



Steeton Primary School Development Plan 2023–2024

Quality of Education

Ofsted Framework Context	Desired Outcome	Actions towards outcome	Milestone Ref	Milestone end date
<p>Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens on staff or pupils.</p>	<ol style="list-style-type: none"> 1. Fully embed the curriculum impact cycle. 2. Carry out a data analysis review to create the following conditions for learning and assessment: <ul style="list-style-type: none"> ○ Create data fit for purpose, ensuring our assessment measures provide a rigorous enough system to inform children's next steps. ○ Create key data points in the year so that they can inform the next period of teaching in a more focused and timely fashion. (EG a data point right at the end of the summer term does not allow teachers to use end of term time to improve pupil performance) ○ Staff will have improved subject knowledge through phase moderation sessions for Reading, Writing & Maths prior to each data drop. 	<ul style="list-style-type: none"> • DHT curriculum to ensure that CIC is embedded across school. • Devise an assessment calendar which will allow for data moderation. • Train staff on a system of new moderation practices which will help inform and provide more security to our termly data drops. • In the summer term allow for early assessment with the time for moderation, improvement period and final data drop. Thus, providing secure data that all staff and leaders can see is a best reflection that pupil / teacher can provide. 	<p>QE01 QE02 QE03 QE04 QE05 QE06 QE07 QE08 QE09</p>	<p>21.10.23 12.12.23 21.10.23 21.10.23 22.03.24 17.12.23 22.03.24 24.07.24 31.05.24</p>

	<ul style="list-style-type: none"> ○ The moderation system that exists for Year 6 writing will be rolled across school in order to support a child's progress toward end of Key Stage 2 success. ○ As a result of phase moderation meeting, leaders will develop the interventions to ensure that pupils are on track to meet the end of KS2 expectations. <p>3. School leaders will set clear data expectations for each year group. This would start with an extrapolation from GLD for each year group. This would be at least GLD +5% with a clear expectation for improvement growth year on year.</p>	<ul style="list-style-type: none"> • Establish a set of Year by year age related exemplifications to support teacher and other stakeholders in the more accurate subject knowledge. • Work towards an established unified approach to exemplifications of pupil standards across reading writing and maths. 		
<p>Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.</p>	<p>4. Embed full understanding of subject overview across all relevant stakeholders.</p> <p>5. Ensure that all teaching staff have a thorough working knowledge of the teaching, monitoring and assessment processes for each subject.</p> <p>6. Develop a confident understanding of all the teaching process so that staff and pupils are able to articulate all our</p>	<ul style="list-style-type: none"> • Develop training which will develop a confident understanding of all the teaching processes across the curriculum. • Audit pupils understanding of how curriculum works and how they plug the gaps in their learning after formative and summative assessment. 	<p>QE10 QE11 QE12 QE13 QE14</p>	<p>16.12.23 16.12.23 09.02.24 22.03.24 22.07.23</p>

<p>It is clear what end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points.</p>	<p>teaching processes¹ when discussing with internal and external stakeholders (Ofsted, SLT, Governors)</p> <ol style="list-style-type: none"> 7. Ensure that staff and pupils understand what progression looks like in their classroom. Be able to provide incisive examples to: Ofsted, SLT, Governors 8. Establish a high level of understanding of how the curriculum works for our pupils. 9. Develop pupil voice to ensure that they understand how the curriculum works for them. Children will see what the processes are which improve their learning and understanding. Again, using the example of Mind, the Gap/Prove it. 10. Equally children should understand where the learning process is in the Creative Curriculum: This could be the Big Idea and how our curriculum is geared toward them finding the answers throughout the Creative Curriculum Themes. 			
<p>Leaders adopt or construct a curriculum that is ambitious and</p>	<p>Maths Set up an arithmetic strategy across school which is geared towards 85% of our pupils attaining National</p>	<ul style="list-style-type: none"> • Establish an arithmetic development strategy across school. 	<p>QE15 QE16 QE17</p>	<p>22.10.23 15.11.23 12.12.23</p>

¹ For example, children understand why they use *Mind the Gap* to plug gaps in literacy knowledge. Across the whole curriculum children should know how and why our **Learning for Life Curriculum** works towards their progression in learning.

