Subject Action Plans for Salway Ash School 2017-18

**Salway Ash CE VA Primary School**

**School Development Plan 2017-2018**

**English**

**Subject Development Issue 1**

**Raise achievement in English through improved teaching, learning and assessment of the mastery approach to English**

Success criteria:

* Develop strategies for using the mastery technique in English.
* Lesson observations during the year with a special focus on the mastery approach.
* A complete, thorough set of long-term English plans for each of the year groups to ensure that all the objectives are being covered.
* A book scrutiny of English books to ensure that classes are being taught according to the long-term plans.
* A complete set of SPTO assessments for each child.
* Improved progress from end of KS1 to end of KS2.
* A list of vulnerable children from each year group and what is being done to support or stretch them (SEN, PP, below ARE, gifted and talented.)
* Track children who are high attainers at the end of KS1 to ensure that their progress is in line with remaining as high attainers at the end of KS2. Ensure that provision is made for them to allow them to succeed at this.
* Create a system of recording opportunities for high attainers to work at greater depth.

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| Actions | Key  Personnel | Monitoring | Timescale | Resources | Outcomes | | |
| Autumn  2017 | Spring  2018 | Summer  2018 |
| Lessons observations in all classes with a focus on mastery. | S.L. | Feedback to individuals and in staff meetings where relevant. | Spring and summer terms | Time out of class. |  | Observations and feedback. | Observations and feedback. |
| Collect a set of English plans for each year group to ensure coverage of all the curriculum objectives. | S.L. | Feedback to individuals and in staff meetings where relevant. | Autumn terms | Time out of class. | Collect plans. |  |  |
| Book scrutiny based on the long-term plans | S.L. and literacy governor | Feedback to individuals and in staff meetings where relevant. | Spring and summer term | Time out of class. |  | Book scrutiny and feedback. | Book scrutiny and feedback. |
| Check assessments and data on SPTO. Ensure that data has been recorded for each child. | S.L. | Staff meetings. | Summer term |  |  |  | Check assessments and data on SPTO. |
| Review assessments and data for the year. Find strengths and weakness and create an action plan for 2018/19 | S.L. and literacy governor | Staff meetings. | Summer term | Time out of class. |  |  | Review assessments and data. |
| Make a list of vulnerable children from each year group and what is being done to support or stretch them (SEN, PP, below ARE, gifted and talented.) | S.L. | Staff meetings. | Autumn term and throughout the year. | Time out of class. | Make a list of vulnerable children from each year group. | Check what is being done for each child. | Review assessments and data. |
| Track the attainment of children who were high attainers at the end of KS1. | S.L.  L.S. | Staff meetings  KS2 meetings | At the end of each term. | - | Make a list of children who were high attainers at the end of KS1 (for each year group in KS2.)  Check their progress at the end of the term. | Check their progress at the end of the term. | Check their progress at the end of the term. |
| Check that books of high attainers are being annotated with ‘GD’ to show where opportunities have been provided. | S.L. | Staff meetings  KS2 meetings | At the end of each term. | Time out of class. | Check that books are being annotated appropriately with ‘GD.’ | Check that books are being annotated appropriately with ‘GD.’ | Check that books are being annotated appropriately with ‘GD.’ |

**Salway Ash CE VA Primary School**

**School Development Plan 2017-2018**

**Science**

**Subject Development Issue 1**

**Raise achievement in science through improved teaching, learning and assessment of the mastery approach to science**

Success criteria:

* Develop strategies for using the mastery technique in science.
* Lesson observations during the year with a special focus on the mastery approach.
* A complete, thorough set of long-term science plans for each of the year groups to ensure that all the objectives are being covered.
* A book scrutiny of science books to ensure that classes are being taught according to the long-term plans.
* A complete set of SPTO assessments for each child.
* Improved science progress from end of KS1 to end of KS2.

