

Belmont School's Strategic Priority Plan 2024 - 2027

A journey of pedagogy enhancement, innovation and progress, from concept to teaching and learning success!.



Teaching and Learning

Embed 'Means of Participatipation'

Review strategies to strengthen 'Executive Function', 'Explicit Vocabulary Instruction' and Meaningful Adult Interaction

New Attendance Policy Review and Monitoring

Senior Leadership Coaching

1



Teaching and Learning

Review Recall, Working Memory -
Roseshine's Principles

Review Impact of Resources

Extended Leadership Coaching

2



Teaching and Learning

Review Curriulum 'Small Steps'

Review Assessment Procedures

Subject Leadership Coaching

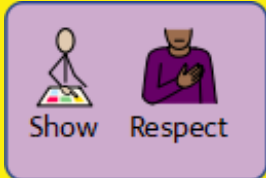
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BELMONT SCHOOL DEVELOPMENT PLAN 2024 - 2025

Operating efficiency

Our strategic plan has been compiled with ideas from children, parents, staff and governors. This plan focuses upon our priorities moving forward and how we would like to develop our school over the year.

We will deliver the strategic plan through five key areas whilst following the school values:



Optimisation

Enhance staff and pupils understanding of 'Executive Functioning' skills help children to regulate their behaviour to achieve a goal: Working memory, Cognitive flexibility and Impulse control.



Productivity

Continue to improve school attendance further by reducing persistent absenteeism. No child should be missing education.



Streamlining

Maximising teaching and learning through peer coaching, focussing on Means of Participation, Explicit Vocabulary Instruction and Meaningful Adult Interaction



Performance Metrics

Robust leadership throughout the school; from senior to middle and subject leaders. Strong and effective governance - a reflective governing body that provides support and challenge to drive improvement.



Automation

Ensure that all staff have a career pathway which maintains a highly effective workforce with consistent practice through targeted coaching from Senior Leadership.

Reading



Optimisation

Enhance staff and pupils understanding of 'Executive Functioning' skills help children to regulate their behaviour to achieve a goal: Working memory, Cognitive flexibility and Impulse control.



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Automation

Ensure that all staff have a career pathway which maintains a highly effective workforce with consistent practice through targeted coaching from Senior Leadership.

To continue to improve the attainment and progress in Phonics so reading fluency develops at a quicker pace so that all children see themselves as Readers (Reading for Pleasure principles) and can successfully apply their reading and comprehension skills across all areas of the curriculum.

Reading assessments to be conducted three times a year for teachers to ascertain accuracy and word counts per minute and then target pupils who are not reading at the age related.

Parents' phonics workshop and support to give parents the confidence to support at home.

Vulnerable groups are targeted (lowest 20%) with intervention to make accelerated progress and tracked closely in class action plan meetings using collated assessment data that is shared with families.

Staff teaching reading apply the cold calling, means of participation and explicit vocabulary instruction to ensure all learners understand what they are reading

Adult interactions are meaningful and engage pupils by reminding them of strategies to strengthen their reading ability



Writing



Optimisation

Enhance staff and pupils understanding of 'Executive Functioning' skills help children to regulate their behaviour to achieve a goal: Working memory, Cognitive flexibility and Impulse control.



Streamlining

Maximising teaching and learning through peer coaching, focussing on Means of Participation, Explicit Vocabulary Instruction and Meaningful Adult Interaction



Automation

Ensure that all staff have a career pathway which maintains a highly effective workforce with consistent practice through targeted coaching from Senior Leadership.

To improve the attainment and progress in writing across the school; continuing to build writing stamina, create opportunity for innovation and maintain quality and accuracy in transcription and composition

Staff use formative assessment to effectively plan for children's next steps in writing and address these in pupil conferencing sessions. Moderations to support pupils to accelerate progress in this.

Writing curriculum evolved further to raise writing attainment (focusing on transcription skills). Teachers will use dictation as a tool to help pupils practise spelling and handwriting

Vulnerable groups are targeted (lowest 20%) with intervention to make accelerated progress and tracked closely in class action plan meetings using collated assessment data that is shared with families.

Staff training from The Literacy Tree to strengthen staff understanding of spoken English and the links to planning for writing, ensuring that pupils are ready to write using standard English.

Adult interactions are meaningful and engage pupils by reminding them of strategies to strengthen their writing ability



Maths



Optimisation

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Streamlining

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Automation

Ensure that all staff have a career pathway which maintains a highly effective workforce with consistent practice through targeted coaching from Senior Leadership.

