



**SCHOOL
DEVELOPMENT
PLAN**

**Review of 2015-2016
Action Plans for 2016 - 2017**

School Development Plan Overview 2017-2020

Priorities	2017-2018	2018-2019	2019-2020
<p>Child centred provision</p> <ul style="list-style-type: none"> • <i>Pastoral care</i> • <i>Child protection</i> • <i>SEN- interventions/support</i> • <i>Pupil involvement</i> • <i>Healthy school</i> 	<p>Maintain present level of provision. Class teachers and classroom assistants trained in use of epipen</p> <p>All staff have refresher training in Child Protection. Proforma for CP reviewed.</p> <p>SEN interventions will continue to be monitored and evaluated in terms of target outcomes and children’s learning outcomes. Intervention measures show pupil progression as a result of those measures. Governors with responsibility have access to Governor training programme</p> <p>Pupil will have influence on some of the decisions which effect them and their learning environment. Eg Eco schools</p> <p>Pupils take part in Health and fitness related activities during our Healthy Lifestyle week. (Exercise challenge, fruit tasting, diet planning etc.)</p>	<p>Maintain present level of provision.</p> <p>Proforma for CP reviewed.</p> <p>Financial feasibility of retaining SEN teacher. Respond to changing support levels and service levels from DE.</p> <p>Pupil will have influence on some of the decisions which effect them and their learning environment. Eg Eco schools</p> <p>Pupils take part in Health and fitness related activities during our Healthy Lifestyle week. (Exercise challenge, fruit tasting, diet planning etc.)</p>	<p>Maintain present level of provision.</p> <p>Proforma for CP reviewed.</p>

<p>High Quality Teaching and Learning</p> <ul style="list-style-type: none"> <i>Curriculum provision</i> <i>Literacy and Numeracy</i> <i>Learning and Teaching strategies</i> 	<ul style="list-style-type: none"> -Development of the capacity of middle management roles (Co-Ordinators and KS Heads) in monitoring and evaluating their area of responsibility. -Dissemination and embedding of best practice across the school. -Appointment of new Literacy co-ordinator for KS1 AND Foundation Stages. -New WAU co-ordinator appointed. <p><u>Numeracy</u></p> <ul style="list-style-type: none"> -Children more confident with investigative work & open ended problem-solving -Children will develop their confidence with using mathematical language & strategies -Resources readily available for the 'Measures' area of Numeracy. -Children in P3 – P7 given opportunities to use 'Mathletics' program <p><u>Literacy</u></p> <p>Talking and listening-</p> <ul style="list-style-type: none"> -Use talking and listening as a basis of good literacy practice and as an integral and important part of learning across the curriculum -Develop a more robust monitoring and evaluation process for talking and listening throughout the school. 	<p>Attend to any areas of curriculum which may have changed or need updating as a result of the review of previous year's action plans.</p> <p>-Continuation of doing investigations & open-ended tasks in class</p> <p>-Further development of mathematical language by pupils</p> <p>-Is there any further provision for Numeracy support for SEN pupils?</p> <p>Dependent on progress of previous year.</p>	<p>Attend to any areas of curriculum which may have changed or need updating as a result of the review of previous year's action plans.</p> <p>Dependent on progress of previous 2 years & anything else which comes to light over the two year period.</p> <p>Dependent on progress of previous 2 years</p>
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<ul style="list-style-type: none"> • <i>Assessment / data analysis / use</i> • <i>Self-evaluation - teacher / whole school</i> 	<p>Writing- -develop independence and writing technique across key stages -Improve continuity in the quality of handwriting / presentation throughout the school.</p> <p>Review of Phonics</p> <p>Reading – Update of Reading records-book bands to link with genre and themes from primary literacy.</p> <p>Continuation of Data analysis in Autumn and Summer terms to assist with targets setting and identification of SEN.</p> <p>All co-ordinators to develop Monitoring & Evaluating Strategies to include;</p> <ul style="list-style-type: none"> • Book Scoops, • Classroom Observation, • Data Analysis, • Scrutinising half term evaluations and planning, daily notes etc <p>Co-ordinators to visit classes and identify good practice. <i>(Subject to industrial action)</i></p> <p>Usual half term plans and Evaluations scrutinised by Principal</p>	<p>Dependent on progress of previous year.</p> <ul style="list-style-type: none"> - continue to develop comprehension for reading - consistency in approach to monitoring and levelling reading e.g. running records, selection and provision of home reading materials - FS/KS1 - audit of reading materials to help supplement GR material for weaker readers <p>Continuation of Data analysis in Autumn and Summer terms to assist with targets setting and identification of SEN.</p> <p>Monitoring and evaluation procedures.</p> <p>Co-ordinators to visit classes and identify good practice. <i>(Subject to industrial action)</i></p> <p>Usual half term plans and Evaluations scrutinised by Principal</p>	<p>Dependent on progress of previous 2 years</p> <p>Spelling - review of linguistic phonics spelling programme and home learning</p> <p>Continuation of Data analysis in Autumn and Summer terms to assist with targets setting and identification of SEN.</p> <p>Monitoring and evaluation procedures.</p> <p>Co-ordinators to visit classes and identify good practice. <i>(Subject to industrial action)</i></p> <p>Usual half term plans and Evaluations scrutinised by Principal</p>
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<p>Effective Leadership</p> <ul style="list-style-type: none"> • <i>Effective school development plan</i> • <i>Continuing Professional Development</i> • <i>Curriculum leadership</i> • <i>Financial management, including accommodation</i> 	<p><u>School Development Plan</u></p> <ul style="list-style-type: none"> • Review year 3 of 3 year SDP. • Formulate new 3 year plan • Finalise Action Plans for all Areas of Responsibility <p>New Co-ordinators develop their roles within their area of responsibility – Literacy and WAU</p> <p>Peer observation and sharing of Good Practice by staff.</p> <p>Preparation of new SDP to address needs of the school</p> <p>Produce 3 year financial plan for school</p> <p>Regulate and control financial resources.</p>	<p><u>School Development Plan</u></p> <ul style="list-style-type: none"> • Review year 1 of 3 year SDP. • Formulate new 1 year plan • Finalise Action Plans for all Areas of Responsibility <p>Facilitate any CPD where requested or needed by staff where possible in line with SDP</p> <p>Produce 3 year financial plan for school</p> <p>Regulate and control financial resources.</p>	<p><u>School Development Plan</u></p> <ul style="list-style-type: none"> • Review year 2 of 3 year SDP. • Formulate new 1 year plan • Finalise Action Plans for all Areas of Responsibility <p>Facilitate any CPD where requested or needed by staff where possible in line with SDP</p> <p>Produce 3 year financial plan for school</p> <p>Regulate and control financial resources.</p>
<p>School connected to the Local Community</p> <ul style="list-style-type: none"> • <i>Communication/relationships/projects</i> • <i>Links with educational agencies</i> 	<p>Maintain and expand where opportunities arise.</p>		

