



School Development Plan 2022 - 2023

Our vision

Therapeutic Environments; Therapeutic Experts; Positive Outcomes

- **Environment:** A therapeutic, harmonious environment which promotes feelings of safety and security, to allow our pupils to explore, enjoy learning, and reach their full potential. Building a sense of community around the child.
- **Experts:** A leading therapeutic provision which is high quality and expert in recognising and meeting the needs of ALL of the pupils, with outstanding teaching and engaging learning
- **Outcomes:** Achieving positive outcomes for ALL our pupils, including emotional wellbeing and self-belief, creating successful, happy, healthy individuals. Developing skills that enable their ability to sustain employment and build security in their lives.

Our values

Positivity:

We engage children in learning to allow for all pupils to have a positive experience of education.

We recognise pupils' progress daily. All of our pupils achieve and this is rewarded and celebrated.

We promote positive relationships between parents/carers, pupils and staff.

Mutual respect and tolerance are central to our ethos.

Understanding:

We use a nurturing approach to meet pupils' individual needs.

We have a good understanding of our learners and when they need support.

We want the best outcomes for our children and share their parents'/carers' hopes and aspirations.

Individuality and diversity are celebrated.

Personalised:

We develop tailored programmes relevant to a pupil's individual needs and interests.

School Development Plan

We adapt the learning environment and curriculum to allow young people to feel safe, secure and enable them to achieve.

We provide our pupils with a range of strategies to help them to succeed in life.

The child is at the heart of everything we do.

2022/2023 Priorities

Therapeutic Learning Environment

- To embed an ethos of Restorative practice and create a culture of empathy across all schools.
- To develop and embed the Peer Mentoring programme across the schools
- Increase the availability and range of therapeutic interventions available to the schools

Active parental involvement in our therapeutic approach

- Improve Parental Engagement

Looking after our staff as well as our pupils

- Continue to improve staff well-being

Well-functioning teams

- Expand the range of staff working groups across the federation

Challenging perceptions in the wider community

- Careers – giving pupils access to work experience

Learn from others' expertise and share ours

- Work together with other similar schools in a structured way to aid school improvement

Developing appropriate curriculum and pathways

- Review and update all curriculum maps and improve assessment.
- Cultural Capital
- Literacy/Numeracy

Measuring outcomes (including successes) in all areas

- Improving Pupil Attendance

1. Creating a Therapeutic Learning Environment

Priority 1: To embed an ethos of Restorative practice and create a culture of empathy across all schools.

Success Criteria:

- Reduce exclusions across the Federation by 10%
- Improve attendance of all schools to 5%
- Increase in the number of Pupils to state that they are happy and safe in school via pupil questionnaires by 20%
- 100% of conflict resolution recorded on conflict hub
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| Action | Milestones | Date | Responsibility | Outcomes | Resources/ Cost | Status (R/A/G) |
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| 1.1.1 Create an action plan for restorative practice | KB to meet with Luke Roberts to work out the next steps in the restorative practice programme. | April 2022 | KB | From this meeting, the next steps and an action plan can be agreed to move this forward. | £23000 | |
| | To agree an action plan following meeting with Luke Roberts | May 2022 | KB / SLT | Agreed action plan to work towards and to set up a working group. | | |
| | Personal Style indicators | Before 8 th Junes / before training | SLT / Key staff | | | |
| | SLT meeting with Luke Roberts | 8 th June 12 – 3:30pm | SLT | | | |

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| | <p>Conflict resolution practitioner training</p> <p>Staff awareness & practitioner top up</p> <p>Virtual staff reflective coaching sessions</p> <p>SLT review</p> | <p>21st, 22nd & 23rd June</p> <p>2st September</p> <p>September – June TBC</p> <p>5th October 12- 3:30pm</p> | <p>Support room or support for learning staff All staff / practitioners</p> <p>Practitioners</p> <p>SLT</p> | | | |
| 1.1.2 | <p>To link the work on Peaceful resolutions (restorative practice) and work on building a culture of empathy</p> <p>To embed the work around the culture of empathy across the schools through the working groups delivering training</p> <p>To plan and deliver training to link the work between the 2 programmes so staff can be clear of the intent and outcomes and of their personal responsibilities towards the outcome.</p> | <p>Autumn 2022</p> <p>Spring 2023</p> | <p>Working group</p> <p>KB / Working groups /</p> | <p>All staff take responsibilities for their own actions in relation to Peaceful Resolutions and creating a culture of empathy.</p> | <p>Awaiting costs on training from the authors of Hacking School Discipline.</p> | |