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| Actions | Key  Personnel | Monitoring | Timescale | Resources | Outcomes | | |
| Autumn  2017 | Spring  2018 | Summer  2018 |
| Research mastery teaching techniques in science.  All staff to try new techniques and share findings with others. | S.L.  H.C.  All teaching staff | Discussions in staff meetings on how to use mastery teaching across the curriculum.  H.C. to share her resources and ideas from the geography and history mastery courses. | Autumn and spring term. | Mastery courses. | Research teaching mastery in science. | Share resources and findings. | Develop and build on mastery teaching techniques. |
| Science leader to collect plans from all the teacher and check to ensure full coverage of the curriculum. | S.L. | Discussions in staff meetings. | Autumn term | Time out of class. | Complete set of plans.  Publish them on the school website – they may be part of class rolling programmes. |  |  |
| Lesson observations to ensure that science is being taught to a high standard throughout the school. | S.L. | Feedback in staff meetings/to individuals where relevant. | Spring term | Time out of class. |  | Observations done and feedback given. |  |
| Book scrutiny of the science books from all the classes to ensure that recordings are of a high standard. | S.L. and science governor | Feedback in staff meetings/to individuals where relevant. | Spring and summer term | Time out of class. |  | Book scrutiny done and feedback given. | Book scrutiny done and feedback given. |
| Check assessments on SPTO for all classes. | S.L. | Staff meetings. | Summer term |  |  |  | Check SPTO for assessments. |
| Review assessments and data for the year. Find strengths and weakness and create an action plan for 2018/19 | S.L. and science governor | Staff meetings. | Summer term | Time out of class. |  |  | Review assessments and data. |

**Salway Ash CE VA Primary School**

**School Development Plan 2017-2018**

***Geography***

**Subject Development Issue 1 -** Raise achievement in Geography through improved teaching, learning and assessment of the mastery approach to Geography.

Success criteria:

* Create an assessment format for teachers to track progress
* Two terms of assessment complete on assessment grid.
* All teachers to use new Geography scheme to ensure teaching is progressive
* Subject leader to complete a lesson observation on teachers.
* Subject leader to complete book scrutiny to ensure curriculum coverage.

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| Actions | Key  Personnel | Monitoring | Timescale | Resources | Outcomes | | |
| Autumn  2017 | Spring  2018 | Summer  2018 |
| Subject leader to attend Dorset conference for Geography. | HC | HC to use information gained from the conference to help teachers in school. | September | LA specialist | Subject leader to understand the Geography curriculum for all year groups and what progression in Geogrpahy looks like though out Primary school. |  |  |
| Geography Policy Created | HC, LC and All teaching staff | HC to create a policy. All teaching staff to look over and add to policy. Policy to be put on the website. | November |  | Policy created, Teaching staff to agree with policy, polcy to be put on the website. |  |  |
| School to buy Geography scheme for class teachers. | HC, LC and All teaching staff | Scheme to be bought and distributed to teaching staff.  Teachers given time to look at their units to create their long term plans for Geography. | October | Collins Connected Geography Scheme of work  £200 | Teachers to be given Geography scheme of work and create long term plan for geography. | Teachers to start using the Geography planning for teaching. | Teachers to teach second unit in geography. |
| Geography assessment format created. | HC, LC and All teaching staff | HC to explain assessment grid to teachers. Each term (starting in spring term) HC to collect data and check assessment is being complete. | October | Knowledge gained from conference.  Collins connected geography scheme of work.  Microsoft Excel. | Assessment format created and teachers talked through the assessment. | Teachers to assess first unit of Geography taught from connected geography scheme of work. | Teachers to assess second unit of Geography taught from connected geography scheme of work. |
| Teacher observations | HC, LC and All teaching staff | HC to observe one geography lesson with class teachers, including a book scrutiny. HC to create a report when completed. | March | Collins connected Geography Scheme of work.  Observation grid. |  | Teachers to have 1 lesson observation on Geography, book scrutiny to check curriculum coverage and report created. |  |
| Governors report | HC and Governors | HC to create a report for Governors on the progress made in Geography for this academic year. | June | Information gathered from observations, book scrutiny and teachers opinions. |  |  | Report created for Governors. |

**Salway Ash CE VA Primary School**

**School Development Plan 2017-2018**

***History***

**Subject Development Issue 1 -** Raise achievement in History through improved teaching, learning and assessment of the mastery approach to History.

Success criteria:

* Create an assessment format for teachers to track progress
* One terms of assessment complete on assessment grid.
* All teachers to use new History scheme of work to ensure teaching is progressive
* Subject leader to complete a lesson observation on teachers.
* Subject leader to complete book scrutiny to ensure curriculum coverage.