Use of Baker Days and School Development Days 2017/18

Name of school: ORRITOR PRIMARY SCHOOL

Date of school development day	School development priority/ focus for staff development on this day
'BAKER DAYS': 5 'Baker Days' should be planned	
1. 23/08/17	Classroom preparation
2. 24/08/17	Whole School staff meeting Transfer of pupil information between teachers
3. 25/08/17	Key Stage Meetings Transfer of pupil information between teachers
4. 29/08/17	Action planning for co-ordinators
5. 30/08/17	Half term planning SEN priorities and identification
SCHOOL DEVELOPMENT DAYS (SDDs): Up to 5 'exceptional closure' days may be taken	
1. 01/11/17	Autumn Data analysis ICT co-ordinator – internal standardisation
2. 05/01/18	Child Protection training – whole staff
3. 19/02/18	Literacy
4. 10/04/18	ASD services – P1-3 World Around Us – evidence gathering / policy update
5. 30/05/18	Data Analysis Report writing / annual reviews

Key Stage Targets and Outcomes for 2017/18

Targets and outcomes – 2017/18

Key Stage 1	Level 1	Level 2	Level 3	L2 + L3
English	15% (4)	85% (22)	% ()	85% (22)
Outcomes	% ()	% ()	% ()	% ()
Mathematics	15% (4)	85% (22)	% ()	85% (22)
Outcomes	% ()	% ()	% ()	% ()

Key Stage 2	Level 2	Level 3	Level 4	Level 5	L4+ L5
English	0% (0)	56% (9)	44% (7)	0% ()	44% (7)
Outcomes	% ()	% ()	% ()	% ()	% ()
Mathematics	% (0)	50% (8)	50% (8)	% (0)	50% (8)
Outcomes	% ()	% ()	% ()	% ()	% ()

Action Plans 2017 - 2018

Area of Responsibility; Foundation Stage					
Areas for Development: * To develop further childrens' understanding of mathematical language and make connections in their learning * To develop further monitoring and evaluating of learning in Foundation Stage * To develop further childrens' writing, reading and listening skills in Foundation Stage and promote independence in the areas of writing and reading.					
Objectives	Success criteria	Actions to bring about improvement	Time/materials/ staff development including costings	Staff/lead responsibility/ External Support	Timescale
To develop further childrens' understanding of mathematical language and make connections in their learning	Children will be more confident using mathematical language and challenged and interested in their learning. Children given feedback on their learning and use conversation and carefully framed questions. More use of strategies and techniques to solve simple problems and investigations	Provide opportunities for all children to develop their mathematical language through guided mathematical activities, including open-ended tasks, problem solving and investigations, as well as activities in other Areas of learning, their everyday routines and experiences of the classroom eg counting games, songs, rhymes and stories	Directed Time Planning Teaching Time K.S. meetings Non-contact time	F.S. co-ordinator Mrs Eldon Mrs Bell Classroom Assistants	Beginning Term 1 2017 ongoing to June 2018
To develop further monitoring and evaluating of learning in Foundation Stage	½ term plans to show evidence of planning in all subjects	Teachers in Foundation Stage made aware of this action plan. Evidence of starting point being dictated by children's ability.	Directed Time Teaching Time	Mrs Eldon Miss Thompson	Beginning Term 1 2017 ongoing to June 2018