| | Luke Roberts to liaise to set up a link school regarding Conflict Resolution. | Autumn term | KB / Luke Roberts | | | |
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| Priority 2: To develop and embed the Peer Mentoring programme across the schools | | | Success Criteria: <ul style="list-style-type: none"> • Pupils are able to support each other to manage behaviours. • Staff and pupils trained at all sites. • 100% of peer mentoring logged on IRIS to inform measured success | | | |
| Action | Milestones | Date | Responsibility | Outcomes | Resources/ Cost | Status (R/A/G) |
| 1.2.1 To review the progress of the peer mentoring programme. | To identify strengths and weaknesses of the programme and highlight areas that change needs to be implemented. | Summer 1 2022 | YW / DB / AP / LT / Terence Bevington | Programme amended to meet school requirements. | | |
| 1.2.2 To extend the peer mentoring programme across the school sites. | To organise the next training week: <ol style="list-style-type: none"> 1. Identify pupils 2. Identify date and location for training. 3. Plan training programme for pupils and staff | Summer 2 | YW / DB / Key staff from MH / CC | Key staff and pupils are trained ready for implementation in Autumn term. | Cost of venue / refreshments | |
| | Implement peer mentoring programme into | Autumn 1 | Key staff | | | |

| | Meade Hill and Castlefield campus and new SX pupils | | | | | |
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| Priority 3: Increase the availability and range of therapeutic interventions available to the schools | | | Success Criteria: <ul style="list-style-type: none"> • Appoint a full time Therapist. • Arrange an SLA for a Speech and Language Therapist (SaLT) | | | |
| Action | Milestones | Date | Responsibility | Outcomes | Resources/ Cost | Status (R/A/G) |
| 1.3.1 Appoint a full-time therapist | Advertise across a range of appropriate platforms for a full time Art (or similar) therapist. Interview shortlisted applicants. Appointment made and onboarding process completed. | Jan 2023 Feb 2023 April 2023 | AB | Each school to have access to an art therapist | c £40k | |
| 1.3.2 Agree an SLA with Manchester Local Care Organisation for a Speech and Language Therapist. | Discuss possible options with Manchester Local Care Organisation. Research different ways that SaLT might operate in our schools. | April 2022 May 2022 | AB | Each school to have access to SaLT Case studies show the improved outcomes for pupil. | c £42k p.a. | |

| | SLT to agree the arrangements. | June 2022 | | | | |
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| | SLA to start. | Sept 2022 | | | | |
| | SLT to review the operation of SaLT. | Feb 2023 | | | | |
| 2. Active parental involvement in our therapeutic approach | | | | | | |
| Priority 1: Improve Parental Engagement | | | Success Criteria: | | | |
| | | | <ul style="list-style-type: none"> Improve parental access to support services in the community by 50% | | | |
| Action | Milestones | Date | Responsibility | Outcomes | Resources/ Cost | Status (R/A/G) |
| 2.1.1 Annual Parent Support Services event | Send out a survey monkey questionnaire to all parents asking what support they currently access for themselves and their children in their community | October 2022 | Heads of school | Gain a current overview of what services are currently being accessed by our parent/carers | | |
| | | November | SLT | | | |

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| | <p>Confirm a date for the annual event at each site</p> <p>Research and Invite current services to the event e.g. Woman's Aid Eclypse FRESH – sexual health Manchester Young Lives 42nd Street 84 Youth support services Hideaway Moss side Hideout – Gorton Local Boxing Centres</p> <p>Annual Parent Support Services event</p> <p>Send out a survey monkey</p> | <p>April 2023 (Approx.)</p> <p>Date to be confirmed</p> <p>May 2023</p> | <p>SG</p> <p>Heads of Schools</p> | <p>Gain an overview of youth/parent services within each locality</p> <p>Improve parental access to support services in the community</p> <p>Evaluate the success of the event</p> | | |
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| | questionnaire to all parents asking what support they accessed for themselves and their children from this event | | | | | |
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| 3. Looking after our staff as well as our pupils | | | | | | |
| Priority 1: Continue to improve staff well-being | | | Success Criteria: <ul style="list-style-type: none"> 75% of staff to engage in the boost programme | | | |
| Action | Milestones | Date | Responsibility | Outcomes | Resources/ Cost | Status (R/A/G) |
| 3.1.1 Establish how the Boost programme can be developed for staff well being | Liaise with Manchester Healthy schools Lead to develop the current programme for staff well being | May 2023 | SG | Agree overview of the training programme | | |

