

Shoreditch Park School Development Plan (SDP) 2022/23

Quality of Education

Objective/priority	Strategic Actions	Monitoring and evaluation arrangements	Leads	Evaluation Autumn/ Spring/Summer
To embed strong teaching and learning practice for SEN/D learners across the curriculum	<p>CPD on ‘cognitive load’ and ‘executive functioning’ to enable all teachers to adapt lesson content and learning over time.</p> <p>CPD and coaching support to cascade best practice in adaptive teaching and high quality instruction.</p> <p>SAHT to become an Autism Education Trust (AET) trainer and further embed best practice for children with autism.</p> <p>Enhance school support for parents with children who have additional learning needs</p>	<p>PPRs to demonstrate secure progress for SEN/D learners overtime</p> <p>Lesson observations to consistency demonstrate effective learning strategies which draws upon evidence based CPD and research</p> <p>High engagement in all lessons and groups across the school</p> <p>High quality ARP provision and effective in class adaption for ARP pupils</p>	<p>DHT (DC) SAHT (AB)</p> <p>SENCo (JB) SENCo (CD)</p>	
To embed strong reading provision across the school	<p>Fully induct all new staff to ensure the teaching of reading is highly consistent</p> <p>Expand the opportunities to read widely across the curriculum</p> <p>Target ‘at risk pupils’ to make accelerated progress through AHT interventions</p> <p>Enhance parent participation in reading with their child at school and home</p> <p>Continuously review engagement and progress of SEN/D learners.</p> <p>Ensure vulnerable children are identified in EYFS to close the gap as early as possible.</p>	<p>PPRs to demonstrate secure reading progress overtime</p> <p>Lesson observations to consistently demonstrate effective teaching of reading, and pupils to show clear (age related) understanding of reading strategies</p> <p>Leaders and teachers track journals and library usage to ensure pupils’ read at home</p> <p>Reviews of interventions demonstrate progress over time</p> <p>Parent attendance at workshops, class events is strong.</p>	<p>AHT (NK)</p> <p>AHT (SC)</p> <p>EYFS (RE)</p>	

<p>To embed strong progress across reading, writing and maths</p>	<p>Ensure quality first teaching in all lessons</p> <p>Small group teaching through Teach First Trainees, HLTAs and SLT</p> <p>Learning walks which focus specifically on the experience and progress of PPG pupils'</p> <p>Support parents whose children are at risk of making less than expected progress</p>	<p>Lesson observations display high quality teaching across all classes (100% teachers working at least at Shoreditch Park Standard)</p> <p>Children identified for additional tutoring and support make accelerated progress over the academic year and between terms</p> <p>Internal data shows that children with SEN/D need make strong progress from starting points</p> <p>PPG children make progress at least in line with their peers</p>	<p>DHT (DC) AHT (SB) AHT (NK) AHT (SC) AHT (EE)</p>	
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Leadership and Management

Objective/priority	Strategic Actions	Monitoring and evaluation arrangements	Leads	Evaluation Autumn/Spring/Summer
<p>To embed the effectiveness of curriculum leads</p>	<p>Bespoke internal CPD to develop leadership skills and understanding of new curriculum holders</p> <p>External CPD opportunities on specific role area/specialisms</p> <p>Leadership mentoring programme for all new leaders</p>	<p>Curriculum leaders lead subjects effectively and in turn pupils perform well across subject areas</p> <p>Curriculum leads have a secure knowledge of leadership expectations and embed a culture of high aspirations</p> <p>Curriculum leads produce strong action plans with clear measurable outcomes</p>	<p>HT (PS) DHT (DC)</p>	
<p>To further strengthen governor effectiveness and capacity</p>	<p>Review governor succession at all levels to ensure there is good capacity for change</p> <p>Governor Training Plan: build upon the bespoke governor induction programme to</p>	<p>Effective governance demonstrated through link visits, minutes and challenge and clear implementation of the 'Governor development Plan'</p>	<p>HT (PS) CoG () SBM (GC)</p>	