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| Actions | Key  Personnel | Monitoring | Timescale | Resources | Outcomes | | |
| Autumn  2017 | Spring  2018 | Summer  2018 |
| Subject leader to attend Dorset conference for History. | HC | HC to use information gained from the conference to help teachers in school. | February | LA specialist |  | Subject leader to understand the History curriculum for all year groups and what progression in History looks like throughout Primary school. |  |
| History Policy Created | HC, LC and All teaching staff | HC to create a policy. All teaching staff to look over and add to policy. Policy to be put on the website. | March |  |  | Policy created, Teaching staff to agree with policy, polcy to be put on the website. |  |
| School to buy History scheme for class teachers. | HC, LC and All teaching staff | Scheme to be bought and distributed to teaching staff.  Teachers given time to look at their units to create their long term plans for Geography. | March | Collins Connected History Scheme of work  £200 |  | Teachers to be given History scheme of work and create long term plan for History. | Teachers to start using the History planning for teaching. |
| HIstory assessment format created. | HC, LC and All teaching staff | HC to explain assessment grid to teachers. HC to collect data (summer term only) and check assessment is being complete. | March | Knowledge gained from conference.  Collins connected History scheme of work.  Microsoft Excel. |  | Assessment format created and teachers talked through the assessment. | Teachers to assess first unit of Geography taught from connected geography scheme of work. |
| Teacher observations | HC, LC and All teaching staff | HC to observe one history lesson with each class teacher, including a book scrutiny. HC to create a report when completed. | May | Collins connected History Scheme of work.  Observation grid. |  |  | Teachers to have 1 lesson observation on History, book scrutiny to check curriculum coverage and report created. |
| Governors report | HC and Governors | HC to create a report for Governors on the progress made in History for this academic year. | June | Information gathered from observations, book scrutiny and teachers opinions. |  |  | Report created for Governors. |

**School Development Plan 2017-2018**

***Religious Education***

**Subject Development Issue 1, 2 & 3**

**Success criteria:** All staff and year groups following the Understanding Christianity approach and familiar with contents including ‘Digging Deeper.’

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| Actions | Key  Personnel | Monitoring | Timescale | Resources | Outcomes | | |
| Autumn  2017 | Spring  2018 | Summer  2018 |
| 1. Develop medium term planning for RE based on units in the Understanding Christianity course.   Half-termly plans.   1. Implement school’s long term RE plan based on Understanding Christianity plus ‘other faith’ units. 2. Develop an RE week during the Summer Term   Art emphasis | All class teachers  Re Coordinator and Foundation Governors  RE Coordinator  Staff  Foundation Governors | Re coordinator x2 per term  Foundation Governors to observe and support RE teaching by attending lessons and being an “expert” contributor. Also could look at work/books/displays | Already begun; continue throughout academic year 2017/18  One week first half of Summer term | Understanding Christianity resources;  Discovery RE resource; Bibles; Jesus through Art; The Bible through Art  Art: various media; visiting Artist to run workshops | Autumn term medium planning complete  Monitoring finds correct interpretation of plans/units  through observation of lessons, talking to children and looking at  books | Spring term medium planning complete | Summer term medium planning complete  Art work that celebrates RE; items that may inform and enhance the school environment  On a Christian or other faith theme |

B Bell

**Salway Ash CE VA Primary School**

**School Development Plan 2017-2018**

***Computing***

**Subject Development Issue 1: Develop teachers’ confidence and skills with the 2014 Computing curriculum**

Success criteria:

* Suitable resources are in place for the teaching of computing to all year groups.
* Teachers have the skills to confidently teach the computing curriculum to their class.
* Children’s progress and attainment in Computing is at least in line with national expectations.

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| Actions | Key  Personnel | Monitoring | Timescale | Resources | Outcomes | | |
| Autumn  2017 | Spring  2018 | Summer  2018 |
| Ensure all necessary resources are available for all year groups. | ES (Computing Subject Leader)  DH (ICT Technician)  Class teachers | ES, DH and class teachers to explore available resources, including those we already have in school. Purchase most appropriate and cost effective additional resources as necessary. | Autumn | DH (ICT technician) | Teachers have most appropriate resources to deliver the computing curriculum. |  |  |
| Teachers have the confidence and skills to teach the computing curriculum to their class. | ES  DH  Class teachers | DH to support the teaching of computing by advising teachers and team teaching where needed. | Spring and Summer terms. | DH |  | Teachers’ confidence and skills are improving. | Teachers feel they can confidently teach the computing curriculum and children’s progress and attainment is at least in line with national expectations. |