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| | Agreed dates for delivery | June 2023 | Staff Well Group | | | |
| | Training Programme | September 2023 (6 sessions 1 per half term) | All staff | The programme supports attendees to develop positive well being and emotional resilience. | | |
| | Evaluation Questionnaire to be sent to all attendees | | | | | |

4. Well-functioning teams

Priority 1: Expand the range of staff working groups across the federation

Success Criteria:

- Working groups set up for key areas with staff identified & termly meetings set
- Outcomes of Action plan completed

| Action | Milestones | Date | Responsibility | Outcomes | Resources/ Cost | Status (R/A/G) |
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| 4.1.1 To identify key working groups that would embed best | Agree at SLT on working groups: | June 2022 | SLT | | | |

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| <p>practice across the sites in key areas:</p> <ol style="list-style-type: none"> 1. Literacy 2. Numeracy 3. Mindfulness 4. Emotion Coaching (Executive Function) 5. Restorative Practices / Creating a culture of Empathy 6. Curriculum groups 7. Boxall Profile | <p>To identify a lead person for each working group.</p> <ol style="list-style-type: none"> 1. Literacy (AM) 2. Numeracy (NO) 3. Mindfulness (JMc) 4. Emotion Coaching (Executive Function) (CP) 5. Restorative Practices / Creating a culture of Empathy (KB) 6. Curriculum groups 7. Boxall Profiles (JMc) <p>Lead staff in liaison with the SLT to develop an action plan to</p> <p>Identify Key staff from each site</p> | June 2022 | SLT | | | |
| | <p>Termly meetings/Days put on the Federation Calendar to implement action plan</p> | July 2022 | Lead staff / SLT | | | |

| | | July 2022 | SLT | | | |
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| | | Autumn 2022 – Summer 2023 | SLT | | | |
| 4.1.2 For the new Central Service Team to provide the federation schools with an enhanced HR & Finance service. | <p>Agree key performance indicators at SLT.</p> <p>All non-teaching staff to have a duty list for their role so it is clear what their key tasks are and any training needs can be identified.</p> | <p>June 2022</p> <p>June 2022</p> | <p>AOB</p> <p>AOB</p> | The benefits of a centralised service are standardised practices and efficiencies of scale. Staff are able to prioritise their workload and met all required deadlines. | <p>N/A</p> <p>Only costs would be if training gaps are identified (TBC).</p> | |
| 5. Challenging perceptions in the wider community | | | | | | |
| Priority 1: Give pupils access to work experience | | | Success Criteria: <ul style="list-style-type: none"> Each school will be meeting each of the Gatsby 8 guide marks for good Careers Guidance | | | |
| Action | Milestones | Date | Responsibility | Outcomes | Resources/ Cost | Status (R/A/G) |
| 5.1.1 To develop a separate | To develop a separate plan from PSE | Sept 2022 | Careers leads from each site | A new Careers curriculum map will be created | | |

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| curriculum plan for Careers | | | | | | | |
| 5.1.2 To update the schools careers plan. | Careers policy to be updated and linked to vision of young people. | | | Mike Solomon Neil Oldham and Careers leads | Careers plans updated | | |
| i. Staff to be trained in how to use Xello careers software. | All staff to be offered training in the use of Xello software. Pupils provided opportunities for the use of Xello throughout the curriculum. | July 2022 | | Sean Noble to organise all staff to attend | Pupils will have a web-based portfolio using Xello in each year. | Free | |
| ii. To develop pupils understanding of current labour markets in Manchester | Pupils to be exposed to labour market information. Through Xello and school careers displays. | Autumn 2022 | | Form teachers | Pupils are aware of up to date job in Manchester. | | |
| iii. For pupils to be aware | Curriculum areas are linked to careers. Each subject area to have a careers display linked to careers. Each curriculum area to run 2 careers | Nov 2022 | | Form staff Teachers | Each pupil will be exposed to 16 career linked lessons a year. All classrooms/ building have careers in different subject displays | | |

