

School Development Plan 2019-2020

Action Plans 2019-20

Literacy

Action Plan 2019 – 2020

Area of Learning; Literacy					
<ul style="list-style-type: none"> ➤ Presentation ➤ Reading ➤ Comprehension 					
Objectives	Success criteria	Actions to bring about improvement	Time/materials/ staff development including costings	Staff/lead responsibility/ External Support	Timescale
<p><u>Writing</u> Continued focus and efforts with new handwriting scheme and pupil application of technique in independent written work</p> <p><u>Reading</u> Consistency in teacher record keeping for home and guided reading and include dating in reading record logs.</p>	<p>Children in FS will show increasing control over letter and number formation</p> <p>Evidence of accurate records of guided reading and home reading are maintained regularly. Evidence of guided reading notes used.</p>	<p>Children from P1 upwards will now engage with the scheme. Pupils will be observed closely during practice to ensure correct technique. Opportunities provided for writing. Independent writing encouraged during play and other areas of learning using proper technique.</p> <p>Pupils monitored through observations and work presented.</p> <p>Accurate records of guided reading and home reading are maintained regularly.</p> <p>Evidence of guided reading notes used or referenced.</p>	<p>Handwriting books</p>	<p>Mrs Jeffers Mrs McClung</p> <p>All staff</p> <p>All Staff</p>	

<p>Full use of all reading materials and schemes available to ensure pupils get breadth and range of genre</p> <p><u>Comprehension</u> Possible sourcing of more challenging comprehension tasks to encourage full sentence answers in response to questions using</p>	<p>Children read from a variety of schemes (not just ORT) and genre.</p> <p>Comprehension skills improve and are used from an early age.</p> <p>Evidence of full sentence answers in response to questions using</p>	<p>Children given opportunities to read from texts outside of ORT scheme.</p> <p>Introduction of using the Letts Literacy Textbooks to develop comprehension skills at text level through shared reading and writing experiences and / or based on ORT home reading books/easy readers www.primaryresources.co.uk</p>		All Staff	
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Numeracy

Action Plan 2019 – 2020

Area of Learning; Numeracy					
➤ Problem Solving					
Objectives	Success criteria	Actions to bring about improvement	Time/materials/ staff development including costings	Staff/lead responsibility/ External Support	Timescale
<p><u>Problem Solving</u> Continue to develop mathematical language used by the children when explaining concepts in all areas of Numeracy throughout the school.</p>	<p>Pupils understand the different terms used for mathematical functions. (subtract=take away= find the difference= how many less than etc)</p> <p>Pupils use of mathematical language is increased and used in their explanations of their work and concepts and processes.</p>	<p>Teachers consistently model mathematical language – encourage children to use correct terms when reporting on their work.</p> <p>Marking for improvement throughout the school needs to be done & time given for the children to improve on this.</p>	<p>Ongoing through the year</p>	<p>Numeracy co-ordinator and class teachers.</p>	<p>Ongoing through the year</p>
<p>Problem-solving, investigations and the use of open-ended tasks throughout the school.</p> <p><u>New resource</u></p>	<p>An increase in the quality and quantity of maths challenges in each class.</p>	<p>On two occasions through the year each class uses noticeboard to showcase their work and thus the progression of investigative/open-ended tasks from P1 – P7.</p> <p>New Problem Solving cards purchased via Shared Education should be disseminated appropriately</p>	<p>Ongoing through the year</p>	<p>Class teachers</p> <p>Numeracy co – ordinator and staff</p>	<p>Ongoing through the year</p>

<p>Introduce 'Numicon' to FS and KS1 and for SEN use.</p> <p>Update any change to the the numeracy policy..</p>	<p>Staff receive training on the use of Numicon.</p> <p>Sufficient resources are funded.</p> <p>Children improve their understanding in Maths.</p> <p>Initial feedback is positive</p>	<p>Training for staff – See also Shared Ed Action Plan Stage 2</p> <p>Resources for pupil use.</p> <p>Resources trialled in classes and with SEN pupils and evaluated</p>	<p>Tbc Principal</p> <p>By June 2020</p>	<p>Co-ordinator and FS and KS1 staff and SEN teacher</p> <p>Co-ordinator</p>	
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Action Plan 2019 – 2020 Marking for Improvement –whole school

