

Harbinger School Development Plan Overview 2009-10

Area	What
<u>School self evaluation</u>	<ul style="list-style-type: none"> ○ To continue to develop SSE, work on vision and values and Group 8 coaching ○ To monitor and develop staffing structure and Job descriptions - Assistant/ D Head role ○ To use the questions in the SSE cycle/ SEF to seek evidence of strengths & understand areas for development ○ To monitor and develop quality of teaching and learning ○ Performance Management for all staff
<u>Curriculum Development</u> A more personalised and creative curriculum for Harbinger	<ul style="list-style-type: none"> ○ To use the proposed new curriculum to design a curriculum for our school and our pupils that meets our school ethos and values. ○ To use every opportunity in the school and extended day for learning through a range of styles, events, experiences, places and environment ○ To teach and learn within appropriate, exciting, 'real' themed content that broadens and contextualises learning ○ To ensure the core aspects of the new curriculum (Social, Personal & Emotional, and Learning & thinking skills, Literacy, numeracy and ICT capability) are imbedded into planning ○ Ensure resources reflect all of our community and challenges inequality - No Outsiders project
<u>Marking and Assessment-</u> (OFSTED) to ensure consistency in assessment and marking	<ul style="list-style-type: none"> ○ To develop AFL success criteria constantly across all classes ○ To develop AFL marking constantly across all classes ○ To ensure that pupils understand the assessment of their work, how to improve and have input into feedback ○ To monitor marking and assessment
<u>English</u> To improve pupils progress and achievement in English - particularly oracy and writing	<ul style="list-style-type: none"> ○ Use of APP to plan work and assess pupils to ensure pupils make progress from baseline in broad and balanced way ○ Develop real independence and choice in writing- may use Big writing to ensure pupils have both stimulation and extended time to write. ○ Continue to use visual literacy (pictures/ drama/ film/ music etc) to develop and contextualise writing ○ Targeting pupils for interventions - (from class profiles) ○ Ensure pupils are writing for a purpose/ reason ○ Provide after school clubs that support the development of oracy and writing ○ To improve handwriting
<u>Maths</u> to improve pupils progress and achievement in Maths - particularly operations and calculations	<ul style="list-style-type: none"> ○ Use of APP to plan work and assess pupils to ensure pupils make progress from baseline in broad and balanced way ○ Involve parents in children's learning through workshops and homework ○ In lessons plans for pupils to reflect and talk about the processes and strategies they use to develop problem solving skills ○ Plan for each class to have one 'real life' maths project a term
<u>The Arts-</u> To use specialist schools pilot to develop creativity and the arts throughout the whole curriculum	<ul style="list-style-type: none"> ○ Planning to x-curricular proforma ○ Specialist teacher programme including Foundation stage ○ Working with Arts 'Experts' ○ Links with dance teacher at secondary specialist school - KS1/2 ○ Singing playgrounds project - student led for more 'harmonious' playtimes! ○ Animation inset/ w-sops to support Arts/ IT programme CONFERENCE ○ After school clubs supporting ARTS
<u>Out of school learning</u> - To ensure that the extended schools	<u>Out of school learning - extended schools</u> <ul style="list-style-type: none"> ○ Develop vision for extended curriculum provision - coordinator / engage with Lap 7/8 group ○ To continue and develop quality out of school provision ○ Bikeit ○ Parents classes/ events ○ Use of 'Parents Room'
<u>Governors</u> - to develop their roles and responsibilities	<ul style="list-style-type: none"> ○ To develop Governors as a 'critical friend' ○ Governors Action plan ○ New parent governors
<u>Pupils</u> Especially input and feedback on curriculum	<ul style="list-style-type: none"> ○ School Council ○ Fund-raising e.g. Harvest sports /relief ○ School environmental awareness policy - class foci(cont) ○ Bikeit continued ○ Song leaders continued ○ Group 8