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| | sessions in their subject area a year. | | | | | |
| iv. Pupils have contact with a range of employers and post 16 provisions. | <p>Pupils to have meaningful links to employers and employees. Through: Careers Day</p> <p>Careers Drop down days.</p> <p>Use of online meet the employers.</p> <p>Visitors into school.</p> <p>Careers carousel events</p> | Ongoing | Drop down/ careers leads. | <p>Pupils are exposed to a variety of employers and employees.</p> <p>Drop down events organised and take place.</p> | | |
| v. Pupils to be exposed to post 16 provisions | <p>To offer and organise university and colleges and training providers events for pupils.</p> <p>Careers event to meet colleges and training providers</p> | Nov 2022 and ongoing | | <p>Pupils to have exposure to university, college and post 16 training providers.</p> <p>All pupils to attend college careers fair once a year.</p> | | |

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| vi. All pupils to have access to personalised careers advice. | <p>Personal guidance</p> <p>All year 10/11 pupils meet with Mike Solomon through</p> <p>All pupils to have independent session for Xello planned throughout the school year at least once a half term.</p> | Ongoing Start Sept 2022 | | Every pupil's will have continuous personal guidance throughout their time in the Federation. | | |
| vii. Pupils to be able to take part in some form of work experience. | <p>All year 10 pupils to be exposed to work experience.</p> <p>All pupils in year 9 to be questioned on what they would be interested in work experience wise.</p> | June 2023 | | <p>Pupils to be asked what areas of interests they are interested in first term.</p> <p>Links set up</p> <p>Risk assessments of places of work complete.</p> <p>Each year 10 to be offered some form of work experience</p> | | |
| Priority 1: Work together with other similar schools in a structured way to aid school improvement | | | <p>Success Criteria:</p> <ul style="list-style-type: none"> Each headteacher has taken part in one school peer review Each school has been peer reviewed for one strategic area | | | |
| Action | Milestones | Date | Responsibility | Outcomes | Resources/ Cost | Status (R/A/G) |

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| 6.1.1 | Work with school partners to set up a framework for peer review | Arrange a planning meeting to agree: <ul style="list-style-type: none"> • Principles • Structure • Timescales • Foci • Protocols • Methodology | April 2022 | AB | The schools will have a peer review system in place for school improvement | £3,300 for SSAT training | Time for SLT to carry out the reviews |
| | | Agree a date for training. | April 2022 | AB | | | |
| | | Key staff to be trained in effective self-evaluation, and developing an understanding of the protocols and professional practice of peer review. | July 2022 | AB | | | |
| 6.1.2 | Each school participates in a joint review of the others. | SLT to agree one joint area for review. | Sept 2022 | AB | | | |
| | | Each review is carried out and feedback given. | Oct 2022 | AB | | | |
| | | SLT meet to discuss all of the feedback | Nov 2022 | AB | | | |

| | and areas for development. Each school to agree their own specific area for review. Ongoing review schedule is produced. | Jan 2023 Feb 2023 | AB AB | | | |
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| 7. Developing appropriate curriculum and pathways | | | | | | |
| Priority 1: Review and update all curriculum maps and improve assessment. | | | Success Criteria: <ul style="list-style-type: none"> • After two years, all aspects of assessment are judged as at least good in school QA activity. • All curriculum maps are updated. | | | |
| Action | Milestones | Date | Responsibility | Outcomes | Resources/ Cost | Status (R/A/G) |
| 7.1.1 Train all Teachers and TAs in evidence informed formative assessment (2-year project) | Appoint 20 Teacher Learning Community Leads | June 22 | HTs | Improve teaching and learning across the schools by empowering teachers to trial and refine formative assessment strategies. Enable learners to take responsibility for their own learning through peer and self-review techniques. | £6299 over two years. | |
| | Train SLT and TLC Leads in Embedding Formative Assessment | 31 st October 22 | AB | | | |
| | Set up 10 TLCs across each school with a | October 22 | HTs | | | |

