

School Development Plan: Overview 2021-2022

2021-2022	Reading				Writing				Maths			
	Summer 2021*		Targets 2022		Summer 2021*		Targets 2022		Summer 2021*		Targets 2022	
F2	44	0	65		44	0	65		56	0	65	
Year 1	68	18	75	20	68	7	75	15	71	21	75	24
Year 2	57	15	69	24	42	4	62	21	62	23	69	27
Year 3	80	36	80	36	63	7	75	20	80	17	80	20
Year 4	44	4	81	22	52	0	74	12	78	17	77	19
Year 5	52	13	73	21	50	19	69	21	81	31	81	31
Year 6	85	21	80	20	53	3	76	18	78	14	78	28

* Summer 2021 data controls for those children who were unable to sit the assessments.

Context:

Edale has been focussed on developing our curriculum and a distributed leadership model since autumn 2019. The 2020 COVID outbreak meant that attentions had to be refocussed on designing and delivering remote learning and reopening a school during a national pandemic. Developments were still made regarding the curriculum and distributed leadership but 2021-2022, presents an opportunity to refocus energies and develop this further.

Academic progress and attainment has been affected by the pandemic. Writing across school has been negatively impacted and this is in line with national trends. Reading has been affected in some year groups, again this is in line with national trends. Maths has largely been unaffected.

Writing has a clear SDP and individual RAPs exist for those cohorts needing to make additional progress in reading.

All academic subjects and key areas of school (SEND, diversity and representation etc.) have their own action plans. Please speak with specific leaders for more details on this. The main school development plans this year are: writing, oracy, curriculum, subject leaders, community engagement and computing. Overviews of these SDPs can be seen below. The SDPs themselves can be viewed in full on our website.

Main School Development Priorities 2021-2022

	Rationale and Overview	Key Performance Indicators – summer 2022
Writing	<p>Writing was a SDP in 2020-2021 and is being continued in 2021-2022. A clear curriculum intent has been written for writing to inform and writing to entertain to ensure there is a clear progression in writing at Edale. This is also to aid with assessment. A clear writing process has also been designed to ensure that the implementation of writing is consistent across school.</p> <p>In 2021-2022, this intent and implementation will be further developed (by developing the writing to persuade/discuss intents for example).</p>	<ul style="list-style-type: none"> • Intent documents consistently applied across Year 1 – Year 6. Progression will be evident in outcomes. • Effective implementation of the writing process will result in all year groups achieving their writing targets

