



Achieving together in God's light

SCHOOL DEVELOPMENT PLAN 2017 – 2020

This school is committed to safeguarding and promoting the welfare of children and young people and expects all staff, governors and volunteers to share this commitment.

Achieving together in God's light.

Ethos and Aims

Vision

We are a vibrant, inclusive school with a Christian ethos flowing throughout the school day. We value the links with St Peter's Church, our Diocese and the local community. Our central purpose is to provide an excellent all round education and promote an enjoyment of learning.

Aims:

Faith

We teach the Christian faith whilst encouraging respect and understanding of other beliefs and cultures.

Self Esteem

We foster a sense of self-esteem where each member of the community feels valued and respected and diversity is celebrated.

We provide consistent boundaries and teach self-responsibility, resilience and independence whilst giving children the freedom to express and respect thoughts and feelings.

Love of Learning

We encourage children to be life-long learners through teaching a broad and balanced creative curriculum within a stimulating, safe, happy and emotionally secure environment (both indoors and outdoors). We recognise that all children have gifts and talents and actively encourage, support and challenge every child to achieve and be the very best s/he can be.

Community

We encourage all members of the school community to participate fully and to have a voice in the school's decision making processes. We value the relationship and communication between the school and wider community.

At Limpsfield Church of England Infant School we reinforce and celebrate our strengths. Yet we are not complacent and recognise that there will always be areas for development and new initiatives that will ensure we are continually moving forward.

EVALUATION OF TARGETS 2016-2017
For details of each target please see review SDP 2016-2019
Summary of progress through year 2016-2017

Development Area Teaching and Learning

Improvement Priority No 1

To increase/maintain the percentage of children meeting the 'Expected' or 'Greater Depth' standard at the end of the year in writing ('Expected' or 'Exceeding' in year R).

Evaluation June 2017

Planning is regularly reviewed and is saved on the school server for all teaching staff to access. Throughout KS1 teachers have taught punctuation, grammar and spelling consistently throughout lessons and some children have been highlighted for intervention work. See planning documents on server. Children's grammar and punctuation has shown a slight improvement, however spelling has been identified as an area in need of development across KS1.

Gap analysis is continuing on a half termly basis across KS1 and Year 2 are continually producing gap analysis using their interim framework grids so that they are aware of areas of concern. This has enabled teachers to target their teaching directly to the children's needs so that a greater number of children will meet the expected or greater depth standard. The Summer Term analysis has highlighted spelling as the most frequent reason children are unable to reach the expected standard for the end of the year.

All teachers have provided termly assessment and have recorded data onto SIMs. This data shows clearly those children who are performing well and those that need a little more support with their learning, have been identified. This data has provided a useful base for future planning.

The children requiring further interventions have been reviewed at regular pupil progress meetings. These interventions include; wave 3, precision training, handwriting focus groups, phonics sessions and team teaching targeting the broad spectrum of need within working towards, expected and greater depth.

Year R & 1 completed their phonics tracking at the end of the Easter Term. Year 2 teachers felt that it was already ongoing as part of the constant reviewing of the interim standards. It was felt that these remain important however, a review of how they are collected was felt to be required going forward into the new academic year to ensure the greatest impact.

It was decided during a staff meeting that the Spelling Policy would become integrated into the English Policy. This will need to be included in next year's SDP as part of a priority focusing on the improvement of spelling.

As a school, teachers have moderated writing, across EYFS and KS1, as part of staff meetings and the Tandridge Education Partnership schools. This has enabled teachers to gain a greater understanding of what expected looks like for each year group.

SF has attended all the Surrey network English meetings and has feedback in staff meetings. SM will attend the upcoming meeting in the summer. This has enabled all teachers to remain up to date in all areas of the English Curriculum.

Children continue to be made aware of English targets in lessons through clear marking and verbal feedback. This has been monitored through book scrutinies carried out by SF and JB. See separate reports. Children are now able to talk clearly about what is going well and what their next steps should be. They are also able to use reflective marking to comment on their work, to edit and correct.

Children are given opportunities freely to read at lunchtimes and playtimes. They are additionally given opportunities to write during these times too. It has been seen that children's enthusiasm for writing improves as a result of giving the children more opportunity to take ownership of their own learning and vocabulary.

All classes have displayed examples of children's writing throughout the year. This has developed for the children a greater pride in their work and increased their enthusiasm for improving their writing.

Success Criteria –

EYFS have shown that they have increased the percentage of children meeting expected or exceeding in writing at the end of 2017. The percentage of children achieving expected and exceeding is 93% for 2016/17 (85% in 2016). In 2017 26% were exceeding in writing – (33%.in 2016)

Year 1 have increased the percentage of children meeting expected and greater depth in writing. 69% of children achieved expected or greater depth in 2016/17 (52% in 2016). 15% achieved greater depth (12% in 2016).