<p>To develop further childrens' writing, reading and listening skills in Foundation Stage and promoting independent learning.</p>	<p>indicating clear targets, learning intentions and differentiation.</p> <p>Evidence displayed in the form of photos/work</p> <p>Record observations</p> <p>As above plus: Continue to evaluate work carried out last year on writing.</p> <p>Adequate opportunities given both indoors and outdoors to enhance reading, writing and listening skills</p> <p>All children form letters in a uniform and correct manner.</p> <p>DELTA type programme to inform parents how to help their children.</p>	<p>Meet in K.S. to share ideas with the aim of ensuring progression and skills development in all areas of the Curriculum</p> <p>Classroom observation and / or Key Stage meetings to assess quality and standards and provide productive and valuable feedback.</p> <p>As above plus Developing reading, writing and listening skills through a variety of teaching strategies, techniques and activities. Focussed literacy sessions to promote independent reading and writing</p> <p>Incorporate a wider breadth of reading through reading challenges and reading schemes such as Rigby Star, New Way, Wayland. Teachers to familiarise themselves with the new banding order of books in Oxford Reading Tree scheme and amend reading records accordingly.</p> <p>Ensure all children in Foundation Stage have correct pencil grip and can correctly form all letters. Parents to be given guidance on correct technique in letter formation.</p>	<p>K.S meetings</p> <p>Planning</p> <p>Directed Time</p> <p>Teaching Time</p> <p>K.S meetings</p> <p>Planning</p>	<p>F.S. co-ordinator Principal</p> <p>F.S. co-ordinator Mrs Jeffers (Lit Co) Principal</p> <p>DELTA programme</p>	<p>Beginning Term 1 2017 ongoing to June 2018</p>
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Strategies used to Monitor and Evaluate

- Enable children to become involved in planning the activities, which will in turn promote more interest in their learning and enable them to learn from each other.
- Plenary! Give children feedback on their learning and use conversation and carefully framed questions such as “How can we....?”, “Can you find a way to...?”. This is crucial in monitoring and developing their knowledge.
- Plan time well so most of it is working with children (classroom assistants included). This will enable systematic observations and assessments to be made of each child’s learning styles which will in turn be used to identify the range learning strategies required and each individual’s ‘preference’.
- Updating each child’s observation folder as planned plus general incidental observations occurring.
- Providing feedback to parents twice during the year
- Evaluation of half term plans to Principal
- Provide feedback to P2 teacher on her half term Evaluation.
- Monitor P2 play plans and Evaluations - observe
- Foundation Stage meetings
- Self-evaluate continually and constructively.

Area of Responsibility; Key Stage One					
Areas for Development:					
<ul style="list-style-type: none"> ➤ Extend assessment of own work, focusing on the skills of talking and listening and writing. (Linked to Literacy Action Plan) ➤ Children will develop their confidence using mathematical language, strategies, investigative work and open ended tasks. ➤ Use ActivInspire on IWB to enhance teaching and learning. ➤ Further develop marking for improvement. 					
Objectives	Success criteria	Actions to bring about improvement	Time/materials/ staff development including costings	Staff/lead responsibility/ External Support	Timescale
<ul style="list-style-type: none"> ➤ Extend assessment of own work, focusing on the skills of talking and listening and writing. ➤ Children will develop their confidence using mathematical language. 	<ul style="list-style-type: none"> ➤ All KS1 children will have increased opportunity to talk about their learning and evaluate it. ➤ Improved quality of written work. ➤ In class children will be able to confidently & correctly use mathematical language in context & explain strategies 	<ul style="list-style-type: none"> ➤ Refer to Language and Literacy framework and download ABC Literacy Talking & Listening in KS1 for guidance. ➤ Allow time for children to talk prior to, during and after activities, as appropriate. ➤ Use a variety of Plenary sessions to talk about learning. ➤ Continue to promote use of sharing learning intentions (WALF/WILF) and use success criteria, especially within writing. ➤ Children in KS1 are given opportunities to explain strategies used when doing mathematical calculations. ➤ Use of mathematical language by teachers & pupils in lessons. ➤ Effective questioning techniques to ensure children understand and can explain their thinking 	<p>Language and Literacy Framework ABC Literacy (T&L KS1 BELB)</p> <p>KS1 staff/meetings</p>	<p>Literacy co-ordinators KS1 staff</p> <p>Numeracy co-ordinator KS1 co-ordinator</p>	<p>Ongoing, commencing in Term 1 and developing throughout school year.</p> <p>As above.</p>