Area of Learning;					
➤ Marking for Improvement –whole school					
Objectives	Success criteria	Actions to bring about improvement	Time/materials/ staff development	Staff/lead responsibility	Timescale
<p>To implement the agreed marking policy to ensure consistency across the school.</p> <p>To include more child friendly and more informative feedback on children’s work and progress.</p> <p>Use of DIRT – Directed Improvement and Reflection Time</p>	<p>There will be a more consistent framework for staff to use in marking children’s work.</p> <p>Marking symbols / shorthand will be easily understood and more informative for children.</p> <p>The quality of the feedback provided for children will be reflected in their corrections and/or further work.</p> <p>Children will be given more time for thinking time and time for reflection and to take action on feedback from marking – individually or as a group.</p>	<p>FS and Key Stage 1 staff meetings to confirm marking system and symbols. Use of colour coding and a simple version for FS and P3</p> <p>Ensure Classroom Assistants are fully aware of changes and are using same system.</p> <p>A poster with the common marking symbols will be produced by each teacher for display in their class to help children familiarise themselves with symbols.</p> <p><u>All Staff</u></p> <p>Teaching strategies to take account of DIRT principles. Children to reflect on their work eg written work which has been marked by the teacher the night before or ‘<u>completed</u> in class’ (eg independent writing or story writing) so that they can assess the piece of work as a whole and correct it, rather than a piecemeal approach which happens in live marking.</p> <p>Monitoring of effectiveness of new system in improving work and learning from feedback. (anecdotal).</p>	<p>Staff Meeting</p> <p>Key Stage Meetings</p>	<p>Each class teacher</p> <p>All Classroom Assistants</p>	<p>Review done before end of October 2019</p> <p>Implementation throughout academic year.</p>

Action Plan 2019-2020 Foundation Stage

Area of Learning; Foundation

- Outdoor Play - To develop a variety of cross curricular skills across Play, social interaction and the Outdoors. We have a great area in our Foundation end and it is simply not being utilised properly. Therefore we will work alongside P.2 to make this an area which is being better and more fully utilised and where learning is taking place.
- Recording Observations - examine our methods of observations again using the Quality of Learning Instrument- Glenda Walsh which examines children's actions, teacher's actions and the role of the environment.

Note – see also Shared Education Action Plans

Objectives	Success criteria	Actions to bring about improvement	Time/materials/ staff development including costings	Staff/lead responsibility/ External Support	Timescale
To develop a variety of skills across Play, social interaction and the Outdoors	<ul style="list-style-type: none"> • Talk about their work developing language. • Demonstrate co-operation, care, consideration and control. • Use language to express their feelings and opinions • Develop a range of fine and gross motor skills • Reflect on their learning and discuss how to improve upon it. • Plenary Reporter sessions • Photos and Play books will form part of the evidence and feedback used to evaluate the success 	<ul style="list-style-type: none"> • Use the Outdoors focusing on creative responses, motor skills, making selections of equipment and who to play with, use materials appropriately. • With appropriate adult support, respond to and describe the materials, situations and social setting using writing, oral language, movement, art and craft and problem solving. • Cooperate with peers using social inventions and the agreed rules and routines of Outdoor Play sessions. 	Directed Time Planning Teaching Time K.S Meetings Non-contact time	F.S. Co-ordinator Mrs Eldon Support from early years specialists	Beginning Term1 2019 ongoing to June 2020

<p>To examine methods of observations incorporating the Quality of Learning instrument</p>	<ul style="list-style-type: none"> Teachers in F.S will have the skills, knowledge and confidence to use the Quality of Learning instrument alongside other methods of observation ie photos, video clips, Play book, See-Saw app 	<ul style="list-style-type: none"> Teachers in F.S made aware of the Quality of Learning instrument Meet in K.S to share the efficacy of this method of observation Ensure that all classroom observation is productive and valuable and ensures progression. 	<p>Directed Time</p> <p>Planning</p> <p>Teaching Time</p> <p>K.S Meetings</p> <p>Non-contact time</p>	<p>F.S co-ordinator</p> <p>Mrs Eldon</p>	<p>Beginning Term 1 2019 ongoing to Term3 2020</p>
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Action Plan 2019-2020 ICT

Objectives	Success criteria	Actions to bring about improvement	Time/materials/ staff development including costings	Staff/lead responsibility/ External Support	Timescale
<p>Use the Two Lego WeDo robots have been purchased through Shared Education to further the children's knowledge and experience of coding.</p> <p>Develop further programming microbits</p>	<p>Children in KS2 will demonstrate enhanced skills in science, coding, engineering and technology.</p> <p>P7 children will further their knowledge of coding by programming, customising and controlling micro:bits.</p>	<p>Tasks can be differentiated and made appropriate to all classes from P4-7.</p> <p>Children will complete tasks and projects available from Lego to develop a range of curriculum relevant computational thinking techniques.</p> <p>Children will complete projects available on micro:bit website to send messages, create games, make compasses, pedometers, metronomes and communicate with each other.</p>	<p>ICT afternoon classes.</p> <p>Lego Education WeDo 2.0 software on iPads.</p> <p>Micro:bits www.microbit.org MakeCode editor projects.</p>	<p>Mr Millington</p>	<p>Ongoing through the year.</p>