Year 2 have increased the percentage of children meeting expected and greater depth in writing. 80.4% of children achieved expected or greater depth in 2016/17 (74% in 2016). 23% achieved greater depth (26% in 2016).

Although the success criteria for expected at Year 1 and greater depth for Years 1 and 2 have not been fully met this priority has been successful. The percentages were set high in order to be a challenge. The trend is upwards and we will continue to work towards raising the number of children in KS1 attaining the expected standard or working at greater depth. The percentage of children reaching greater depth has slipped slightly for Year R and Year 2

Next steps

To review the teaching of spelling throughout the school to further increase the number of children reaching the expected standard at the end of KS1.

To ensure children are receiving open ended tasks that create challenge at all levels. This priority has been identified as a next step from the Supported Peer Review, from the EYFS Moderation, through in-house observation and learning walks and through data analysis.

Development Area Teaching and Learning

Improvement Priority No 2:

To ensure that interventions remove barriers to learning and enable children to be independent, confident, resilient and effective learners.

Evaluation June 2017

June 2017

- LSAs are becoming increasingly skilled at ensuring the impact of any intervention that they are involved in is clearly documented in the appropriate book (PPG, SEND, group intervention or general LSA planning book). Teachers report that these notes are invaluable as a tool for future planning – LSAs report that it is making picking up an intervention from another LSA smoother. The objectives of the intervention are clear. This has been a steep learning curve for LSAs and teachers and will need more time to become embedded. A particular focus for the school will be the use of LSAs during inputs – particularly on the carpet.
- Data from interventions such as Precision Teaching and Learning Mentor support shows that all children have made progress from their starting points in the specific areas targeted. This may be academic or emotional progress. Data is available in the tracking folder to substantiate this. Children's views on learning are included in this tracking and show a positive impact on self-esteem and mind-set as well as emotional or academic progress.
- Two LSA meetings have taken place since January. LSAs have been proactive in sharing their expertise and which resources they find most useful. All LSAs have reported that these meetings have been extremely useful. Notes from the meeting are available in the staff room. Next steps will be for ML to ensure the impetus remains and LSAs are using the skills that have been shared across the school.
- Observations and learning walks show that interventions are implemented increasingly within class. For example – phonics lessons are whole class with children who may need extra help with certain phases taken for this help at another time in the day. This ensures children are not excluded from more challenging learning and gaps are filled without capping ongoing progress. In this way self-esteem is also kept high and children are not perceived to be "different" or "struggling"
- At times LSAs report that they do spend time with children who are working at lower standards outside the main body of the classroom and the inclusive approach to learning will need to be embedded.
- This priority has improved the opportunities for children to be independent, confident, resilient learners. At the recent Supported Peer Review the lead reviewer wrote "Children of all ages were confident and articulate and were clear about what they were learning. This is a happy, vibrant learning community, which is evidently committed to learning and growing"
- Of the LSAs she reported
"Many support staff were very well-prepared and skilfully guided children in their learning
They were well-prepared with resources
There was good communication between teachers and support staff.
In the best cases, questioning was used to skilfully guide the children forwards in their understanding"
- In order to secure the impact of this priority and to further evidence the value for money of our support intervention we recommend that this priority continues for the next academic year. The main focus will be to embed good practice, to further minimise interventions out of the classroom and to ensure that training and expertise of all our staff is disseminated and used effectively.

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Development Area “Learning and Teaching”

Improvement Priority No3:

Playtimes/PE - To increase the value of children’s play experience by supporting collaboration and social skills through a diverse choice of activities. To increase teachers CPD in Gymnastics by offering training by a Sports Professional. To develop the outdoor areas, including the reflective bench, the gazebo and the area between Apple Classroom to provide space for children to reflect and explore their spirituality.

June 2017- Learning walks carried out during lunchtimes show children playing some of these games. An area of the playground was coned off at lunchtime to allow the children a cordoned off area to play in. Lunchtime staff who have been trained are now stepping back and allowing the children to run their games independently. Now that the children are out on the common children can be seen playing happily and enjoying playing and making up games. Another impact has been that the class and lunchtime behaviour logs for reported incidents has seen a decrease in poor/bad behaviour.

Some Learning Support Assistants have taken on an extra role to support lunchtimes and consistent expectations in behaviour are maintained throughout the day in learning and in play.

Gymnastics monitoring has been written by RW and will be saved under Everyone-2016 2017-Monitoring. The monitoring includes teachers positive comments from the CPD given and the gymnastic assessment carried out by the teachers at the end of the spring term. It also includes children's views and reflects on how the children have enjoyed playing games that involve no equipment.