Area of Responsibility; ICT					
Areas for Development: Development of teaching and learning of ICT throughout the school to ensure continuity and progression. Monitoring and Evaluation, through scrutiny of planning and evaluations, to assess ICT provision, quality and standards. Preparation for and completion of CBA.					
Objectives	Success criteria	Actions to bring about improvement	Time/materials/ staff development including costings	Staff/lead responsibility/ External Support	Timescale
<p>Continue to ensure continuity and progression of ICT.</p> <p>Across the curriculum, at a level appropriate to their ability, pupils will develop their ICT skills to Explore, Express, Exchange, Evaluate and Exhibit.</p> <p>Build upon coding work which began last year.</p> <p>Teachers are aware of the standards for Levels of Progression 1-5 in Using ICT.</p>	<ul style="list-style-type: none"> Teachers will highlight ICT planning in half termly planners. Completion by pupils of 3 appropriate ICT tasks Evidence of pupils' work in each aspect of skills <p>Evidence of children using Scratch (C2k) for coding activities. Each child P5-7 to complete a CCEA Scratch based task.</p> <p>Teachers are able to accurately level a range of examples of pupils work.</p>	<p>September meetings with teachers individually or in key stages to discuss NI curriculum document 'Planning for Using ICT in the Primary School'.</p> <ul style="list-style-type: none"> Three CCEA tasks will be chosen for each class which are appropriate and relevant to teachers' planning. During the course of the year samples of work and feedback on each task will be given to the ICT coordinator. <p>'Scratch' used to develop coding skills.</p> <p>'Sherson Coding' licence obtained until Sept 2018 to further develop skills and interest in coding.</p> <p>½ Staff Development Day used to study examples of pupil work that illustrate the standards for Levels of Progression 1-5 in the cross-curricular skills from the CCEA exemplification library.</p>	<p>Directed time.</p> <p>C2k network.</p> <p>Sherson licence- £500 over 2 years</p> <p>Directed time.</p> <p>Staff Development Day.</p>	<p>All staff led by ICT coordinator.</p> <p>ICT coordinator.</p> <p>Principal</p> <p>ICT coordinator.</p>	<p>September 2017 – June 2018</p> <p>These tasks will be completed September 2017 – April 2018.</p> <p>Throughout year</p> <p>Throughout year</p>

Strategies to Monitor and Evaluate

ICT Coordinator will monitor the ICT planned for each half term and receive feedback from subsequent teacher evaluations.

- Teachers will select three CCEA ICT tasks from:
http://www.nicurriculum.org.uk/curriculum_microsite/uict_ks1_and_ks2/tasks_and_exemplification/task_list/index.asp
to complete over the course of the year (Sept-Oct, Nov-Dec, Jan-Mar). The selection of these tasks will be overseen by the ICT coordinator to ensure that all curriculum requirements are being covered (5 Es) and a wide range of desirable features are being demonstrated.
- If any teacher feels a suitable task cannot be found within the task list then one will be planned with the help of the ICT coordinator to ensure that it is meaningful, purposeful and relevant.
- As tasks are completed samples of work will be given to the ICT coordinator who, in association with the class teacher, will carry out internal standardisation. Samples of work and evidence of children working will be kept within the ICT coordinator file.
- Feedback regarding completed tasks from teachers and pupils will be given to the ICT coordinator.
- During May 2018 ICT coordinator will meet with teachers individually or in key stages to discuss completed tasks, assess quality and standards, identify best standards and plan for the following year.

Action Plan 2017– 2018

Area of Responsibility; Literacy					
Areas for Development:					
<ul style="list-style-type: none"> • Talking and listening- <ul style="list-style-type: none"> ○ use talking and listening as a basis for good literacy practice and as an integral and important part of learning across the curriculum ○ develop a more robust monitoring and evaluation process for talking and listening throughout the school. • Writing- <ul style="list-style-type: none"> ○ develop independence and progression in writing ○ continuity in the quality of handwriting / presentation throughout the school ○ review of current planning and practise for Linguistic phonics in Foundation Stage • Reading <ul style="list-style-type: none"> ○ Update reading record lists in line with revised book order from last year 					
Objectives	Success criteria	Actions to bring about improvement	Time/materials/ staff dev including costings	Staff/lead resp/ External Support	Timescale
<p>Talking and listening- Use talking and listening as a basis of good literacy practice and as an integral and important part of learning across the curriculum</p>	<p>Children will engage with opportunities/tasks for talking and listening that are purposeful, challenging and enjoyable</p> <p>Children will have opportunities to develop confidence and use talking and listening for both communicating and learning</p>	<p>All staff informed of action plan targets in Literacy for the incoming year and reminded of the focus and importance of linking talking and listening within classroom practice.</p> <p>Staff reminded to refer to Literacy Framework for guidance on statutory requirements when planning for talking and listening for their year group.</p>	<p>Whole school staff meeting 4th September</p> <p>Literacy framework</p>	<p>Literacy coordinators to lead.</p> <p>Mrs Currie</p>	<p>Ongoing from September 2017</p> <p>4 week programme</p>