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| | <p>mix of teachers and TAs.</p> <p>Each TLC Lead to have met regularly with their assessment mentor.</p> <p>TLC workshops to be held every 4 teaching weeks (total of 9 per year) – 75 minute sessions.</p> <p>Assessment mentor carries out an annual review</p> | <p>Nov 22 onwards</p> <p>Nov 22 onwards</p> <p>October 23</p> | <p>TLCs</p> <p>TLCs</p> <p>AB</p> | | | |
| 7.1.2 | <p>Further develop the subject curriculum maps to ensure better sequencing of learning and sharper</p> | <p>April 2022</p> <p>June 2022</p> <p>July 2022</p> | <p>AB</p> <p>AB</p> <p>KB</p> | <p>All curriculum maps and intents updated and published on the website.</p> | <p>£3500</p> | |

| | Ofsted inspector to QA the curriculum maps and intent and report back to SLT. | Sept 2022 | AB | | | |
|---|---|-----------|---|---|-----------------|----------------|
| | Curriculum maps published on the website. | Sept 2022 | AB | | | |
| Priority 2: To develop the Cultural Capital of our pupils | | | <p>Success Criteria:</p> <ul style="list-style-type: none"> To identify what CC pupils bring with them to school and develop this To ensure CC experiences are multi-cultural, multi faith and relevant to cohort <ul style="list-style-type: none"> To develop a sustainable CC programme specific to each site To develop a cost centre that can support plans, including transport To create a cross-Fed shared area for CC with a directory of contacts, recommendations, tested experiences and appropriate risk assessments To allocate a teacher with responsibility for CC, to ensure a proactive approach to its delivery To set up cross-Fed meetings between CC leads to ensure quality of plans (not just trips but speakers, experiences and opportunities for pupils) | | | |
| Action | Milestones | Date | Responsibility | Outcomes | Resources/ Cost | Status (R/A/G) |
| 7.2.1 To identify a staff member responsible for | PSHCE Leads to co-ordinate CC in their school | Autumn 22 | Head PSHCE Lead | Leads are responsible and proactive in developing appropriate CC plans, ensuring staff are following outlined plans | Time | |

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| <p>co-ordinating Cultural capital within the school</p> | <p>PSHCE Leads to develop questionnaire to establish pupils' current Cultural Capital to build offer on</p> <p>Leads develop a sustainable plan, in partnership with teaching staff</p> | | | <p>A questionnaire is developed to find out about pupils' hobbies, interests and backgrounds to support development/refinement of current plan and build on their existing CC, ensuring 'buy-in from pupils</p> <p>Schools develop a multi-cultural, multi faith CC plan relevant to cohort</p> | | |
| <p>7.2.2 Finance staff to create a separate cost centre for CC trips</p> | <p>In time with financial planning, the Finance team designate a cost centre for CC</p> <p>Heads are consulted on the money allocation to the cost centre</p> | <p>Budget Setting April 22</p> | <p>Angela O' Brien Finance Team</p> | <p>A CC cost centre will allow staff to cost and manage trips more effectively</p> | <p>Allocated budget Time</p> | |
| <p>7.2.3 To set up a cross Federation directory/folder so schools can share ideas, resources and risk assessments around specific</p> | <p>ICT Support create a shared area all schools can access</p> <p>Staff share CC resources into shared area</p> | <p>Summer 22</p> | <p>ICT Support PSHCE Lead (CC) Teachers/TAs</p> | <p>Schools are sharing resources and ideas, developing a joined up working approach and reducing workload</p> | <p>Time</p> | |

| CC trips/events/contacts | | | | | | |
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| 7.2.4 To organise cross-Fed CC meetings to share good practice and ideas for development | CC becomes part of the curriculum meeting cycles - sharing best practice | Termly from Autumn 22 | PSHCE Lead (CC) | CC is prioritised in the school calendar and all staff understand its importance to improving pupil outcomes | Time | |
| Priority 3: Literacy/Numeracy | | | <p>Success Criteria:</p> <ul style="list-style-type: none"> To continue embedding Fresh Start and Bedrock to support secure phonic knowledge and vocabulary acquisition To develop a consistent approach to developing handwriting across the Federation which will have a positive impact on pupils' presentation in all subjects To provide opportunities for structured talk Combine writing instruction with reading in every subject To improve reading fluency and comprehension of struggling readers To introduce a maths catch-up intervention To proactively analyse data linked to interventions | | | |
| Action | Milestones | Date | Responsibility | Outcomes | Resources/ Cost | Status (R/A/G) |
| 7.3.1 (phonics/vocab) Pupils' phonic knowledge is improved through a systematic approach to its teaching | All new pupils to be assessed for phonic understanding using Fresh Start assessment Fresh Start to be delivered either | Ongoing | Literacy coordinators/Literacy intervention | All children making progress and becoming secure in their phonic knowledge (unless specific SEN barrier) All pupils identified as needing vocabulary support | Bedrock Costings On going Fresh Start cost-Fresh Start bundle | |

