

Stockbridge Village Primary – Hierarchy of Strategic Intent Plan 2020-2023

<p>Vision</p>	<p>Our values and beliefs</p>	<p>Our school is a great school built on a core belief that there is more in everybody than we think. We call this belief ‘Learning Without Limits’ and everything we do and say in our school is aligned to this way of thinking and being. Our values are important to us – they help us keep our vision and our integrity to our beliefs. They are embedded in our Habits of Work and learning (HOWLS) which we use to guide us all, daily.</p> <ul style="list-style-type: none"> • we believe in an <u>Ethic of Everybody</u> because a sense of belonging is integral to all our human needs. • We value <u>Respect</u>. We appreciate diversity and we respect our differences. • We value <u>Trust</u>. We are a high trust school – we trust that children will want to learn when the conditions are right for them ; and we trust our staff. • We value <u>Courage</u>. We believe courage is a prerequisite for all leaning and endeavour in life. Without courage the other values don’t work. • And we value <u>Kindness</u> and compassion and try to show this every day in our school
<p>Aims</p>	<p>Our educational aspirations</p>	<p>To embed an ethic of excellence and equity that promotes scholarship, craftsmanship, quality, standards and character throughout our school. To support children in their own personal beliefs and engender Modern British Values, whilst equally celebrating diversity. To keep children safe from harm and the risk of harm. To educate everybody so that they every child has a love for learning, with the knowledge and skills they need to lead a flourishing life; and have the disposition to help others to do so. To ensure that whenever our children look back on their time at SVP, they will always do so with positive regard for the experience and opportunities they received here.</p>
<p>Goals</p>	<p>Our desired outcomes for children after development effort</p>	<ol style="list-style-type: none"> 1. Pupil progress meetings indicate the vast majority of children will meet the ARE at the end of each year (in Science, and Maths and two-yearly in English) with an increasing proportion of children attaining at Greater Depth from prior attainment. 2. English, and especially Reading across the curriculum accelerates progress in mastering English PoS for all children. 3. An assessment system, from child-engaged assessment in the classroom to tracker is designed and embedded with validity and reliability, giving good information for everybody relating to progress and attainment and using FFT50 benchmarks. 4. Outcomes for children with SEND, lowest attaining 20%, and disadvantaged children improve at an accelerating rate, as evidenced in their progress meetings. 5. Gaps in learning are identified, addressed and the curriculum revised accordingly 2020-2023. 6. Academic mentoring programme developed for children with widest gap & non-SEND 2021/22

		<p>7. Teaching is consistently developing in strength against the 7C's criteria for 'Expert Teaching', demonstrating more depth to pedagogy and classroom provision, evidenced by coaching observations and scaled self-evaluations of 7C's descriptors. (Ofsted descriptors for Good embedded in all teaching and frequent evidence of Outstanding.)</p> <p>8. Feedback from children indicates they understand the schools' SVP ethos and enjoy school greatly, evidenced by School Council Crew meetings and LWL questionnaire 2021/22.</p> <p>9. The SVP 'Expeditionary Curriculum' is designed with clear intent (2021-22) and integrated across subjects, sequential, experiential, identifies and uses key vocabulary with the language of concepts (big ideas) to support cross-curricular learning, uses the agreed 'curriculum essentials' to support deep knowledge acquisition, progression, cultural capital and depth in understanding. The curriculum is embedded and positively reviewed (2021/22).</p> <p>10. Safeguarding is updated in line with KCSIE, 2021 and demonstrates an integrated whole school culture with everybody understanding their increased responsibilities for keeping children safe from harm. A team approach is established for supervision.</p> <p>11. Attendance continues to improve to be in line or above national and Persistent Absence reduces to be close to national.</p> <p>12. The school promotes Healthy lifestyles and choices, thereby reducing current obesity rates by 2022-23 to be at least in line with national rather than significantly above.</p>
Targets	<p>The SMART detectable differences in performance indicating we are achieving our goals (<i>USING class aggregated targets & FFT 50 REVIEWED 2021/22</i>)</p>	<p>1. By 2021/22, 67% of children are Secure at Age Related Expectations (ARE) as expressed in Learning Checkpoints - at the end of Year 1, Y2, Y4 and Y6 in Reading and 70% in Writing (English) – and making good progress towards these ARE in Years 3 and 5.</p> <p>2. By 2021/22 ENGLISH outcomes at the end of KS2 are: 67% in Reading; 63% in Writing; 68% in GP&S</p> <p>3. By 2021/22 ENGLISH outcomes at the end of KS1 are: 61% in Reading and 54% in Writing</p> <p>4. By 2021/22 PHONICS SCREENING Check outcomes to be: Y2 November 2021 80% and Year 1 screening check May 2022 80-85%</p> <p>5. By 2021/22, 70% of children are Secure at Age Related Expectations (ARE) at the end of Year 1 - Y6 in Mathematics as expressed by Learning Checkpoints</p> <p>6. By 2021/22 MATHS outcomes at the end of KS2 are 63% Expected+</p> <p>7. By 2021/22 MATHS outcomes at the end of KS1 are 67% Expected +</p> <p>8. By 2021/22, 76% of children are Secure at Age Related Expectations (ARE) at the end of Year 2, Y4 and Y6 in Science.</p> <p>9. By 2021/22, at least 75% achieve the expected national standards in Combined English and Maths SATs tests at KS2 and 57% at KS1.</p> <p>10. By 2021/22 at least 70-75% of children make appropriate progress to ensure they will meet the attainment goals above in each subject against Learning Checkpoints and Progress Scaled Scores improve from 18/19 outcomes in Reading, Writing & Maths to be in line to national.</p> <p>10. By 2021/22 outcomes for children identified with SEND in English and Maths, demonstrates we are 'Diminishing the Difference' between children with SEN and non-SEN from 6.9 (Scaled score differential in Reading) to 5.5 and from 11.0 in Maths to 7.0 (18/19 targets and awaiting ISDR validated data)</p> <p>11. By 2021/22 outcomes for children identified as disadvantaged (PPG) in English and Maths, demonstrates we are 'Diminishing the Difference' between PPG children and non-PPG from 3.8 (scaled score differential in Reading and in Maths) to 2.5</p> <p>12. By 2021/22 Attendance improves to be 96+% and PA continues to decrease to be close to national or below.</p>
Educational Strategy	The major development	<p>1. SVP's Learning without Limits strategy and approaches innovated by school – this includes Blended Learning policy for 2020/2021 during the Covid-19 pandemic, Academic Mentoring 2021/22 and Deeper Instruction programme 2021/22</p>