	<p>continue to develop governor skills and knowledge.</p> <p>Undertake a governors 360 review</p> <p>Develop governor visibility in school events and build upon effective link governor visits</p> <p>Work with Hackney Education to develop the diversity of the governing body</p>	<p>Visibility at school events and clear lines of communication with parents</p> <p>Governors are visible to the wider school community and demonstrate a firm understanding of the local demographic</p>		
To develop a whole school strategy for sustainability and climate change	<p>Develop a school action plan working from the principles of the DfE Policy on sustainability and climate change (April 2022)</p> <p>Devise a bespoke climate education curriculum; both as a discrete subject and adapting subjects to ensure sufficient coverage. STEM will be the 2223 focus for review</p> <p>Additionally, provide opportunities for pupils to learn in the natural environment within and beyond the local area</p> <p>Devise a buildings strategy to reduce energy and waste, and plan for climate adaptations</p> <p>Identify 'Climate Leaders' across all stakeholders and pupil voice groups</p> <p>Significantly reduce paper wastage across the school</p>	<p>Stakeholders have a strong understanding of climate education, building strategy and leadership</p> <p>Pupils at all ages can articulate an understanding of climate education</p> <p>Pupils are able to use STEM learning skills to investigate and understand climate change and biodiversity</p> <p>Enrichment map ensures regular high quality opportunities to learn in the natural environment</p> <p>Leaders and governors have clear steps for improvements for building management and waste/energy reduction</p> <p>Pupils can advocate for change, and link knowledge on climate change to Rights Respecting Schools and ASPIRE</p>	<p>HT (PS) SBM (GC) ST (RE) ST (MV) AHT (SB)</p>	
To deepen whole school approach to effective learning, specifically focusing on understanding feedback and cognitive load	<p>Develop strategies of feedback and assessment for learning within lessons</p> <p>Cycle of peer observations and team teaching to enhance classroom practice that is focused on timed feedback that moves learning</p>	<p>100% of teachers are able reference and apply strategies to support cognitive load</p> <p>All classrooms will continuously develop classroom and school</p>	<p>DHT (DC) ST (ZT) AHT (SC) AHT (NK)</p>	

	<p>forward and the role of cognitive load in pupil engagement and learning.</p> <p>6 week CPD programme on the 'Science of Learning' to develop understanding of how children learn</p>	<p>environments to provide cues to support cognitive load</p>		
<p>To further strengthen parent partnerships across the school</p>	<p>Re-launch the PTA and create a calendar of high quality enrichment events across the year</p> <p>Increase opportunities to be part of 'pupils' learning, via the classroom, enrichment opportunities, workshops and home learning</p> <p>Develop the Shoreditch Park App and improve the level and quality of information to parents</p> <p>Re-launch the 'Parent and Community Room', specifically targeting underrepresented parent groups</p>	<p>PTA reflects the school diversity and regular meets to achieve the 2223 actions</p> <p>Parent participation is increased in school events and reflects the school community</p> <p>App is an effective tool to share key information on school life. Ambition to be personalised to child's learning by 2023</p> <p>Multi stakeholder usage to meet the needs of the school community and aims of the school priorities to enhance engagement</p>	<p>AHT (EE) IEDM (CD) SBM (GC)</p>	
<p>To use technology to enhance learning outcomes</p>	<p>Develop and integrate a cloud-based server</p> <p>Audit and restructure internal ICT systems to enable high quality provision as resource for learning</p> <p>Enhance opportunities to use technology to record pupil outcomes</p> <p>Increase opportunity for using technology to enhance learning outcomes in core subjects</p>	<p>All teachers use visualisers and ICT (such as airserver) to develop assessment for learning</p> <p>All classes effectively use technology within lessons to develop independent thinking</p> <p>All pupils can discuss how ICT supports learning in pupil conferencing</p>	<p>DHT (DC) AHT (SB)</p>	

To review all financial planning and efficiencies across the school	<p>Create a financial action plan to address the economic forecast, including the increases in rates, energy bills, food costs, staffing and falling pupil roll in Hackney/Islington</p> <p>Review the efficacy of the extended day provision</p> <p>Work with Hackney Education on the funding gap that exists due to the exceptionally high levels of SEN/D and ARP provision</p> <p>Review the Surplus Spend Plan and create further contingency for the next 3-5 year period</p>	<p>Stakeholders agree on clear cost plan to address contextual financial forecasts</p> <p>Action plan for income and expenditure and consultation in place by end of Autumn 2022</p> <p>Ongoing reviews with key stakeholders and Hackney Education</p> <p>Surplus Spend plan adapted in Autumn 2022</p>	<p>HT (PS) SBM (GC) FA (NC)</p>	