Reflective areas are available throughout the school both inside and outside. The Acorns Room has been fitted out and decorated to provide an area of calm for children to work with the learning mentors or in small groups, the gazebo and reflective bench are available outside for children to sit quietly and reflect. Children are seen to be enjoying these areas to read quietly, to draw or to focus on the awe and wonder of the natural world. This is also evident through the children’s reactions to the Forest School and is documented in the class Forest School journals. The outdoor area outside Apple Classroom has been made more attractive with the use of artificial hedging and grass. It is hoped that this area will provide another quiet area for reflection and quiet activities, including prayer.

The prayer tree situated in the EYFS outdoors area provides an outdoor focus for the youngest children to think and reflect. Laminated prayers, written by the children, add to the ambience of calm and encourage children to write their own reflective prayers for the tree.

This priority has been achieved and will be moved to the maintenance section of the SDP

Development Area Curriculum -

Improvement Priority No 4:

Diversity - To ensure that children understand what diversity looks like in their local and wider world and that they demonstrate respect for difference.

June 2017

Recent Geography Network meetings (May 2017) and our involvement in a Geography Association research project with Paula Richardson support the progress and impact of this target. The SDP target has meant that the value of ‘Diversity’ has been core to our aims this year and supported by staff,

children and Governors. Evidence from work, displays, activities, planning and the Diversity Book show the range of ways that we are helping children to understand what diversity looks like in their local and wider world. The Diversity Day in June will look specifically at Diversity in our more immediate world, we will also have the chance to do some African dancing led by 'African Activities' who ran a successful African drumming workshop last year. We will then carry out a questionnaire to assess the children's attitudes toward 'Diversity'. Due to teacher illness, we have not made much headway with the school in Penge although will keep trying and we received some lovely letters from our school in Uganda that the children will respond to. Diversity is now embedded around our school in normal lessons and additional activities like assemblies, Diversity Days, school visits and visitors. Children do not see it as an 'add on' more, part of school life. Targets for next year will be to work towards achieving the Geography Gold Mark, continue to promote reflection and discussion on Diversity, continue to monitor practise and maintain evidence in the Diversity Book.

The following policies and guidelines have been reviewed during 2014-15

- Governors' teams terms of reference (Gov teams and committees)
- Draft budget by end November (Gobs - Finance)
- Sept -Ethos and Aims (All)
- Sept - Speaking Out Policy (JB)
- Sept Appraisal Policy (JB and gobs)
- Sept - Emergency Plan (JD, JB)
- Sept - SDP approved (Gobs)
- Sept - Staff Handbook (JB)
- Sept – Staff Behaviour Policy (JB)
- Sept – Monitoring Policy (JB)
- Sept – General guidelines for helpers in school (JB)
- Sept - Anti-bullying (Staff)
- Sept - Child Protection and Safeguarding Policy (JB)
- Sept -Home/School Agreement and Homework distributed (Office)
- Sept -Managing allegations and concerns regarding the professional conduct in relation to child protection (JB)
- Sept – Arts Policy (RS/PW)
- Sept – Staying Safe – cross curricular map (JB)
- Sept – Forest School Policy (JN)

- Oct – Pay Policy (JB and JD)
- Oct – Library Guidelines (SF)
- Nov - Admissions policy (Gobs)
- Nov - Learning and Teaching (Teachers)
- Nov – Privacy Notices- staff and pupils (JD)
- Nov – Standing Order (JD)
- Nov – British Values Statement (JB)
- Nov – Data Protection Policy (JD)
- Dec - Equality Policy (ML)

- Jan - Lunchtime Supervisors Guidelines (ML)
- Feb - Fire risk assessment (JB)

- Feb – Finance Policy (JD)
- Feb - Charging and Remissions (JD)
- Feb - Discipline and Behaviour inc. exclusions intimate care and positive touch (JB)
- Feb - School Fund (JD)
- March – SEND Policy (ML)
- March – Gifted and Talented Policy (ML)
- March – SFVS (JD and governors)
- April -Home/School Agreement and Homework Policy (Teachers)
- May – Disability Equality Action Plan (ML)
- May – Physical Intervention and Intimate Care Policy (JB and Office Staff)
- June - Statement of Internal Control (JD)
- Lettings Policy (IC)
- June– Equality Scheme (ML)
- June – Finance Policy
- June – Disability Equality Action Plan
- June –Review and agree prospectus (JB and JD)
- June – Using images of Children Policy (JB)
- July– Health and Safety Policy (JD)
- July – Risk Assessments (JD)

**JB – Jenny Baird ML – Maryanne Lloyd PW – Pamela Wilson JD – Julia Daruval RW- Rukia Wood RP – Rachelle Phillips IC – Iona Cowland
JN – Julia Nash Sarah Marus SV – Sue Vodicka SF – Steve Filewood**



The following plan has been drawn up after consultation with stakeholders. We have taken priorities shown up by monitoring and target setting, by our self-evaluation, by our Southwark Diocesan Toolkit evaluation and by needs identified by stakeholders in the school.