focused on goals or 'what are we doing'

2. SVP broad, balanced and sequential Expeditionary Curriculum designed to support internal motivation (IM) factors, mastery of deeper knowledge & skills, character and cultural capital (see Expeditionary Curriculum Action Plan, Project Plans, Progression in Procedural Knowledge Excel, Project Narrative case studies, sequenced pathways plans, project boards and loops of learning, curriculum monitoring evidence)
3. Continue to embed SVP Child-Engaged Assessment model using Deeper Instruction EL model as part of Bradford project with Whole Education Lab classrooms and secure consistent use of Personal Best Books for ipsative progress started 2021/22.
4. English & Oracy – focus on overt and planned vocabulary instruction in all areas of curriculum; improve whole school spelling performance using Spelling Frame and direct instruction; develop consistent use of 'close reading' strategy; develop action research using Spirals of Inquiry into Oracy.
5. Develop a stronger Reading Culture across the whole school - reading spine created and introduced, book stock quality improved, develop our own school library as a place of inspiration and inquiry, integrate Anchor Texts in projects, grow teachers knowledge of high quality children's fiction and non-fiction, close reading strategy embedded. systemic use of Reading Plus programme.
6. Embed 7C's Expert Teaching model to improve the consistency or expert & effective teaching using coaching or mentoring model
7. Develop subject leaders and curriculum teams to monitor and evaluate implementation and impact of SVP Expeditionary Curriculum. (STEM-C; The Arts including PE; English, Modern Languages & Oracy; History, Geography, RE & PSHE
8. STEM-C team lead school instruction for Science, D&T and Computing 2021-22
9. Develop EYFS provision in terms of complexity and introduce Montessori resources, alongside staff CPD, to stimulate vocabulary, natural inquiry and KUW.
10. Continue teaching children self-regulation and strengthening their learning behaviours and metacognition using Zones of Regulation. (Also see SEND Plan & EEF evidence)
11. Introduce RSE curriculum with No Outsiders programme and develop leadership of this – JD & SM 2021/22 joint leadership
12. Learning Clubs (in assembly time) and Early Bird Clubs (8.30-8.55am, invitational for lowest 20%) are established, focussed on 'diminishing difference' for children identified as lowest attaining 20% in R, W and M using evidence practice interventions (Nessy; Hairy Phonics, OneBillion Maths, Reading Plus (reading efficiency), Hairy Numbers. Children remain in class for Quality First teaching whenever possible.
13. Early Reading and Phonics teaching is strengthened and coherence addressed by using North Somerset's Phonics into Spelling programme and monitored via tracking system to identify children not on track (phonics and book bands).
14. Professional development of teachers and support staff, focussed on LWL 'Close to Practice units', staff meeting sessions, Inset and external CPD programme. (see Learning without Limits Action Plan)
15. Mastery in Maths approach; EYFS/Y1 Reckenreks to support mastery approaches in Maths curriculum and Reading & Writing 2021 - 22 (see Maths / Phonics / English Action Plan).
16. Start embedding assessment of science and achieve Science Quality Mark 2022/23.
17. Develop transparent Safeguarding system with seminars for all staff (additional twilights) and KCSIE briefing 2021 and annual refresher. Embed Safeguarding Team with meetings and supervision.
13. Actively engage parents with school developments and curriculum using SVPApp, SeeSaw, website, presentations of learning and newsletters

