

West Park CE Primary School Development Plan (SDP) 2021-22

OBJECTIVES FOR 2021-22

Objective 1 The quality of education	<ul style="list-style-type: none"> •To prioritise early reading, phonics and reading to enable pupils to successfully access the full curriculum. •To ensure all year groups achieve high quality outcomes through cohesive and thorough coverage of the national curriculum •To ensure we provide high quality teacher modelling, questioning and verbal feedback across our school, using Durrington Research School (DRS), Rosenshine and Mary Myatt resources. •To ensure that resources and support are well matched so that working towards and aspiring to meet pupils develop fluency and confidence as they learn. •To ensure our teaching and resourcing include examples and texts from a range of diverse sources.
Objective 2 Behaviour and attitudes	<ul style="list-style-type: none"> •To support all pupils to become self-regulated learners using DRS, Rosenshine, EEF memory and Metacognition materials •To ensure all staff follow all behaviour expectations fairly and consistently, creating a safe and calm environment across our school. •That MMS staff actively follow this expectation as seen in their behaviour and attitudes.
Objective 3 Personal development	<ul style="list-style-type: none"> •To ensure all children are safe and can easily access support in school. •To ensure that all enrichment opportunities are carefully planned and resourced so that pupils develop their enjoyment of the wider curriculum and experience regular opportunities to work beyond the academic curriculum during this year of enrichment. •To reintroduce wider play opportunities for active play and in larger groups.
Objective 4 Leadership and management	<ul style="list-style-type: none"> •To further develop subject leaders' roles so that they contribute fully to pupils' achievement through: •Having regular opportunities to work together and with other subject leaders •Accessing support, CPD and updates from the relevant professional associations •Use Rosenshines Principles to increase effectiveness and consistency of provision and practice in all subjects
Objective 5 Evaluating the quality of early years education in schools	<ul style="list-style-type: none"> •To embed the requirements of the new EYFS framework •To ensure the EYFS curriculum provides no limits or barriers to the children's achievements in line with the new EYFSP Framework for 20-21.
Objective 6 Christian Distinctiveness	<ul style="list-style-type: none"> •To build on partnerships with our local parish Church and team, especially to develop worship opportunities through the Growing Partnerships work. •To return to collective worship beyond the classroom, creating opportunities for pupils to deepen their own spirituality through reflection and prayer together as a wider school family both inside and outside. •To improve pupils voice in the development of worship and enable them to be more involved in the planning and leadership of worship through the Worship leaders group.

THE QUALITY OF EDUCATION-	
Parents	<ul style="list-style-type: none"> • To promote reading and to support your child in reading regularly • To take part in all progress conversations to ensure they are informed about their child's progress and next steps • To share the weekly homework tasks and films and support their child in completing these to a good standard • To work closely with all staff including SEND and pastoral as required, keeping school informed of any issues or concerns and then working with us to access support and resolve any issues • To read the relevant Parent information handbook and ½ termly curriculum outlines asking the class teacher for clarification as required • To engage with Dojo and Google classroom training so you can support your child with homework
Pupils	<ul style="list-style-type: none"> • To read regularly • To try my best in every lesson • To try my best in all my home learning activities every week
BEHAVIOUR AND ATTITUDES	
Parents	<ul style="list-style-type: none"> • To ensure pupils play a highly positive role in creating a school environment in which the things we have in common are shared and celebrated, where difference is valued and nurtured, and bullying, harassment and violence are never tolerated • To liaise with staff to support this expectation • To support the behaviour expectations of our school and work with staff to improve this as required • To ensure your child comes to school on time and has good attendance and to work with staff to improve this if required.
Pupils	<ul style="list-style-type: none"> • To play a highly positive role in creating a school environment in which the things we have in common are shared and celebrated, where difference is valued and nurtured, and bullying, harassment and violence are never tolerated • To actively support the wellbeing of other pupils • To follow our school rules

PERSONAL DEVELOPMENT

Parents	<p>To support our work in Personal Development by:</p> <ul style="list-style-type: none">• Supporting our work in HRE/Values Curriculum• Engage with pastoral support when necessary using worries@westparksch.co.uk email• Ensuring their child has a healthy diet and an active lifestyle• Promoting equality and diversity at home and school• Support and engage in extended curriculum opportunities
Pupils	<ul style="list-style-type: none">• To look after my body by being active at playtimes• To speak to an adult if I need help or have a worry about myself or someone else

LEADERSHIP AND MANAGEMENT

Parents	<ul style="list-style-type: none">• To refer any pupils or families to staff or directly to Integrated front door if necessary• To actively support all the safeguarding work we do at our school, engaging effectively with staff and agencies as required to ensure all of our pupils are safe
Pupils	<ul style="list-style-type: none">• To speak to an adult if you have a worry or need help• To speak to an adult if you are worried about someone else

THE QUALITY OF EARLY YEARS EDUCATION

Parents	<ul style="list-style-type: none">• To ensure their own speaking, listening, writing and reading of English supports pupils in developing their vocabulary, phonics and early reading• To engage with Dojo training so you can support your child with home learning tasks• To support their child in completing all home learning tasks -especially phonics, reading and number practice• To work closely with all staff including SEND and pastoral as required, keeping school informed of any issues or concerns and then working with us to access support and resolve any issues• To promote reading and to support their child by reading to and with them each day• To take part in all progress conversations to ensure they are informed about their child's progress and next steps• To read the relevant Parent information handbook and ½ termly curriculum outlines asking the class teacher for clarification as required
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Pupils	<p>To follow the school rules-</p> <ul style="list-style-type: none"> • We are kind • We are quiet when the teacher is talking • We follow instructions right away • We let others get on with their work • We respect each other • We do our best
CHRISTIAN DISTINCTIVENESS	
Parents	<ul style="list-style-type: none"> • To be involved in the development of the garden, sharing ideas, giving feedback and providing some practical support • To support our RE curriculum, learning about Christianity and the other world faiths- Islam, Judaism, Hinduism and our values curriculum
Pupils	<ul style="list-style-type: none"> • To be involved in the development of the garden, sharing ideas, giving feedback and providing some practical support • To take an active part in assemblies, RE lessons and worship • To respect the faiths of others, to develop a sense of your own faith and spirituality as you go through our school • Worship leaders to work closely with the RE lead to improve the quality and impact of worship at our school