<p>designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.</p>	<p>Standard in Maths at the end of key Stage 2.</p> <ol style="list-style-type: none"> 11. Have a clear assessment and monitoring strategy across school working towards this target. 12. All pupil progress meetings will now consider the arithmetic progress score for each year group. 13. Revise school's long-term maths plan to include a greater emphasis on Arithmetic from Y1 upwards. 	<ul style="list-style-type: none"> • Create a standardised approach to the teaching, practice and assessment of arithmetic. • Set up half termly arithmetic tests on LBQ and record on Steeton Stats to allow data to be tracked in phase/year groups. 		
<p>It is clear what end points the curriculum is building towards and what pupils need to know and be able to do to reach those end points.</p>	<p>WRITING</p> <ol style="list-style-type: none"> 14. Set up a strategy for the consistent assessment of writing across each year group. 15. Ensure that senior leaders know, through across school moderation, where the next steps for each year group are in terms of reaching an age-related progress point which will give pupils a better chance of meeting the national standard at the end of Key Stage 2. 16. SLT will ensure that interventions are made to improve data sets which present a risk to children not meeting standard at the end of KS2. <p>Presentation of Writing in books</p> <ol style="list-style-type: none"> 17. Continue to perfect the time balance of creativity in learning for life books v productivity. 	<ul style="list-style-type: none"> • Writing leader to re evaluate the writing tracker and change as appropriate. • Writing leader to work across each phase using the new tracking tool to moderate work. • All year groups to consider work across the curriculum when moderating writing in the same way that Y6 do during external moderation processes. • Provide training to staff in the standard of presentation required in learning for life books and how this stacks up 	<p>QE18 QE19 QE20 QE21</p>	<p>30.09.23 22.10.23 18.12.23 18.12.23</p>

	18. Ensure that books do not display or seems to display 'evaporated time'	against requirements for good productivity		
Leaders adopt or construct a curriculum that is ambitious and designed to give all pupils, particularly disadvantaged pupils and including pupils with SEND, the knowledge and cultural capital they need to succeed in life.	<p>READING FOR PLEASURE (RFP)</p> <p>19. Embed Reading for pleasure across school.</p> <p>20. Reading spine implemented and embedded.</p> <p>21. Ensure a full understanding from staff and pupils of the benefits of a robust Reading for Pleasure scheme within school.</p> <p>22. Ensure that the class libraries are well stocked with books that are of interest and relevance our children.</p> <p>23. Monitor the fidelity of implementation across all classes against the RFP action Plan.</p> <p>24. School leaders to measure how effective the introduction of RFP has been in terms of:</p> <ul style="list-style-type: none"> • How much children are reading at home and at school. • What effect has RFP on the wider curriculum? • What impact is it having on reading data for each year group? • Are there particular year groups that are not benefiting and why? 	<ul style="list-style-type: none"> • Review outcomes of Reading across school and present to governors QE LG committee. • Reading for Pleasure to be included int the schools exiting monitoring system. • Schedule staff meetings so that staff have full understanding of the RFP action plan and that they understand their part in the plan. 	<p>QE22</p> <p>QE23</p> <p>QE24</p> <p>QE25</p>	<p>22.10.23</p> <p>22.10.23</p> <p>18.12.23</p> <p>ongoing</p>

	What interventions do SLT need to make to ensure that all year groups and children are benefiting from RFP.			
	<p>Handwriting</p> <p>25. Research, purchase and implement RWI handwriting scheme.</p> <p>26. Handwriting consistently practised and evidenced across school so that when EYFS children progress from mark making, the steps are there for them to move forward.</p> <p>27. Eliminate pen grip and other handwriting 'bad habits' that are hard to eradicate in later years.</p>	<ul style="list-style-type: none"> • Build an evidence base of starting points to enable progress to be measured. • Provide relevant and appropriate training and resources to all staff to ensure fidelity to the scheme. • Include handwriting on monitoring calendar for phase leaders. • Feedback monitoring to WLT for them to action in each year group. 	<p>QE26 QE27 QE28 QE29</p>	