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| <p>Fresh Start assessment is used effectively to improve pupil outcomes</p> <p>Bedrock is implemented to improve vocabulary acquisition at KS3</p> <p>GCSE Bedrock is used successfully to support the language of the GCSE courses</p> | <p>whole school or as a 1:1 for all children needing phonic input</p> <p>Assessment in Fresh Start used at 6-week junctures to ensure targeted learning for pupils and increased progress</p> <p>When secure in phonics, pupils to be moved onto Bedrock Vocabulary intervention</p> <p>To develop the use of Bedrock at KS4, to support the development of functional language for GCSE</p> | | | <p>and using the Bedrock Scheme, to make progress from their starting points</p> <p>Literacy staff proactively using Bedrock tool to assess and identify areas for development in pupils</p> <p>Pupils in KS4, accessing KS4 Bedrock as part of revision work KS4 pupils to have made progress from their starting points in English</p> | | |
| <p>7.3.2 (reading)</p> <p>To improve reading fluency of lower ability readers</p> | <p>Using GL Reading and spelling data SENCO/Literacy TA to identify readers stage 3 and below to have additional interventions using</p> | <p>Ongoing</p> | <p>SENCO Literacy TA</p> | <p>Literacy TA uses accurate assessment to track struggling readers and ensure they are making progress through additional reading practise</p> | <p>Time Licence costs</p> | |

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| | <p>Rapid Reading (in class with TA + 1:1) (ensure data led)</p> <p>Dyslexic pupils are accurately identified and receiving appropriate interventions to support reading difficulties</p> | | | <p>Nessy or Beat Dyslexia are being delivered systematically to support pupils' reading difficulties</p> <p>Data is used proactively to assess impact or target additional support</p> | | |
| <p>7.3.3 (Speaking & Listening)</p> <p>To develop writing skills through developing oracy skills</p> | <p>Opportunities for Planned structured talk are included in the timetable</p> | <p>On going</p> | <p>English Co-ordinator SENCo Literacy TA</p> | <p>Planned structured talk has a positive impact on pupils' writing and vocabulary acquisition as evidenced in writing data</p> | <p>Time for timetabling Intervention staff timetable</p> | |
| <p>7.3.4 (Developing Writing)</p> <p>To improve writing across the schools</p> | <p>SENCo and Literacy TA work with subject teachers to identify opportunities for reading and writing instruction in all subjects</p> | <p>On going</p> | <p>SENCo Literacy TA</p> | <p>All teachers understand it is their responsibility to improve literacy skills Pupils have opportunities to read and write in every subject they study</p> | | |
| <p>7.3.5 (Grammar)</p> <p>To improve grammatical</p> | <p>Schools implement the Grammar package in Bedrock Learning to improve</p> | <p>Spring 23</p> | <p>English Co-ordinator SENCo Literacy TA</p> | <p>Schools budget for additional cost of grammar resources in Bedrock Learning (minimum package</p> | <p>Bedrock costs</p> | |

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| <p>understanding across the schools</p> | <p>pupils' understanding of grammar</p> <p>Grammar is explicitly taught at KS3 with teachers identifying opportunities to embed it in text-based lessons</p> <p>Grammar resources are developed which combine Elklan strategies (N.O)</p> | | | <p>is £899. This provides access to our grammar and vocabulary curriculum, for up to 90 students for 12 months. (£9.99 a year for additional students)</p> <p>Schools timetable Bedrock Grammar into weekly timetable</p> <p>A cross Fed working party is set up to develop grammar resources using ELKLAN strategies</p> | | |
| <p>7.3.6 (Handwriting)</p> <p>To improve handwriting across the schools</p> | <p>To (re)train staff in the Morells handwriting scheme, agree appropriate training day and contact Sue Smits</p> <p>All schools to purchase handwriting resources, Literacy TA/Co-ordinator audits current stock and orders</p> | | | <p>Staff are confident to deliver the scheme</p> <p>Handwriting Sessions are planned in the timetable</p> <p>All pupils with handwriting issues show progress from their starting points</p> | | |