THE STRATEGIC PLAN

2017 – 2020

	2017/18	2018/19	2019/20
Learning and Teaching	Improvement Priority 1: Challenge: To focus specifically on the skills and dispositions of great learners including growth mindsets, risk taking, collaboration, critical thinking, curiosity, questioning and enquiry. In doing so children will be motivated, engaged and excited by challenge. Lead Julia Nash	1.Target to be generated from school self-evaluation	Target to be generated from school self-evaluation
	Improvement Priority 2: To provide a structured approach to the teaching of phonics and spelling in order to increase/maintain the percentage of children meeting the 'Expected' or 'Greater Depth' standard at the end of the year in writing ('Expected' or 'Exceeding' in year R) and to increase the percentage of children achieving the required standard for the Year 1 Phonics screening Lead: Sarah Marus	Focus on Maths	Target to be generated from school self- evaluation

	Improvement Priority 3 - To ensure that support for learning removes barriers and enables children to be independent, confident, resilient and effective learners. Lead Maryanne Lloyd	To ensure that children with additional needs continue to be supported at the highest level by ensuring the SEND procedures are embedded into the school's practice.	3.Target to be generated from school self- evaluation
RE	Improvement Priority No 4: RE - To ensure that RE provision in school continues to be of an outstanding standard using the SDBE syllabus. To ensure RE assessment is robust and provides useful information from which we can analyse pupils' progress and responses to this provision – adapting where necessary to ensure all children can achieve to the best of their ability. Lead Jenny Baird	To be generated from SIAMs inspection	To make sure Diversity hasn't slipped.

Limpsfield C.E. Infant School Development Plan 2017 -2020

Improvement Priorities 2017 -2020

Development Area Learning and Teaching

Improvement Priority 1: Challenge: To focus specifically on the skills and dispositions of great learners including growth mind sets, risk taking, collaboration, critical thinking, curiosity, questioning and enquiry. In doing so children will be motivated, engaged and excited by challenge.

Rationale

Following feedback from two moderations, the Supported Peer Review and training by Will Ord it was decided to build on our work on positive mind sets and creative curriculum. We will endeavour to build more challenge into the curriculum for all children and introduce philosophy for children throughout the school. Three members of staff will be attending the Great Learner Project run by Will Ord to support this priority.

Success Criteria –

- Challenging activities will be a constant feature of daily learning as evidenced in class lessons and documentation.
- Great learner development sheets will show how children's skills and dispositions as learners have evolved over the year.
- Philosophy for children will be timetabled on a regular basis in all groups – children's responses will evidence reflection, curiosity and critical thinking.

Objective	Action	Action by	Start date	Resources	Monitoring
To ensure a full and mutual understanding of what growth mind-set and being a great learner means for the whole school community.	<p>Three teachers will attend and participate in the 'Great learner project' run by Will Ord at TEP.</p> <p>JN, ML and SM will meet regularly to discuss and coordinate the implementation of actions within the school based on information gathered from course. Actions and CPD (Insets and staff meetings), the introduction of the 'PIT' to staff and children, how to effectively timetable Philosophy for Learning activities, activities which ensure mutual understanding of</p>	JN, ML and SM	June 2017 ongoing termly	<p>3 half days for JN, ML and SM to meet and implement actions from Will Ord Course. (£150 supply cover)</p> <p>Regular Staff Meeting Time.</p>	

To assess the impact of enhancing the skills and dispositions of children with respect to a growth mind-set and philosophy for learning.	terminology and process across the whole school community.			3x half day for monitoring. (£150 supply cover)	
	All classes to create a Growth Mind-Set related display which includes some reference to the PIT and I can't do it now but if I try....	All staff ongoing			
	CPD to introduce and pilot Great learner sheets to teaching staff.	JN, ML, SM			
	Great learner sheets will be introduced across EYFS and KS1 classes.	All staff			
	Great learner sheets will be monitored during year group PPG meetings once implemented.	JB, ML and Yr groups			
	Planning will be monitored once every term to identify specific examples of Philosophy for learning, the Growth Mind-set and challenge for all (differentiation) in weekly timetables.	JN, ML, SM			
	Observations and learning walks will be undertaken every term to identify examples of 'Philosophy for Learning' and 'Growth Mind-Set' in the classroom/outdoors setting.	JB, JN, ML, SM			
To enhance the STEM (Science, Technology, Engineering and Maths) subjects	Class(Outdoor/Diversity Day/Findout Friday) books will demonstrate the diversity of activities (including Golden Lessons) occurring throughout the school year. These will be monitored once every term.	JN			
	Introduce Learning Warriors (rewards) via School Council – looking at 'What makes a Good Learner?'	JN			
	Whole School CPD related to Enquiry Based Learning in Science and how it can be transferred across the curriculum (incl. the BIG Question, Observation Skills etc).	JN			