CASE PEACE IV Project Proposed Action Plan

Partnership No. **140**

School 1 **St Mary's PS, Dunnamore** School 2 **Orritor PS**

Please provide a brief overview of the proposed pupil activity for 2018/19, adding rows to the table where required. **You must demonstrate clearly how 30 hours of contact time will be delivered to each individual pupil. A maximum of 20% (6 hours) may be delivered online.**

Year Group	Curricular Area/s	No. of pupils from each participating school			Number of Meetings	Duration of Meeting
		School 1	School 2	TOTAL		
P1	Structured Play PDMU	30	23	53	8 meetings	4x6hrs 4x2hrs
P6	Numeracy – Problem Solving PDMU	28	22	50	8 meetings	4x6hrs 4x3hrs 36hrs in total
P7	Resilience and Wellbeing	26	30	56	7 meetings	6x3hrs 1x6hrs 2x4hrs
		84	75	159		

Objectives / Targets	Actions	Success Criteria (Qualitative & Quantitative)	Time/Resources/staff development (including TPL)	Lead responsibility/ external support
Learner Centred				
<p>P1</p> <ul style="list-style-type: none"> 53 Pupils will meet on 8 occasions to engage in learning through Play The children will develop a variety of cross curricular skills across Play, social interaction and the outdoors. They will refine capacities in language, social interaction, independence, fine and gross motor skills, creative response to stimulus 	<p>Play Development: 32 hrs</p> <p>6 x 4 hrs school based sessions to include (24hrs);</p> <p>Use of the zoned areas of Play;</p> <ul style="list-style-type: none"> focusing on creative responses motor skills, make selections of equipment who to play with use materials appropriately and contribute to tidy up routines. <p>With appropriate adult support respond to and describe the;</p> <ul style="list-style-type: none"> materials, situations and social setting using; writing oral language movement art and craft problem solving in mathematics. <ul style="list-style-type: none"> Cooperate with peers using social conventions and the agreed rules and routines for Outdoor Play sessions. <p>Children will visit external outdoor education centres to experience play in an unfamiliar setting and to extend their range of activities. (2 x 4hrs)</p>	<p>Adult monitoring of the children will show focus on how they</p> <ul style="list-style-type: none"> Talk about their work developing language. Demonstrate co-operation, care, consideration and control Exercise choice and make decisions Use language to express their feelings and ideas. Listen to and follow instructions. Develop a range of motor skills Describe their experiences and actions and those of others Reflect on their learning and discuss how to improve it. <p>Survey of pupils' response to Play activities – before and after collaborative sessions.</p> <ul style="list-style-type: none"> Photos, short video clips, scrap books and learning logs will form part of the evidence and feedback used to evaluate the programme. 	<ul style="list-style-type: none"> Sub cover = 2 teachers x 6 days = 12 days to include co-ordination) Transport <i>School to school</i> 1 bus per session x 6 sessions 6 x £100 = £600 <i>Trips</i> An Creggan = 2 buses x £150 = £300 Resources for Play £1500 Admission fees / facilities hire = £400 	<p>Class teachers</p>