<p>Develop a more robust monitoring and evaluation process for talking and listening throughout the school.</p> <p>Writing- develop independence and writing technique across key stages</p>	<p>There will be evidence of staff evaluating the effectiveness of talking and listening activities at the end of 6 week plans.</p> <p>Evidence gathered through a variety of ways, e.g. classroom observations, display boards, photographs, KWL grids and ICT</p> <p>All children will have been assessed using the criterion provided. A baseline is established for all pupils.</p> <p>Children will have experience of editing and self- evaluation of their work across all key stages.</p>	<p>Delivery of DELTA programme to inform parents on how to encourage and assist with early listening and talking at home in the early years Children will be aware of an expectation that everyone will get involved, during T&L sessions Children will engage in a variety of learning strategies eg. open-ended questioning, hot-seating, groupings</p> <p>Teachers will use alternatives to teacher whole class interaction-e.g pairs / discussion groups</p> <p>Children making use of ‘thinking time’ before responses are given</p> <p>Use will be made of the ‘Speaking and Listening Assessment – Criterion Scale’ to evaluate children’s progress.</p> <p>Use of CCEA assessment tasks to back up teacher assessment for end of year reporting.</p> <p>Staff will integrate areas of S.P.A.G in pieces of writing in a contextualised manner and not solely through stand - alone grammar exercises.</p> <p>Evidence of a consistent and regular use of writing scaffolds and checklists to help improve the quality of their written work</p> <p>Children engage in planned opportunities for independent writing activities that are closely linked to reading experiences as outlined in</p>	<p>BELB - Primary Literacy Resource for Talking & Listening for KS1 & 2</p> <p>Levels of progression in Communication</p> <p>CCEA tasks</p> <p>Key Stage meetings used for teachers to present evidence of their Good Practice.</p> <p>Book scoops and Classroom observations in</p>	<p>All staff</p> <p>Literacy coordinators to lead.</p> <p>Literacy coordinators to lead</p>	<p>Oct – Nov 2017 September 2017</p> <p>September 2017- June 2018</p>
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<p>Improve continuity in the quality of handwriting / presentation throughout the school.</p>	<p>There will be evidence of a consistent approach to marking for improvement in children's written work</p> <p>All children will develop a legible and neat handwriting style.</p>	<p>Primary Framework and other areas of the curriculum</p> <p>Staff will continue to use Walt and Wilf to focus and direct children's learning . Children involved in deciding agreed success criteria for self-evaluation of work. Constructive plenaries to help with assessment and future planning will continue to be used daily</p> <p>Each class teacher has responsibility to observe and aim to correct letter formation and writing style</p> <p>There will be continuity in regular handwriting practice from P1-P7, with the aim of developing fluency and presentation</p> <p>Staff to meet and agree on the possible introduction of using flicks in foundation to make the transition to joined script easier</p>	<p>line with current industrial action</p> <p>All staff and parent involvement</p>		<p>September 2017-June 2018</p>
<p>Review of Phonics</p>	<p>The planning of differentiated progression in phonetic awareness will be evident in teacher's 6 week plans</p>	<p>Review of current planning for Linguistic phonics at stage 1 to ensure it is line with the updated order of sounds</p> <p>Stage 5 sounds being introduced at the later end of foundation stage so children progressing into Key stage 1 have a greater awareness and experience of vowel sounds.</p>	<p>Stage 1 sounds update – Clounagh website</p>	<p>KS1 teachers & Literacy Co Sep 2017</p>	<p>Staff meeting 11th September</p> <p>Staff meeting 11th September</p>
<p>Reading – Update of Reading records</p>	<p>Up to date reading records produced for teacher / C Asst use</p>	<p>Lists updated by classroom assistants</p>	<p>SDD if necessary</p>	<p>KS1 teachers & Literacy Co</p>	<p>By Jan 2018</p>

Strategies used to Monitor and Evaluate

- Plenary! Teachers must give, and receive, feedback from children on their learning and use conversation and carefully framed questions such as “How can we....?”, “Can you find a way to...?”. This is crucial in monitoring and developing their knowledge.
- Teachers will include in their half term plans and evaluations, the form of writing and strategies/teaching approaches used to develop that writing. Coordinators will monitor if this has been included and have any discussions needed to further clarify/ remedy.
- Observation periods and feedback (subject to industrial action) - A focus for classroom observations, and walk-throughs, will be to ascertain if a particular form of writing is being taught as discussed/ agreed and if it is of a sufficient standard. Coordinators will expect to see marking for improvement in book scoops and class visits. Feedback will be given to teachers.
- Monitor and provide feedback to teacher on their half term Evaluation and subsequent Plans. Following on, each half-term’s evaluations will be monitored to see how each class is progressing.
- Progress will also be monitored through Key Stage Meetings from discussions with each teachers.
- Feedback from staff regarding the reading challenges, Reading Partnership and Pair Reading will be used to inform how successful each was and will further inform future planning.
- Parent information leaflet prepared by coordinators and delivered to parents at an information evening/ parent interviews.
- Providing feedback to parents twice during the year
- Self-evaluate continually and constructively.

Area of Responsibility: Numeracy & Key Stage 2 **Action Plan 2017 – 2018**

Areas for Development:

- **Children will have more opportunities to engage in open ended problem-solving & investigative work.**
- **Development of Mathematical language & strategies used by children to do calculations mentally.**
- **Ensure resources for the ‘Measures’ area of Numeracy are in place.**

Objectives	Success criteria	Actions to bring about improvement	Time/materials/ staff development including costings	Staff/lead responsibility/ External Support	Timescale
Children more confident with investigative work & open ended problem-solving	Children presented with more opportunities to engage in these types of activities	Embed more investigative and open ended tasks in weekly lessons	Directed time Key Stage Meetings	Staff supported by Co-ordinator	Ongoing throughout the year
Children will develop their confidence with using mathematical language & strategies	In class children will be able to confidently & correctly used mathematical language in context & explain strategies used to arrive at answers	Children throughout the school are given opportunities to explain strategies used when doing mathematical calculations. Use of mathematical language by teachers & pupils in lessons. Effective questioning techniques to ensure children understand and can explain their thinking	Directed time – focus on this aspect when planning lessons. Share with classroom assistants focus of explaining strategies & use of correct language.	Staff – teachers & classroom assistants	Ongoing throughout the year
Resources readily available for the	Teachers can centrally access resources	From audit done in June & discussions with teachers source equipment/resources	Discussions	Staff & co-ordinator	By mid October