through the introduction of explicit skills and dispositions related to the 'Growth Mind Set' and Philosophy for learning.	<p>Monitor STEM subjects once every term for evidence in planning/learning walks of PfL and opportunities for the 'Growth Mind-set' (incl. computing, maths, DT and science).</p> <p>Pupil Progress monitoring of Science and Maths subjects termly.</p>	<p>JN and PW</p> <p>JN and PW</p>			

Limpsfield C.E. Infant School Development Plan 2017 -2020

Improvement Priorities 2017-18

Development Area Learning and Teaching

Improvement Priority 2: To provide a structured approach to the teaching of phonics and spelling in order to increase/maintain the percentage of children meeting the 'Expected' or 'Greater Depth' standard at the end of the year in writing ('Expected' or 'Exceeding' in year R) and to increase the percentage of children achieving the required standard for the Year 1 Phonics screening

Lead: Sarah Marus

Rationale

Although the percentage of children achieving expected in writing has risen from last year the number of children reaching greater depth fell slightly. The Year 1's phonics scores also dipped last year. Following a gap analysis it was agreed that a more systematic approach to phonics and spelling would help more children to reach higher standards in writing and phonic assessments. In order for this to be successful it was agreed that a whole school approach would be needed, incorporating Year R without compromising the important work of the EYFS.

Success Criteria –

- 90% of children in Year R to meet Expected or Exceeding end of year criteria in writing (EYFSP)
- 25% of children in Year R to meet Exceeding end of year criteria in writing (EYFSP)
- 75 - 80% of children in each KS1 year group to meet Expected or Greater Depth end of year criteria in writing, with 25% achieving Greater Depth.
- 90% of children in Year 1 to achieve the required standard in the Year 1 phonics screening

Objective	Action	Action by	Start date	Resources	Monitoring
To provide a structured approach to the teaching of phonics and spelling in order to increase/maintain the percentage of children meeting the 'Expected' or 'Greater	Pilot the Twinkl Planit Spelling Scheme across Years 1 and 2 assessing impact through spelling monitoring and CT feedback.	SM	From September 2017 Review throughout Year with recommendations May 2018.	£410 Twinkl subscription	
	Pilot Twinkl Planit Spelling material across EYFS assessing impact through spelling monitoring and CT feedback.	SM	From September 2017 Review throughout Year with recommendations May 2018.		

Depth' standard at the end of the year in writing ('Expected' or 'Exceeding' in year R) and to increase the percentage of children achieving the required standard for the Year 1 Phonics screening	Recommend continuing or changing for the following year based on analysis.	SM	May 2018		
	Identify how the teaching and learning of spelling links to homework across year groups and identify opportunities for improvement.	SM	November 2017 – review and reflect with Class Teachers and parents. Consider practise in other schools. December 2017 make recommendations.		
	Identify how home reading is monitored and rewarded to encourage regular reading and progress across all year groups.	SM	January 2018 – review and reflect with Class Teachers and parents. Consider practise in other schools. February 2018 make recommendations.		
	Review how Phonics/Spelling is assessed across year groups.	SM/ML	October 2017 – review and reflect with Class Teachers. Consider practise in other schools. December 2017 make recommendations.		
	Analyse termly progress across Year groups in Phonics and Spelling. Identify what is enhancing progress and improvements that could be made.	SM	Termly with final assessment June 2018		
	Collate analysis identifying gaps from each year group using interim assessment (Year 2) and programmes of study (Year 1) and appendices from National Curriculum.	SM	Termly discussing in Pupil Progress meetings and reports.		
	Year R to use EYFS outcomes.	SM			

	<p>Monitoring document to include gap analysis and identification of next steps produced termly. Include spelling/ Phonics as part of termly Pupil Progress meetings linked to reading and writing.</p> <p>Focus on beneficial interventions and share strategies across School.</p> <p>Identify children not on track for 'Expected' in writing or to meet the standard for Year 1 screening identified – check the systems are in place to accelerate progress for these children.</p> <p>Consider opportunities to recognise and reward accurate spelling across year groups.</p>	<p>SM</p> <p>SM</p>	<p>Termly discussing in Pupil Progress meetings and reports.</p> <p>Term 2 staff meeting time.</p> <p>Termly discussing in Pupil Progress meetings and reports.</p> <p>February 2018 – review and reflect with Class Teachers and parents. Consider practise in other schools. March 2018 make recommendations.</p>		
Evaluation					

Limpsfield C.E. Infant School Development Plan 2017 -2020

Improvement Priorities 2017-2018

Development Area - Learning and Teaching

Improvement Priority 3 -

To ensure that support for learning removes barriers and enables children to be independent, confident, resilient and effective learners.