		<p>14. Use of interactive education programmes for school extension work and Home Learning to be integrated into blended learning practice e.g. TT Rock Stars, Spelling Frame; Reading Plus; Oak Academy</p> <p>15. Use EEF tier model to design 'catch-up' plan and strategic use of Catch-Up funding</p> <p>16. Continue with Pathways to Success 2021/22 and Challenge Partners 2021/22.</p> <p>17. Develop role of the school's own attendance strategy and officer role to reduce PA and increase overall attendance.</p> <p>18. Explore joining a Multi-Academy Trust that is culturally aligned using desktop analysis, presentation, visits and then due diligence.</p>
Quality Characteristics	How provision, especially teaching and curriculum will be after the strategy is in place	<p>1. The curriculum is sequentially designed with accumulative knowledge and skills; connected to the real world with cultural capital widened, authentic opportunities to offer service to the community and make a difference to their own and others' lives, evidenced by conferences with children, teachers planning, project portfolios and outcomes. Children demonstrate greater levels of internal motivation and can recall a wider repertoire of educative knowledge and experiences. Reading comprehension improves.</p> <p>2. Improving vocabulary use of Tier 2 and 3 words is seen in children's writing and in their oracy. Book Looks and whole school wall paper scrutiny</p> <p>3. Reading comprehension improves – Reading Plus data</p> <p>4. Spelling improves across the whole school. – Spelling Frame soft data, Book Looks & whole school wallpaper scrutiny</p> <p>5. Attainment in maths improves within each year group (% ARE at end of each year) and end of KS2 – White Rose Maths Units assessments & TTRockstars data</p> <p>6. Quality of phonic books and fiction / non-fiction reading stock improves. Home reading frequency improves. Reading attainment improves in terms of key learning targets and national tests. – Phonics tracker; library loan data, Reading Plus data</p> <p>7. Teachers register greater professional satisfaction and confidence with our main SVP pedagogical approaches. All teaching is consistently good and often outstanding (Ofsted descriptors). Teaching aligns with our SVP Core Practices and key protocols are in place 2020/21 e.g. Anchor Chart, Exit tickets, clear daily learning targets, direct instruction, crew culture links to assessment (2021+)</p> <p>8. We will have a set of 'Core Practices' by 2020/2021 for all school staff that is beginning to be embedded as well as evaluated positively, as evidenced by school review 2021/22.</p>
Implications for resources	What are the changes required in human, physical, or financial resources?	<p>1. Continued resourcing for new SVP curriculum and cultural capital.</p> <p>2. Resourcing for Artefacts, teacher resources and field trips</p> <p>3. Resourcing for an environment of excellence and equity. – outdoor learning EYFS & KS1</p> <p>4. Subject Leader CPD and leadership time for assuring / ensuring impact and coverage</p> <p>5. Investment in subject specific resources e.g. Art & Design; D&T; Computing; RSE</p> <p>6. Continued resourcing phonic reading books KS1 and high-quality texts and project books KS2 – library system and development</p> <p>7. Maths Mastery EYFS to KS2 programmes</p> <p>8. SEND professional development focussed on teaching small steps PIVATs progress</p> <p>9. All staff team undertake Zones of Regulation CPD.</p> <p>10. Professional development investment - 5 x inset days 2021/22 with staff meetings and twilights.</p> <p>11. Coaching programme for teachers with SLE's in English and Maths.</p> <p>12. Budget assessment plan for deficit recovery 2020-2023</p>

SVP - Hierarchy of Strategic Intent Plan for 2020-2023

		13. Expeditionary Learning Coordinator post to be embedded 2021/22.
Milestones / Action Planning	Project completion markers, action plans	See Milestones Map and whole School Action Plans for: English across the Curriculum; Early Reading and Phonic; SEND; Curriculum; Child-Engaged Assessment; Mathematics; Expert Teaching Plan; Pupil Premium Plan; Safeguarding. All subject Action Plans with milestone maps led by subject leaders