<p>'Measures' area of Numeracy</p> <p>Children in P3 – P7 given opportunities to use 'Mathletics' program</p>	<p>Each child will use program at least twice/month</p>	<p>Integrate 'Mathletics' into planners & teaching notes</p>	<p>Directed time to source resources</p> <p>Directed time</p>	<p>Co-ordinator & Staff from P3 – P7</p>	<p>Registration done in Sept. Ongoing use throughout the year</p>
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Strategies to Monitor and Evaluate

- Plenary! Teachers must give, and receive, feedback from children on their learning and use conversation and carefully framed questions such as “How can we....?”, “Can you find a way to...?”. This is crucial in monitoring and developing their knowledge. .
- Evaluation of half term plans to Principal - Areas identified as being 'less effective' will be noted and evidence of inclusion of activities in half-term plans will be monitored throughout the year. Following on, each half-term's evaluations will be monitored to see how each class is progressing.
- Progress will be monitored in Key Stage Meetings from discussions with each teacher. Also from discussions with the individual teachers, assessment will be made of the relevance of each teacher's content in line with our current policy. Through book scoops I will see each class' content & will check this with the Policy document. Feedback will be given to teachers.
- Monitor and provide feedback to teacher on their half term Evaluation and subsequent Plans – Teachers will include in their half-term evaluations what investigations and open ended problem-solving activities were done. As co-ordinator of Key Stage 2, I will monitor this has been included in P5 & P6 evaluations. If discussions are required with an individual teacher I will follow up with these for clarification.
- Observation periods and feedback - A focus for a classroom observation in each of these classes will be to see this type of work being carried out.
- Providing feedback to parents twice during the year
- Self-evaluate continually and constructively.

<p>~ to include questionnaires, after school sessions, reading sessions, stay and play and big bed time read sessions</p>	<p>Parents more aware of and involved in their child's learning.</p>	<p>Questionnaires to parents carers to focus on what they can do for the school, how and if they would like to be involved in their child's learning, what they found helpful, what would be more helpful.</p> <p>Big Bedtime read sessions for parents and children – lending libraries and guided reading sessions.</p> <p>After school time for parents / grandparents e.g. crafts, jumping clay, etc.</p> <p>Stay and play and reading sessions for parents / significant person to the child</p>	<p>SDD</p>	<p>Principal Nursery staff</p>	<p>First questionnaire and big bed time read sessions term 1, after school sessions term2/3 and stay and play term 3.</p>
<p>- Develop the use of ICT for recording and analysing children's work. ~ Use of see-saw app.</p>	<p>See-saw app used to observe and record children's learning.</p> <p>Use skills view (Seesaw plus) to target children who need further support in each area.</p>	<p>App used to record observations.</p> <p>Upgrade app to include skills view to see which children need further support in each area.</p> <p>Investigate the use of see-saw parents app to keep parents informed about their child's learning.</p>	<p>SDD Teaching time After school</p>	<p>Principal Nursery staff</p>	<p>End of term 1 app in use and skills view in action.</p>
<p>- Develop further links between Nursery and Foundation stage</p>	<p>Close links between Nursery and Foundation stage.</p> <p>Progression in play between Nursery and foundation stage is developed.</p>	<p>Nursery clusters and sharing good practice.</p> <p>Foundation stage meetings</p> <p>Class visits</p> <p>Sharing of planning and good practice</p>		<p>Principal Nursery staff Foundation stage staff</p>	<p>Ongoing – begin Sept 2017</p>

Strategies to Monitor and Evaluate

- Monthly / half term plans and evaluations to principal.
- Outdoor development folder kept and updated.
- Evidence of outdoor play in observations, children's folders and app.
- Seesaw app and individual folders / clipboards kept for each child to monitor progress and learning
- Seesaw skills view downloaded and in use
- Parental volunteer questionnaires to parents to encourage involvement in learning.
- Specific Nursery parental questionnaires filled in and evaluated to inform future planning
- Closer links between Nursery and Primary One – regular meetings held.

Action Plan – Principal 2016/7

Child Centred Provision

- **Pastoral Care**
- **Child Protection**
- **SEN-interventions/support**
- **Inclusion/diversity**
- **Pupil Involvement**