Lead Maryanne Lloyd

Rationale – This priority leads on from the same priority last year. The priority was successful but we felt that good practice can be further developed. We also felt that the good practice that has been established now needs to be firmly embedded.

Success Criteria –

- The impact of support for learning is measured using simple data or observation records.
- Data/observations from support for learning show that LSA/teacher input has an impact on the progress of children.
- Support for learning clearly reflects our inclusive ethos and is integrated into the classroom life wherever possible.
- The strengths and areas of expertise of teachers/LSAs are utilised to ensure that support for learning is effective and matches the needs of the children.
- Children's views/opinions form part of the process of measuring impact to ensure ongoing benefits from support received.

Objective	Action	Action by	Start date	Resources	Monitoring
<p>LSAs will have the expertise to move children's learning forward using open ended questions, modelling good learning in the classroom and by supporting the whole school approach to independent learning</p> <p>•Data/observations from support for learning will show</p>	<p>LSA training put in place to develop awareness of</p> <ul style="list-style-type: none"> • Restorative approaches • Growth mind sets and positive feedback • Child development and how children learn • The use of open ended questioning • Supporting learning in the classroom – including during whole class inputs <p>Training materials from the Education Endowment Foundation and Great Learner Project as well as in school expertise to be used for this training</p>	ML and JB	Sept 2017	Curriculum time for training	ML and JB to assess impact of each training session and adapt series of sessions accordingly

that LSA/teacher input has an impact on the progress of children Support for learning clearly reflects our inclusive ethos and is integrated into the classroom life wherever possible	Two training sessions per half term to be set up. Notes from training to be available in the CPD area of the system (Everyone/2017-18/CPD)				
LSAs have a clear knowledge of what children need to learn and therefore support for learning clearly reflects our inclusive ethos and is integrated into the classroom life wherever possible	Simple overview of the EYFS and KS1 curricula produced including key vocabulary, learning objectives and end of year expectations	ML	Sept 2017	Inclusion Manager time	Once overview has been produced ML to check termly that the information is being used
The impact of support for learning will be measured using simple data or observation records.	Teaching staff and LSAs to continue to implement and measure interventions using systems trialled in 2016-17 (red, blue and shiny books) Precision teaching to be continued in all classes and impact measured using systems stated above. Opportunities to share practice and observe within and across year groups arranged – learning points fed back at LSA meetings to share good practice widely across the school.	LSAs and Teachers	Sept 2017	Pupil Progress meeting time. Red, blue and shiny books £40 Resources	ML to monitor as part on Inclusion and SEND monitoring

	Support Staff Areas of Expertise folder started on 2016-17 to be updated and added to throughout the year. LSAs and teachers to be seen to use this information and impact observed.				
Children's views/opinions form part of the process of measuring impact to ensure ongoing benefits from support received.	Teachers and LSAs to include pupil voice as an integral part of measuring the impact of intervention in class. This can be noted in special books (red, blue, shiny) and/or as part of a child's pathway plan. Interventions to be adjusted in light of children's opinions to ensure optimum impact.	LSAs and Teachers	Ongoing		See above
Evaluation	<ul style="list-style-type: none"> 				

Limpsfield C.E. Infant School Development Plan 2017 -2020

Improvement Priorities 2017 -2018

Development Area Curriculum -

Improvement Priority No 4: RE

To ensure that RE provision in school continues to be of an outstanding standard using the SDBE syllabus.

To ensure RE assessment is robust and provides useful information from which we can analyse pupils' progress and responses to this provision – adapting where necessary to ensure **all** children can achieve to the best of their ability.

Lead Jenny Baird

Rationale: The Southwark Diocese Board of Education syllabus has now been adopted in school but is not yet established. Not all units have been available and this has meant assessment across the school is not consistent. It was decided that, together with their local church schools, we would devise assessments that are consistent across the units thus making it easier to judge progress in RE. It was also decided that the three year RE plan needs to be fixed once all units are available to ensure a broad and balanced coverage – 2/3 Christian and 1/3 teaching about other faiths notable Islam and Judaism.