To achieve the continued and successful implementation of White Rose and Power Maths, alongside maths fluency, across the school, from Early Years upwards, to increase maths progress and attainment and so that our MTC outcome is above the national average. To make effective use of interventions to narrow the gaps for children, particularly in KS2.

Effective fast feedback, consistently applied across the school, used to identify gaps, interventions/catchups required and misconceptions to address



Staff training to increase confidence when planning and delivering White Rose Maths in EYFS and Key Stage 1 and Power Maths in Key Stage 2 that enable staff to teach gaps and enable progress.



Vulnerable groups are targeted (lowest 20%) with intervention to make accelerated progress and tracked closely in class action plan meetings using collated assessment data that is shared with families.



Maths workshop and support for parents, to support their understanding and ability to support at home and Early identification and support for pupils in Y3 who may be 'at risk' of not passing Y4 MTC



Adult interactions are meaningful and engage pupils by reminding them of strategies to strengthen their arithmetic and reasoning ability when completing mathematical tasks.



EYFS



Optimisation

Enhance staff and pupils understanding of 'Executive Functioning' skills help children to regulate their behaviour to achieve a goal: Working memory, Cognitive flexibility and Impulse control.



Streamlining

Maximising teaching and learning through peer coaching, focussing on Means of Participation, Explicit Vocabulary Instruction and Meaningful Adult Interaction



Automation

Ensure that all staff have a career pathway which maintains a highly effective workforce with consistent practice through targeted coaching from Senior Leadership.

To further improve the provision by improving targeted support, improve adult interactions and using the new characters representing the characteristics of effective learning.

Effective fast feedback, consistently applied across the school, used to identify gaps, interventions/catchups required and misconceptions to address

Staff receive high quality training to develop understanding and subject knowledge of the skill-based curriculum for EYFS and know how to target executive function. Work in partnership with external advisors to further enrich the curriculum provision and sequence

All learners are well supported and scaffolded to achieve high expectations through an enriched curriculum, particularly for the most vulnerable of pupils. Progress is tracked closely and reviewed in class action plan meetings using collated assessment data that is shared with families.

The EYFS curriculum provides no limits or barriers to children's achievements, based on their low starting points, particularly with disadvantaged pupils and pupils with SEND

Staff provide opportunities for open-ended, hands-on experiences which arise from curiosity. These provide the basis on which the pupil builds concepts, tests ideas and finds out how things work:

- Showing curiosity about objects, events and people
- Using senses to explore the world around them
- Engaging in open-ended activity
- Showing interests in certain areas of learning



Attendance



Productivity

Continue to improve school attendance further by reducing persistent absenteeism. No child should be missing education.

Meeting 96% or greater target, further developing systematic approaches to monitor attendance and follow up on any issues To embed new national guidelines for attendance.

Embed robust systems to support PPG, SEND and vulnerable families, including the use parental contracts, legal planning and fines;



Parents to use Arbor App to review thier child's attendance. Parental communication to highlight attendance through meetings and parents' evenings and how much learning they are missing.



School to follow new attendance strategy and work with LA to reduce persistent absentee for families who are entitled to free school meals and attendance continues to be discussed in safeguarding meetings



Attendance support meetings to be held for families whose attendance falls below 92%.



Attendance of persistent non-attenders improves to be in line with all other pupils groups of the school



Leadership and Management



Performance Metrics

Robust leadership throughout the school; from senior to middle and subject leaders.

Strong and effective governance - a reflective governing body that provides support and challenge to drive improvement.

School leaders are ambitious and empower all staff members to continuously develop their knowledge and skills in a high challenge: low threat environment that is based on pride, honesty and value.

Governors have improved skills and knowledge which enables them to support and monitor the development of the school. Governors provide challenge where progress is not being made on the SDP.



Governors undertake training, relevant to their roles, so that they can learn how to monitor, support, and challenge the school leaders appropriately.



Governors use their training, to support them in monitoring, supporting, and challenging the school leaders appropriately especially reviewing pupil progress for those who are entitled to free school meals.



Teacher learning communities implemented to strengthen and enhance practice/pedagogy across the school that enables all children to have access to high quality first teaching.



Subject leaders to strengthen subject culture and attitudes that promotes deeper, secure knowledge and skills for pupils to learn more, remember more and be ready for their next stage of their learning journey.