Objectives/targets to bring about improvement	Success criteria	Actions to bring about improvement	Time/materials/staff development including costings	Staff/lead responsibility/ Ext Support	Timescale
<p><u>Pastoral Care</u> To provide adequate response for children with Anaphylactic responses to allergies in school</p>	<p>Class teachers and classroom assistants trained in use of epipen</p>	<p>Refresher training in Epipen/ Anaphylaxis / Epilepsy for 3 teachers and 4 CAs (Aug)</p>	<p>Baker Day 29th August</p>	<p>Eldon, Currie, Jeffers, McClung, McGucken, Allen.</p>	<p>August 29th 2017</p>
<p><u>Child Protection</u> To ensure staff compliance with Child Protection requirements.</p>	<p>All staff have refresher training in Child Protection</p>	<p>Principal (Designated teacher) to deliver refresher training in CP</p>	<p>PRINCIPAL</p>	<p>All Staff</p>	<p>January 2018</p>
<p>To ensure Board of Governors are trained in their obligations in regard to Child Protection</p>	<p>Governors with responsibility have access to Governor training programme</p>	<ul style="list-style-type: none"> • Governor training events circulated to Governors • Specific Governors to complete Child Protection Training by June 2018 	<p>Governors</p>	<p>Governors</p>	<p>Completion by June 2018</p> <p>Completion by June 2017</p> <p>Completion by June 2018</p> <p>October 2017</p>
				<p>Principal</p>	

<p><u>SEN-interventions</u> <u>/support</u> Effective SEN provision is provided within school to meet the needs of all pupils</p>	<p>Intervention measures show pupil progression as a result of those measures.</p>	<p>IEP's pro forma amended to record pupil's strengths. More robust monitoring procedures to record progress ; eg observations / ipad clips / written evidence/ % targets met at review period Increased use and dissemination of CPD materials by SEN teacher. Follow through identification of 'concerns' into planners in the particular aspects of literacy / maths where those concerns were identified. Records maintained of results of any intervention strategy used – Reading Partnership / Paired reading etc.</p>	<p>SEN teacher and Principal Principal and staff Principal</p>	<p>SEN Teacher All Staff within half term plans</p>	<p>June 2018 Oct 2017 Throughout the year. Throughout the year.</p>
<p><u>Healthy School</u> Children learn about and adopt the elements of a Healthy lifestyle.</p>	<p>Pupils take part in Health and fitness related activities during our Healthy Lifestyle week. (Exercise challenge, fruit tasting, diet planning etc.)</p>	<p>'Ourselves' element of WAU -promotion through annual Fitness and Healthy Eating Week. -access to sporting activities after school and in local sports competitions. -Invite outside agencies to address children on health issues.</p>	<p>Mrs Jeffers and all Staff Principal Mrs Jeffers</p>	<p>Miss Bates Mrs Jeffers Mrs Jeffers Principal</p>	
<p><u>Inclusion/diversity & Pupil Involvement</u> To increase the element of 'pupil voice' within decision making in school</p>	<p>Pupil will have influence on some of the decisions which effect them and their learning environment.</p>	<p>Higher profile of circle time. Pupil involvement in decisions eg .Eco committee / After school activities/ snack menu</p>	<p>All staff Miss Bates - Eco All staff</p>		

High Quality Teaching & Learning				
Objectives/targets to bring about improvement	Major Focus	Nursery, Foundation and KS 1 ICT	KS2, Numeracy, Literacy and WAU	Input from Principal
<p><u>Curriculum Provision</u></p> <p>See co-ordinator action plans for more detail.</p> <p>Similar targets to last year – ongoing process</p>	<p><u>Development of Roles and Responsibilities of Coordinators.</u></p> <p>Development of the capacity of middle management roles (Co-Ordinators and KS Heads) in monitoring and evaluating their area of responsibility. Dissemination and embedding of best practice across the school.</p> <p>Appointment of new Literacy co-ordinator for KS1 AND Foundation Stages.</p> <p>New WAU co-ordinator appointed.</p>	<p><u>FS</u></p> <ul style="list-style-type: none"> To develop further childrens’ understanding of mathematical language and make connections in their learning To develop further monitoring and evaluating of learning in Foundation Stage To develop further childrens’ writing, reading and listening skills in Foundation Stage and promoting independent learning. <p><u>Nursery</u></p> <p>- finalise the development of the Nursery outdoor area. ~ to include areas where children can self select resources enhancing their creative and investigative play outdoors.</p> <p>- Continue to encourage more parental involvement in Nursery.</p>	<p><u>KS 2 and Numeracy</u></p> <p>Children more confident with investigative work & open ended problem-solving</p> <p>Children will develop their confidence with using mathematical language & strategies</p> <p>Resources readily available for the ‘Measures’ area of Numeracy. Children in P3 – P7 given opportunities to use ‘Mathletics’ program</p> <p><u>Literacy</u></p> <p>Talking and listening-</p> <p>-Use talking and listening as a basis of good literacy practice and as an integral and important part of learning across the curriculum</p> <p>-Develop a more robust monitoring and evaluation process for talking and listening throughout the school.</p> <p>Writing-</p> <p>-develop independence and writing technique across key stages</p>	<p>Overview of all development in Areas of Responsibility</p> <p>Facilitating Staff meetings and training sessions.</p> <p>Organising SDDs and Baker Day content.</p> <p>Collating Half term plans for co-ordinators</p> <p>Evaluating and monitoring progress.</p> <p>Mentoring co-ordinators.</p>

~ to include questionnaires, after school sessions, reading sessions, stay and play and big bed time read sessions

- Develop the use of ICT for recording and analysing children's work.

~ Use of see-saw app.

