschool clubs offered, linked to children's interests.
	
	To broaden a diverse range of educational trips offered, linked to the curriculum including an overnight stay to France.
	
	To increase and improve 'Parental Engagement' through:
	    -Workshops
	    - Curriculum evenings
	    -Open classrooms
	    -EAL / SEND Parent Groups
	    -Explore the intention of Tapestry into Yr1
		To begin the re-development on the outdoor areas, including the Secret Garden and Discovery zone to support, enrich and inspire children's learning.
		
		To introduce an EYFS Forest School approach to the curriculum with weekly dedicated time for forest school activity.
		
		To inform parents of the benefits of learning outdoors drawing links to positive outcomes for all pupils.
			To raise the profile of healthy lifestyles through a structured approach to the use of the outdoor gym equipment in the KS2 playground during breaks and lunchtimes.
			
			To achieve the Healthy Schools Bronze status award.
			
			To increase the opportunities offered to participate in competitive sports.
			
			To increase the value of children's play experience by supporting collaboration and social skills through a diverse choice of activities in the playground.
			(Use Sainsbury vouchers (resources) &

Financially Stable, High Performing School

Drive CPD, research and outreach

Focus areas:	To develop internal opportunities for staff development at all levels	To embed and develop the Fern Hill Continuous Professional Development Programme to enhance practice for staff and teachers within the locality	To explore the implementation of Academy status
Drive CPD Research & Outreach	Facilitate an in-house NQT programme to enhance and personalise the teaching school NQT programme To run the Triad and Sharing Best Practice Programme to enable opportunities for new and experienced staff to network and share best practice. To embed the mentorship programme at all levels (SLT, MMT, Year Leads, Subject Leads)	Support and champion the School Direct provision for staff who are considering entering teaching. Host cluster meetings at Fern Hill on behalf of the local authority Run in-house programmes to enhance staff capacity within the school	To continue to source schools that are open to discussions surrounding an all Primary school MAT model of schools that are good or outstanding and that are in a strong financial position. To make the LA aware of Fern Hill's interests to explore an all Primary MAT model. To continue to hold discussions with local secondary schools with regards to their position surrounding expanding a current MAT model