<p>P6 Group</p> <ul style="list-style-type: none"> • 50 pupils from P6 will meet for 8 times in the curricular areas of Numeracy- Problem Solving and PDMU. <p>Pupils will</p> <ul style="list-style-type: none"> • identify and obtain the information required for tasks, plan and organise their work, • work systematically; • Develop a range of strategies for problem-solving, looking for ways to overcome difficulties. • Work in groups comparing and presenting their ideas and findings • Know about and celebrate difference and diversity 	<p>The pupils will take part in a full day team-building event (6hrs) and in 4 x 3hr class based learning sessions, 2 Maths activity days (2 x 6hrs) and a celebration / presentation event (6hrs).</p> <p>During the sessions the children will work in mixed groups to complete activities such as;;</p> <p>Developing Maths Trails Problem solving for practical problems in each school and their grounds Working as a team to solve particular problems</p>	<ul style="list-style-type: none"> • Relationships developed amongst pupils • Pupils have a better understanding of their partnership school • Pupils more comfortable attending each other schools • Pupils will have increased knowledge in the topic of problem solving activities • Pupils will show greater independence in selecting and using problem solving strategies in Numeracy <p>Survey of pupils' response to shared learning activities – before and after collaborative sessions.</p> <p>Photos, short video clips, scrap books and learning logs will form part of the evidence and feedback used to evaluate the programme.</p>	<ul style="list-style-type: none"> • Sub cover = 2 teachers = 11 days (to include co-ordination) • Transport <i>School to school</i> 1 bus per session x 4 sessions 4 x £100 = £400 <i>Trips</i> 2 trips x 2 buses x £200 = £800 speedwell and STEM centre 2 trip x 2 buses x £100 = £400 Drum Manor and Celebration event. • Resources for Maths £1000 • Speedwell £270, • STEM Centre £300, • Leisure Centre £285 = £855 	<p>Class teachers Speedwell staff STEM Centre staff</p>
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<p>Primary 7 group 56 pupils from Primary Seven will meet for 8 times in the PDMU curricular area of Resilience, Health and Well-Being.</p> <p>Pupils will:</p> <ul style="list-style-type: none"> • Begin to recognise the interdependence of members in the school community; • Be aware of how the school community interacts • Begin to become aware of who and what influences their views and feelings and behaviour at school; • Begin to appreciate ways we are similar and different, • Understand the benefits of a healthy lifestyle, including physical activity, healthy eating, rest and hygiene; • Recognise what shapes positive mental health; • Develop strategies to resist unwanted peer/sibling pressure and behaviour; 	<p>Children will engage in; An educational visit based on an agreed shared curricular topic and to renew friendships. (6hrs)</p> <p>Engage in a Health and Fitness themed day to learn how important a healthy body is to their overall Health and Wellbeing and gain an understanding into how exercise can be used as a coping strategy. 6hrs</p> <p>Attend a curriculum based play together in local theatre – mutual interest based on The Famine</p> <p>4 class based sessions 4hrs x3=12 hrs</p> <p>a) Clever Clogs – Amazing Brains – children learn how to improve their self-confidence and self-esteem through brain training activities. 6hrs b) Life skills – Resilience, Well-being, Self-Esteem and Work Ethic c) Love for life – a programme which helps children examine their own relationships and physical development. d) Transitioning. Children examine the transitioning process to secondary school – to allay fears and provide an insight into what to expect in transition.</p> <p>1 celebration / presentation event (4hrs) The children will create a presentation of their activities and interactions in Shared Ed and present it at a parent / community event.</p>		<ul style="list-style-type: none"> • Sub cover = 2 teachers = 11days to include co-ordination • Transport <i>School to school</i> 1 bus per session x 7 sessions 7 x £100 = £700 <p><i>Trips</i> 1 trip = £400</p> <p>Professional fees = 2 sessions x £75 = £150</p> <p>Facilities x 2 mornings = £250</p> <p>Admission fees 56 x £10 = £560</p> <p>Resources for Topic £1352</p> 	
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High Quality Learning & Teaching				
<ul style="list-style-type: none"> Teachers to jointly plan for the delivery of the shared education sessions Teachers will jointly review and develop cohesive Outdoor learning. The teachers will become upskilled in the area of Physical and Outdoor Play. The teachers will have a knowledge of local facilities which are appropriate for supporting Physical and Outdoor Play. Teachers will attend TLP programme as part of their CPD 	<ul style="list-style-type: none"> Teachers to share pupil information to ensure an inclusive learning environment for all. Teachers to meet and plan activities / lessons/ visits. Teachers will facilitate and participate in relevant Play sessions. Teachers will jointly deliver shared Play sessions. Teachers will monitor and evaluate ongoing progress. <p>Teachers and any facilitators to meet and plan activities /lessons/visits</p>	<ul style="list-style-type: none"> The teachers will have the skills, knowledge and confidence to deliver aspects of Outdoor Learning in their immediate and local environment. Joint planners for agreed aspects of Outdoor Learning. The teachers will have formed professional relations with staff from the partner schools. Teachers to compile information for joint Evaluation at the conclusion of programme through the use of a Play Journal, photos and video clips. Teachers will draw upon their experience and knowledge from TLP training to deliver programme. 	<p>Sub cover as outlined above for</p> <ul style="list-style-type: none"> Planning Training Monitoring and evaluation Presentation of information to community. 	
<ul style="list-style-type: none"> Teachers to jointly plan and deliver 8 shared sessions in topic of Numeracy/ Problem Solving Sharing of expertise and knowledge Conduct on-going review of collaborative developments and refine using professional judgement. 	<ul style="list-style-type: none"> Teachers to meet and share existing resources on topic. Teachers meet to plan contact sessions including 1 team building day (6hrs), 4 class based sessions (3hrs x4=12 hrs) 2 maths activity days facilitated by outside agencies (6hrs) and 1 celebration / presentation event (6hrs). Teachers will identify any additional CPD/TPL needs and resources required to deliver high quality lessons 	<ul style="list-style-type: none"> Joint schemes of work and plans on the areas of learning will be jointly developed. Staff will have attended training as identified in joint planning meetings. Teachers to compile information for joint Evaluation at the conclusion of programme through the use of a Play Journal, photos and video clips 	<p>Sub cover as outlined above for</p> <ul style="list-style-type: none"> Planning Training Monitoring and evaluation Presentation of information to parents. 	<p>Class teachers</p> <p>Principals facilitator</p>