Behaviour and attitudes

Objective/priority	Strategic Actions	Monitoring and evaluation measures	Leads	Evaluation Autumn/Spring/Summer
To embed the strong provision in supporting child, parent and staff mental health	<p>Embed the Place2Be and counselling provision</p> <p>Embed the whole school approach in using the 'Zones of Regulation' to support regulated behaviour and engagement</p>	<p>The impact of counselling is evident in class and school engagement, and how well pupils report they feel safe at school</p> <p>Behaviour in the classroom is excellent and demonstrates high levels of self-regulatory behaviours</p>	<p>SENCo (CD) SAHT (AB)</p>	

	<p>Embed the targeted work with parents to support the whole family in understanding of, and support for, mental health</p> <p>Consolidate CPD on mental health and grow the role of ELSA's across the school</p> <p>Amend the behaviour policy to be in line with statutory behaviour guidance September 2022</p>	<p>All staff are knowledge of the importance of mental health and adopt consistent strategies to support children, parents and peers</p> <p>Behaviour policy firmly rooted in best practice guidance on mental health</p>		
<p>To ensure excellent attendance and punctuality across the school</p>	<p>Embed and enhance the work of the inclusion team to promote excellent attendance</p> <p>Weekly attendance records displayed in the school and the staff bulletin</p> <p>Partnership with Synergy (attendance consultant team) to target and reduce persistent absence</p> <p>Develop provision for pupils' who are absent from school due to medical needs</p> <p>All leaders to address punctuality and encourage all families to bring children to ASPIRE mornings at 8:45am</p> <p>Track the attendance of discrete groups, notably PPG and SEN/D</p>	<p>Ensure the school secures 96% attendance by the January 2023</p> <p>All stakeholders can articulate attendance figures and trends</p> <p>All stakeholders aware of the function of Synergy and evidence of clear parent engagement</p> <p>YGLs to create Personalised programmes of study for children persistently absent with medical needs</p> <p>Class records of number of children in class by 8:45am, linked to awards in half termly ASPIRE assembly</p> <p>Gap between PPG and non PPG attendance to be diminished</p>	<p>IEDM (CK) LM (MA)</p>	<ul style="list-style-type: none"> •

Personal Development

Objective/priority	Strategic Actions	Monitoring and evaluation measures	Leads	Evaluation
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				Autumn/Spring/Summer
To develop the physical health and wellbeing curriculum across the school	<p>Significant renovation of the KS1/KS2 outdoor play spaces. In turn, outdoor play and learning opportunities</p> <p>Undertake Forest School Training in the EYFS to enhance learning beyond the classroom</p> <p>Expand the PE offer to include enrichment opportunities, greater opportunities for local collaboration and a wider range of clubs</p> <p>Develop opportunities for parents to be involved in physical exercise and workshops on health and nutrition</p> <p>Develop pupil understanding of how good nutrition and exercise impacts their learning and wellbeing</p> <p>Apply for the 'Healthy Schools' Award</p> <p>Improve the quality of school dinners and packed lunches</p>	Healthy School Awards	<p>SENco (CD)</p> <p>PE Lead (RD)</p>	
To strengthen the curriculum offer by enhancing the enrichment opportunities available to all pupils	<p>Review the enrichment map to safeguard depth and rigour of the enrichment opportunities provided across all curriculum areas</p> <p>Create 'enrichment passports' which provide a clear chronology of the experiences that can be expected for all pupils in each year group.</p> <p>Introduce 'enrichment journals' where children can capture these experiences and connect their knowledge and skills overtime</p>	<p>The curriculum map will demonstrate high ambition for all pupils across all subjects</p> <p>There will be a clear passport of opportunities for pupils, which builds upon prior knowledge and skills. Pupils will be able to make concrete links in their learning, demonstrated through pupil conferencing and engagement.</p>	<p>DHT (DC)</p> <p>AHT (EE)</p> <p>ST (RE)</p>	PS

	<p>Develop opportunities for specialist provision and identifying children with clear aptitude for the subject</p> <p>Expand the extended day provision to include a greater range of clubs</p>	<p>Pupils with clear aptitude for subjects will be provided with opportunities to excel</p> <p>After school clubs will ensure a balance of enrichment opportunities across subjects</p>		
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