Success Criteria –

- The RE unit plan from the SDBE syllabus will be in place ensuring an exciting, broad and balanced curriculum for RE - $\frac{2}{3}$ Christian and $\frac{1}{3}$ teaching about other faiths (Judaism and Islam).
- Assessment for RE will be in place which can be used to show challenge, pupil progress and achievement in RE across the school.
- Assessment for RE can be compared to assessments in other subjects to ensure challenge, progress and attainment is at least as high or higher than in other subjects

Objective	Action	Action by	Start date	Resources	Monitoring
To ensure the RE syllabus covers the requirements of The Church of England Schools Statement of Entitlement – 2/3 Christianity 1/3 other world faiths	To review the overview plan for RE across the school and adjust in line with previous experience and appropriate coverage. (2/3 Christianity, 1/3 teaching about Judaism and Islam)	Completed plan to be in place by July 2018	September 2017	SDBE RE syllabus	Termly by JB
To ensure RE lessons are clearly identified in weekly planning to ensure dedicated curriculum time is close to 10% and not less than 5% (see Statement of Entitlement)	Teachers to identify RE lessons clearly in all weekly plans.	On going	September 2017	PPA time	Termly by JB

An assessment system will be in place that has one set of criteria which can be used to show challenge, pupil progress and achievement in RE across the school throughout the year. Children's' progress and attainment to be compared to that of other subjects to ensure standards in RE are as high or higher than other subjects	1. One critical unit per term, per year group identified for assessment: for example Easter and Christmas, the third being for one of units on Judaism or Islam.	September 2017	September 2017	Twilight meetings	
	2. JB and SM to work with teachers from local church schools to devise a set of assessments that can be used to track attainment and progress throughout the year.	July 2018	July 2017		
	3. The SDBE syllabus "I can" statements to be used as a basis for assessments used.	July 2018	July 2017		
	4. JB to include comparisons between attainment and progress in RE and in other subjects – in particular English and Maths in monitoring.	July 2018	October 2017		
	5. Moderation of assessment to be arranged between Limpsfield and other local church schools to ensure consistency of judgement	July 2018	January 2018		

MAINTENANCE PLANS

Teaching and Learning

To continue to embed restorative approaches throughout school

To continue to promote the value of children's play experience by supporting collaboration, social skills through a diverse choice of activities both at play times and during PE.

Curriculum -

To maintain standards required for Healthy Schools, Science mark and Geography mark.

To ensure the Forest School initiative remains a priority and outdoor learning a feature of the children's learning.

To further embed the celebration of our diversity in our country through links with other schools, other countries and regular diversity days. The celebration of diversity also to be implicit in every day school life

Community

To ensure that the Community Spirit Scheme is continued and that ALL members of the school community feel included.

Marketing

To maintain the school's qualities, facilities, uniqueness and positive ethos within the community and further afield

To continue to find and develop effective ways of promoting the school's profile in a sensitive and positive manner - success tracked through parent feedback, application statistics

To continue to review all aspects of the school's branding to ensure it remains joined up and consistent in presentation through all mediums

To maintain a healthy use of out-of-hours school facilities within the community - success monitored through year on year bookings and income

Premises (See separate infrastructure plan)

To maintain a rolling programme of maintenance and refurbishment ensuring that we

- are compliant with changes in legislation
- continue to identify and prioritise needs for the longer term and make appropriate plans
- continue to develop long term plans for improved site security
- continue with and update the Equality Scheme and Disability Access Equality Plan and restructure the school buildings and grounds appropriately

Rolling programme is available from the School Business Manager

Leadership and Management

- To continue to achieve a financially viable school that offers good value for money (SFVS)
- To maintain an effective staffing structure in school
- To maintain an effective and supportive governing body
- To identify and meet training needs through CPD
- To be compliant with changes in legislation.
- To continue to promote children's involvement in the church family and the wider community
- To complete an annual safeguarding audit and address any issues that are identified promptly in order to comply with our duty of care for all our children.

MONITORING AND REVIEW SCHEDULE 2017 – 18

STAFF/GOVERNORS

Autumn	Spring	Summer
<ul style="list-style-type: none"> ▪ Target setting (All) ▪ Analyse results / pupil progress meetings (ML, JB, SM, PW and class teachers) 	<ul style="list-style-type: none"> ▪ Tracking procedures – identify and raise issues (All) ▪ Teaching and learning: H/T observations ▪ Jan – Special Leave of Absence Policy (JB) 	<ul style="list-style-type: none"> ▪ Teaching and learning: H/T observations ▪ Risk assessments (JD) ▪ Approve budget by end of April (Gobs – Finance)