- Develop further links between Nursery and Foundation stage

KS 1

- Extend assessment of own work, focusing on the skills of talking and listening and writing.
- Children will develop their confidence using mathematical language.
- Children will use strategies, investigative work and open ended tasks
- Further develop marking for improvement.

ICT

- Internal standardisation carried out (SDD)
- Development of teaching and learning of ICT throughout the school to ensure continuity and progression.
- Monitoring and Evaluation, through scrutiny of planning and evaluations, to assess ICT provision, quality and standards.

Improve continuity in the quality of handwriting / presentation throughout the school.

Review of Phonics

Reading – Update of Reading

records-book bands to link with genre and themes from primary literacy.

WAU

- Ensure a more investigative and enquiry-based approach within WAU learning, particularly within science and technology.

Curriculum content to be reviewed to reduce overlap and more emphasis on developing skills.

Achieve Eco Schools NI Silver Award and commence working towards Green Flag.

Effective Leadership					
Objectives/targets to bring about improvement	Success criteria	Actions to bring about improvement	Time/materials/staff development including costings	Staff/lead responsibility/ Ext Support	Timescale
<p><u>School Development Plan</u> Review year 3 of 3 year SDP. Formulate new 3 year plan Finalise Action Plans for all Areas of Responsibility</p>	<p>Meets the requirements of the school.</p> <p>Meets the requirements laid down by DENI</p> <p>Is approved by the Board of Governors. Successful implementation during the year.</p>	<p>The School Development Plan; -Last year's plan reviewed. -Consultation with stakeholders to prepare new 3 year SDP;</p> <ul style="list-style-type: none"> ○ Teachers ○ Non teaching staff ○ Parents ○ Pupils <p>-Submit to BoG for consultation and approval. - Implemented throughout the year - Place a simplified version on website. Plan monitored and evaluated throughout the year – report back to Governors as agenda item each meeting by Principal</p>	<p>Co-ordinators have use of Baker Day August 2017.</p> <p>Use of SDDs during year</p>	<p>Co-ordinators have use of Baker Day August 2016</p>	<p>May 2017 – Sept 2017</p> <p>Throughout year.</p>
<p><u>CPD (Staff Development)</u> Curriculum leadership</p> <p>Facilitate sharing of Good Practice.</p>	<p>New Co-ordinators develop their roles within their area of responsibility – Literacy and WAU</p> <p>Peer observation and sharing of Good Practice by staff.</p>	<p>All co-ordinators to develop Monitoring & Evaluating Strategies to include;</p> <ul style="list-style-type: none"> ● Book Scoops, ● Classroom Observation, ● Data Analysis, ● Scrutinising half term evaluations and planning, daily notes etc <p>Co-ordinators to visit classes and identify good practice. <i>(Subject to industrial action)</i> Other staff given opportunities for sharing of good practice – KS meetings or SDDs</p>	<p>Principal to facilitate</p>	<p>Principal</p> <p>Co-ordinators and all staff.</p> <p>Principal</p> <p>Co-ordinator and Principal</p>	<p>Throughout year.</p> <p>Throughout year.</p>

<p>Possible engagement with Erasmus+ programme</p> <p><u>Financial Management</u></p> <p>Sound management of school finance with allotted resources.</p> <p><u>Board of Governors</u></p>	<p>Explore possibility of resuming European links within Erasmus +</p> <p>Produce 3 year financial plan for school</p> <p>Regulate and control financial resources.</p> <p>Members to receive relevant training opportunity</p>	<p>Nursery</p> <ul style="list-style-type: none"> Continuation of local Nursery cluster groups to share good practice, ideas, resources and identify area of need to arrange professional training sessions. <p>Attend information sessions regarding Erasmus Make contact with possible partners with suitable project ideas / plans</p> <ul style="list-style-type: none"> Use monthly financial reports to assess expenditure for year. Review budget in light of out-turn statement. Prepare draft budget for BoG Submit to BoG for approval then SELB Monitor monthly expenditure against plan, making savings where possible <ul style="list-style-type: none"> Minor works application submitted for new replacement Nursery Unit to comply with up to date specifications based on building handbook. <p>Existing and new members to receive timely advice on training opportunities. Focus on Child Protection measures</p>	<p>Principal</p> <p>Monthly evaluation. Reported as an agenda item to BoG</p>	<p>Principal</p>	<p>Throughout year. September 2017 - June 2018</p> <p>Throughout year.</p>
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School Connected to Its Local Community					
Objectives/targets to bring about improvement	Success criteria	Actions to bring about improvement	Time/materials/ staff development including costings	Staff/lead responsibility/ Ext Support	Timescale
<p>Communication /relationships/ projects</p> <p>Links with educational agencies and others</p>	<p>School is contributing to and serving the community through developing contacts with parents, hosting events and working with other schools in the wider community.</p> <p>Children benefit from our links with Educational and Health Agencies</p>	<ul style="list-style-type: none"> • Events file on display in school • School events eg Xmas concert Spring concerts Prize Day Sports Day • After school activities • P7 residential trip with Ballytrea and Donaghey schools. • Parent Support Group events in school • Participation in local music/sports events and competitions. • Regular newsletters to parents • School Website updates <p>Referrals to SELB specialist services Referrals to RISE</p>			<p>Throughout year</p> <p>Throughout year</p>