

Harbinger School Development Overview 2010-2011

| Area  | What  | Time    |
|---|---|---------|
| <p><u>School Self-evaluation</u></p>  | <ul style="list-style-type: none"> <li>○ To communicate and ensure school values &amp; vision are clear and effective across and throughout all aspects of school life</li> <li>○ To monitor and develop quality and effectiveness of teaching and learning</li> <li>○ To continue to use Group8 toolkit for performance management - all staff</li> <li>○ To use the SEF to seek evidence of strengths and understand areas that require development</li> <li>○ To develop staff - middle management</li> <li>○ FMSIS</li> </ul>   | Ongoing |
| <p><u>Curriculum Development</u><br/><i>A personalised and creative curriculum for Harbinger</i></p> <p>SEN - development</p>       | <ul style="list-style-type: none"> <li>○ To build on the curriculum design established 2010:               <ol style="list-style-type: none"> <li>1. To use every opportunity in the school and extended day for learning through a range of styles, events, experiences, places and environment</li> <li>2. To teach and learn within appropriate, exciting, 'real' themed content that broadens and contextualises learning</li> <li>3. To ensure the <u>core</u> aspects of the Rose curriculum imbedded in planning</li> <li>4. Ensure resources reflect all of our community and challenges inequality</li> </ol> </li> <li>○ To ensure planning is efficient and cohesive reflecting both individual needs and progress throughout the phases</li> <li>○ To write a specific Maths and English Framework (including planning format)</li> <li>○ The curriculum is challenging and reflects our high expectations of all pupils</li> <li>○ SEN/SENCO: training/ monitoring / development of 'structured conversation'</li> </ul> | Year 2  |
| <p><u>Maths</u><br/><i>to improve all pupils progress &amp; achievement in Maths - particularly operations and calculations</i></p> | <ul style="list-style-type: none"> <li>○ To rewrite the maths framework so that understanding number and calculation are focussed learning in the first 4 weeks of every half term</li> <li>○ That the maths framework matches the 'APP' framework to ensure ease and accuracy of assessment</li> <li>○ To continue CAME</li> <li>○ To continue Ocean Maths sessions/ parents</li> <li>○ 1:1 teaching</li> </ul>  | Year 1  |
| <p><u>English</u><br/><i>To improve pupils progress &amp; achievement in English - particularly oracy and writing</i></p>           | <ul style="list-style-type: none"> <li>○ ECAW</li> <li>○ Skills sessions -</li> <li>○ Expectations for handwriting in KS1 - to improve 'flow' and presentation of written work</li> <li>○ Agreements on Big Writing and skills teaching (framework)</li> <li>○ Assessment and feedback are responded to</li> <li>○ 1:1 teaching</li> </ul>  | Year 3  |
| <p>Marking and Assessment</p>   | <ul style="list-style-type: none"> <li>○ Induction of new staff (AfL)</li> <li>○ Clarity of all staff around responsibilities and expectations:               <ul style="list-style-type: none"> <li>Marking agreement in phases - minimum and regularity</li> <li>Agreement of all staff in class to mark work(support/ TAs etc)</li> <li>Development of improvement prompts</li> </ul> </li> <li>○ Monitoring of assessment/ marking and 'action' feedback with time limits</li> <li>○ Ensuring all marking and assessment meets school's AfL model</li> </ul>  | Year 3  |
| <p>The Arts</p>   | <ul style="list-style-type: none"> <li>○ Continue art specialist into all classes - to ensure breadth and developing teacher expertise</li> <li>○ Use and development of capital resources to ensure sustainability</li> <li>○ Reframe focus of 'the arts' as central to learning across curriculum</li> </ul>  | Year 4  |
| <p>Extended Schools</p>   | <ul style="list-style-type: none"> <li>○ Developing sustainable offer in light of cuts to budget -particularly after school clubs               <ul style="list-style-type: none"> <li>referral (school social worker)</li> <li>Parent / community offer</li> </ul> </li> <li>○ Working across local area and with local schools to share/ signpost offer</li> </ul>  | Ongoing |
| <p>Pupils</p>   | <ul style="list-style-type: none"> <li>○ School Council</li> <li>○ Pupil voice</li> <li>○ Developing pupil responsibility</li> </ul>  |         |
| <p>Governors</p>  | <ul style="list-style-type: none"> <li>○ Governors workplan/ agreement - to be a critical friend to the school</li> </ul>   | Ongoing |