<ul style="list-style-type: none"> ▪ Appraisal Targets for staff (H/T and line managers) ▪ Appraisal for Headteacher (Govs - Personnel) ▪ Governors' teams terms of reference (Gov teams and committees) ▪ Draft budget by end November (Govs - Finance) ▪ Sept – Staying Safe – cross curricular map (JB) ▪ Sept – E Safety Policy (JN) ▪ Sept -Ethos and Aims (All) ▪ Sept - Speaking Out Policy (JB) ▪ Sept - Appraisal Policy (JB and Govs) ▪ Sept - Emergency Plan (JD, JB) ▪ Sept - SDP approved (Govs) ▪ Sept - Staff Handbook (JB) ▪ Sept – Staff Behaviour Policy (JB) ▪ Sept – General Guidelines for Helpers in School (JB) ▪ Sept - Anti-bullying (Staff) ▪ Sept - Child Protection and Safeguarding Policy (JB) ▪ Sept -Home/School Agreement and Homework distributed (Office) ▪ Sept -Managing allegations and concerns regarding the professional conduct in relation to child protection (JB) ▪ Sept - SIAMS SEF updated (JB) ▪ Sept – Pay Policy (JB and JD) ▪ Sept - Physical Activity Policy and Schemes of Work (RW) ▪ Sept - Marking and Feedback Policy (ML and JB) ▪ Oct – Pupil Progress Meetings (Teachers) ▪ Oct – Race Relations Equality Statement (ML and JB) ▪ Oct - Geography Policy and Scheme of Work (RP) ▪ Nov - Admissions policy (Govs) ▪ Nov - Learning and Teaching (Teachers) 	<ul style="list-style-type: none"> ▪ Jan – Grievance Procedures (JB) ▪ Jan - Lunchtime Supervisors Guidelines (ML) ▪ Jan – Pupil Progress - Science ▪ Feb - Discipline and Behaviour inc exclusions intimate care and positive touch (JB) ▪ Feb - Governors Allowances (Govs) ▪ Feb - Sex and Relationships Policy (JB) ▪ Feb – Managing Changing Staff Needs Policy (JB) ▪ March - Administration of Medicines in School ▪ March - School Fund (JD) ▪ March – Collective Worship Policy (JB) ▪ March - Charging and Remissions (JD) ▪ March - Fire risk assessment (SF) ▪ March – Food Policy (JB) ▪ March – SEND Policy (ML) ▪ March – Pupil Progress Meetings (Teachers) ▪ March - Appraisal half year review (Line managers) ▪ March -SDP – midyear review (All) ▪ March – Best Value Statement (JD) ▪ March – SFVS (JD and Govs) 	<ul style="list-style-type: none"> ▪ April -Home/School Agreement and Homework Policy (Teachers) ▪ May – Pupil Progress Meetings (Teachers) ▪ May – Ending Bullying and Harassment in the Workplace Policy (JB) ▪ May – Staff Disciplinary Policy – (JB) ▪ May – English Policy and scheme of work (inc. spelling) ▪ May – Cursive Handwriting Policy (SM) ▪ June – Disability Equality Action Plan (JB and ML) ▪ June– Lettings Policy (TM) ▪ June - Statement of Internal Control (Govs - Finance) ▪ June– Finance Policy (JD) ▪ June – Guidance for Volunteer Walkers (JB) ▪ June– Equality Scheme (ML) ▪ June – Security Policy (JD) ▪ June –Review and agree prospectus (Govs) ▪ July– Health and Safety Policy (JD) ▪ July – Maths Policy and Scheme of Work (PW) ▪ July - Staff Induction and Probation Policy (JB) ▪ July - Appraisal end of year review (Line managers) ▪ School Development Plan reviews and forward planning (All)
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<ul style="list-style-type: none"> ▪ Nov – Standing order (Govs – Finance) ▪ Nov – Privacy Notices- staff and pupils (JD) ▪ Nov – British Values statement ▪ Dec - Equality Policy (ML) 		
<p><u>Work Sampling and Subject Monitoring</u></p> <ul style="list-style-type: none"> ▪ English ▪ EYFS ▪ Creative Dance ▪ Maths ▪ RE ▪ Science ▪ G&T ▪ SEND 	<p><u>Work Sampling and Subject Monitoring</u></p> <ul style="list-style-type: none"> ▪ Maths ▪ EYFS ▪ R.E ▪ Gymnastics ▪ English ▪ Science ▪ Geog (Spring 1) ▪ History (Spring 2) ▪ D&T ▪ SEND 	<p><u>Work Sampling and Subject Monitoring</u></p> <ul style="list-style-type: none"> ▪ Science ▪ RE ▪ Basketball ▪ Maths ▪ English ▪ Science ▪ ICT ▪ PSHE ▪ Art ▪ Music ▪ SEND