<ul style="list-style-type: none"> Build upon the links created in Y1 of the programme. 	<ul style="list-style-type: none"> Teachers to share pupil information to ensure an inclusive learning environment for all pupils Teachers will monitor and evaluate the ongoing delivery of the shared classes 	<ul style="list-style-type: none"> Make informed contribution to whole school policy developments of sharing. 		
<ul style="list-style-type: none"> Teachers to jointly plan and deliver 7 shared sessions in topic of Resilience and Well-being. Upskilling of co-ordinating teachers 	<ul style="list-style-type: none"> Teachers meet to plan contact sessions Teachers will facilitate 4 school based sessions and plan follow up activities to compliment the topic covered. Teachers to meet and share existing resources on topic. Teachers will identify any additional CPD/TPL needs and resources required to deliver high quality lessons Teachers to share pupil information to ensure an inclusive learning environment for all pupils Teachers will monitor and evaluate the ongoing delivery of the shared classes Staff will work with shared Ed co-ordinators in Post primary schools to deliver the programme for visiting their schools. 	<ul style="list-style-type: none"> A schemes of work on the areas of learning will be jointly developed for future use. Sessions will be appropriate to the topic and engaging for the pupils Staff will have attended training as identified in joint planning meetings. Make informed contribution to whole school policy developments of sharing. 	<p>Sub cover as outlined above for</p> <ul style="list-style-type: none"> Planning Training Monitoring and evaluation Presentation of information to parents. 	
Effective Leadership				
<ul style="list-style-type: none"> Partnership will clearly articulate their vision for Shared Education to BOGs, parents and wider community through events, school websites and press releases. 	<p>Principals/SLT to meet and develop a shared vision for the partnership. Principals/ SMT will identify opportunities to promote Shared Education. Principals/SMT to identify training for staff relating to dissemination of good practice and social media Principals to plan a joint governor event in term 3 to share yr. 2 successes and yr. 3 plan.</p>	<p>Parents and the wider community will have a good understanding of SE specifically, in the context of the partnership.</p> <p>Governor will be fully informed about partnership work between the two schools.</p>	<p>Room hire for governor event</p>	<p>Principals/SMT/ Project coordinators</p>

	<p>Teachers and pupils will create joint material for publication on school websites</p> <p>Schools to invite parents to a celebration event in term 3 to share the successes of Shared Education.</p> <p>Governors & Principals to attend Shared Education EA Training</p>			
Community Connections				
<ul style="list-style-type: none"> To increase interest in shared education and inform parents. Share the success of our programme with our parents, communities through the use of ICT for general communications and by organising an end of year exhibition and celebration of activities 	<ul style="list-style-type: none"> Parents will be informed and consent given. <p>Information shared through</p> <ul style="list-style-type: none"> School websites Notes / Newsletters to parents Performance showcase event School display boards <p>The partnership will arrange an event for pupils and parents to celebrate the successes of the partnership.</p>	<ul style="list-style-type: none"> Positive feedback from parents and children. Distribution of questionnaires to parents and members of the community Attendance register at collaborative training events Attendance levels at exhibition and celebration events. Newsletter produced for parents of the three schools 	<ul style="list-style-type: none"> School Secretary Website co-ordinator Questionnaires for parents 	

A selection of the following strategies will be used to Monitor and Evaluate:

- Samples of children's work
- Photographs of participation
- Displays
- Feedback from pupils obtained through questionnaires, focus groups, informal discussions
- Feedback from parents obtained through questionnaires, focus groups, informal discussions
- Teacher observation
- Play Journals
- Productions from groups with parental/ community audiences.
- Videos and digital media produced
- Observation of children and their interactions throughout activities
- Talking and listening activities about their experiences
- Teacher proforma to show children's level of engagement with activity and interactions with peers