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| | <p>(booklets and fine motor tools) to support improving handwriting across the schools (individual schools chose whole school or individual basis)</p> <p>Identify all pupils with poor handwriting, pupils to complete letter join books (X3)</p> <p>Optional-pupils unable to use cursive script, complete letter join books (x3)</p> <p>Pupils further develop handwriting out of the scheme, using school exercise books (Cripps/Nelson Scheme modelled by teacher/1:1)</p> | | | <p>Literacy TA/Co-ordinator plan a display looking at handwriting samples from the start and end of the scheme</p> <p>Pupils are able to transfer new writing style out of the scheme books and into exercise books</p> | | |
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| <p>7.3.7</p> | <p>Implement: <i>Catch Up Numeracy Intervention</i></p> <p>Identify and Train Staff capable of delivering maths intervention (2 per site)</p> <p>Identify pupils below XXX who would benefit from catch up maths</p> <p>Develop support timetable to deliver maths intervention</p> <p>Track pupil data to look at impact of intervention</p> | | | <p>Pupils below xxx receiving a twice weekly, 15-minute session from trained staff, will show improvements in an average period of 5 months, 11 months progress (a mean ratio gain* of 2.2).</p> <p>Literacy TA/SENCo will accurately track data and be able to quantify pupil progress and impact of new intervention</p> | <p>Catch Up Numeracy online training takes place over three 2-hour sessions.</p> <p>Catch Up costs £450 per trainee, per intervention.</p> <ul style="list-style-type: none"> • Starter Bundle – 3 training places for £1150*. Please quote code SB22 • Additional Trainee Bundle – 2 training places for £799*. Please quote code AB22 <p>Learners aged 6 - 11 who received Catch Up® Numeracy support for an average period of 5 months achieved average Number/Maths Age gains of 11 months (a mean ratio gain* of 2.2).</p> | |
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| 7.3.8 | To improve pupil progress and understanding through use of a concrete, pictorial, abstract (CPA) approach. | | | <p>All staff involved in maths learning have attended White Rose training on CPA approach and Bar Modelling</p> <p>Teachers and support staff are confident in use of CPA approach to support and scaffold pupil learning.</p> <p>CPA approach a regular feature of classroom practice</p> | | |
| 7.3.9 | To develop pupils' mathematical reasoning skills through the use of a fluency, reasoning, problem solving approach | | | <p>All staff involved in maths learning have attended White Rose training on mathematical talk and reasoning; reasoning and problem solving and thinking through variation</p> <p>Most maths lessons provide all pupils with the opportunity to access reasoning/problem-solving questions</p> | | |

8. Measuring outcomes (including successes) in all areas

| Priority 1: Improve pupil attendance | | | Success Criteria: <ul style="list-style-type: none"> Southern Cross Attendance to increase from 83% to 88% Meade Hill Attendance to increase from 77% to 85% Castlefield Campus Attendance to increase from 61% to 75% | | | |
|--|--|-----------|---|--|-----------------|----------------|
| Action | Milestones | Date | Responsibility | Outcomes | Resources/ Cost | Status (R/A/G) |
| 8.1.1 Work with the Local Authority Team Around the School to audit and improve attendance systems | LA to audit the attendance procedures at each school. | May 2022 | AB | All stakeholders know and understand their role in the attendance procedures. | £50k | |
| | SSQA to meet with each Headteacher to discuss the findings and to suggest improvements. | May 2022 | SSQA | | | |
| | Pupil attendance policy to be updated. | July 2022 | SLT | The LA take statutory action against parents where pupils fail to attend school. | | |
| | Flow diagram produced illustrating the escalation process for pupils with poor attendance. | June 2022 | SN | | | |
| | Employ a Senior Lead – Support for attendance | July 2022 | SN | | | |



School Development Plan

2022 -
2023

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| | role at Castlefield Campus. Trial a TA attendance role at Southern Cross. | Sept 2022 | KB | | | |
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