Quality of Education Milestones		By when	By whom	RAG
QE01	DHT curriculum leader to ensure that all curriculum impact grids are collated and acted upon to inform future planning.	21.10.23	EB	N
QE02	Decide an assessment grading system that best reflects the needs of new moderation process.	12.12.23	CR	N
QE03	Devise an assessment calendar to reflect the changes in assessment moderation and 'final' data drops.	21.10.23	CR	N
QE04	Provide staff training to prepare for phase moderation events prior to a data drop.	21.10.23	CR	N
QE05	Provide moderation training specifically for end of year writing using the established and statutory Y6 moderation approach.	22.03.24	EB	N
QE06	Each year group to prepare an exemplification of standard across Reading Writing maths	17.12.23	SLT	N
QE07	HOS partnership meeting to organise cross partnership session to share exemplifications.	22.03.24	SLT	N
QE08	Cross partnership exemplifications to be presented to each governing body.	24.07.24	CR	N
QE09	Review the cross-partnership training needs as a result of creating exemplifications.	31.05.24	JC	N
QE10	All staff to attend a subject on a page staff meeting sessions in order to crystalize their knowledge of teaching process across the curriculum.	16.12.23	SLT	N
QE11	Staff are able to articulate how each subject is taught, assessed provides the opportunities for children to fill in gaps in learning.	16.12.23	SLT	N
QE12	Audit children's understanding of how the curriculum works and how they know how to plug the gaps in their knowledge and understanding.	09.02.24	SLT	N
QE13	Take the findings of the audit back to SLT in order to formulate a plan if necessary to improve pupils understanding of what they access to fill their own gaps in learning.	22.03.24	SLT	N
QE14	Re audit children's understanding of how curriculum works to check if piece of development work has been successful.	22.07.23	SLT	N
QE15	Maths leader to attend PEIA partner school to see arithmetic being taught.	22.10.23	EB	N
QE16	Maths leader to bring back finding to SLT explaining the process and devise a process that would create rapid progress across school and especially year 6 in arithmetic	15.11.23	EB	N

QE17	Maths leader to set up an assessment and recording system which captures the arithmetic data across school.	12.12.23	EB	Y
QE18	Writing leader to reset the writing trackers to reflect the change in assessment practices at the end of KS2 writing.	30.09.23	CR	N
QE19	All writing to be assessed on the new tracking system to reflect the change in change in assessment practices at the end of KS2 writing.	22.10.23	CR	N
QE20	Review outcomes of writing across school and present to governors QE LG committee.	18.12.23	CR	N
QE21	Writing leader from Sandy Lane Primary School to plan and moderate with staff at Steeton Primary School.	18.12.23	DP	N
QE22	Reading for Pleasure to be included in the schools existing monitoring system.	22.10.23	CR	N
QE23	Schedule staff meetings so that staff have full understanding of the RFP action plan and that they understand their part in the plan.	22.10.23	CR	N
QE24	School leaders to provide initial evidence to QE LG governors of how effective the introduction of RFP has been in terms of: <ul style="list-style-type: none"> • How much children are reading at home and at school. • What effect has RFP on the wider curriculum? • What impact is it having on reading data for each year group? • Are there particular year groups that are not benefiting and why? 	18.12.23	CR	N
QE25	Governors to receive a termly up date on the Y6 children progress towards END of key Stage 2 Reading Assessment.	ongoing	CR	N
QE26	English lead to source RWI handwriting resources and train staff including exemplification to supplement writing moderation materials	6/11/23	CR/JD	N
QE27	Include handwriting on monitoring calendar and observe teaching	Nov 23	CR/JD	
QE28	Report on handwriting progress to governors QE LG. Include baseline evidence	18/12/23	CR	N
QE29	Provide report on handwriting progress with evidence including EYFS	Summer term	CR	N