Oracy	<p>The strategic development of oracy began last academic year with baseline audits being carried and actions set to develop the use of oracy across the curriculum. The covid-19 school closures impact the development of oracy in that it caused delays to staff CPD and therefore, summer term was used for staff to familiarise themselves with the new oracy intent documents, progression overviews and begin to use some strategies in their classrooms. Staff awareness of the importance of oracy has led to positive attitudes across the whole school and staff are now ready to progress with the implementation of the curriculum documents and CPD they received.</p>	<ul style="list-style-type: none"> • All classes will have a curriculum outcome focused on presentational oracy each term • All classes will be using dialogic teaching strategies across the curriculum to embed the four strands of oracy. • All classes will have discussion guidelines they have collectively agreed and displayed in classrooms. • All staff will be using the oracy progression framework and language structures to plan oracy outcomes. • Use of sentence stems will be embedded.
Subject Leaders	<p>The curriculum at Edale has undergone substantial development over the past couple of years culminating in a knowledge-based curriculum that builds cumulatively from F1 to Year 6. Much of the strategic development of the curriculum was carried out by the deputy head teacher at the time. During a partnership review it was identified that school had strong senior leadership structures and pockets of strong middle leadership but that a focus moving forward should now be to develop the leadership skills of all subject leaders to allow for them to take strategic responsibility of their curriculum areas.</p>	<ul style="list-style-type: none"> • Subject leader documents such as the crib sheet and responsibilities overview will be embedded and used by staff. • Monitoring will be of high quality and show impact in outcomes for children. • Review documents will be up to date and reflect the current picture in subject disciplines across school. • Staff will attend PLCs at Transform Trust and ensure that professional learning is implemented in their strategic development and leadership of their subjects.
Community Engagement	<p>Home-school engagement has been shown to have positive impact on pupil outcomes, especially in reading (EEF, 2018). In 2021-2022, Edale will focus on developing the strong connections we made with families during the COVID-19 pandemic and utilising these to help improve outcomes for children. The wider community of Sneinton and Nottingham have a plethora of opportunities that school could further utilise to help enrich our curriculum and improve outcomes for children.</p> <p>Nottingham, Sneinton and Edale has a rich and diverse community and an 'Edale in the Community' action group has been set up to ensure that all voices are heard and involved in the life of Edale Rise. This includes the Headteacher, a lead teacher, teaching assistants who live in the local area and will include parents. The purpose of this group is to utilise the wealth of resources the local community has to offer which could enrich the education of our children (parents speaking about their experiences, connections with local commerce etc.). It is also focussed on raising the profile of Edale in the community. This development plan has two strands:</p> <ul style="list-style-type: none"> • Home-school engagement: improving parental engagement with learning • Edale and the Community: improving connections with the local community 	<ul style="list-style-type: none"> • Home-school communication tool will be well embedded • All year groups will have engaged with a cultural enrichment activity linked with Sneinton/Nottingham • KS1 Targeted Workshops will have led to improved reading outcomes for these children • RE celebration days will be well embedded • Edale and the Community group will be well established. There will be clear evidence of parents as active agents in the development of the school.

Curriculum	<p>Edale has made excellent progress with its curriculum development so far. English, maths, history, geography, science, RE, French, DT, PE, PSHE, music and computing all have clear, cumulative, knowledge-rich curriculums that purposefully revisit and build upon past learning to develop a mastery understanding of the subject. Subject leaders have developed these intents and worked with staff to ensure our vision of implementation is aligned and actualised in the classroom.</p> <p>Moving forward into 2021-2022, we will be focussing on:</p> <ul style="list-style-type: none"> • art as a subject • developing a procedure for assessing across the curriculum • exploring enrichment and developing exceptionalism within each subject • ensuring our curriculum is diverse and represents the demographic of Edale, Sneinton and Nottingham • ensuring the disciplinary knowledge of subjects is purposefully developed alongside the declarative knowledge. 	<ul style="list-style-type: none"> • Partnership review will assess art provision and outcomes as having made clear improvements and evident of a clear, cumulative, ambitious, knowledge-rich curriculum • Teachers will be able to confidently assess children in all foundation subjects using the new assessment procedure. • Partnership review will evidence clear improvements in the teaching of subject discipline in the humanities and sciences • Enrichment calendar will be established, showing the clear entitlement of enrichment activities at Edale
Digital	<p>Effective and efficient use of digital technology has been shown to enhance progress across the key stages by improving teaching and learning (EEF, 2019). Whilst fluency with modern technology is sure to help close the 'digital divide' that our children may face, improve life prospects for each and every child and create profound personal development, which is central to our school ethos. Where utilised correctly, our foundation of digital devices has the potential to significantly enrich our curriculum, engage and accelerate progress for all pupils.</p> <p>In the 2021-22 academic year, we will implement streamlined expectations for all teaching staff, identify key areas for focus and deliver staff training in those areas, promote oracy and creative core outcomes through the use of the different platforms at our disposal.</p>	<ul style="list-style-type: none"> • Lesson drop-ins and pupil voice will show an increase in the quality and frequency with which digital is used to enhance formative assessment • The regular and effective use of digital to enhance formative assessment will lead to improved outcomes, especially in writing. • High quality, engaging oracy outcomes will be evident across the curriculum and across school in work scrutiny • Edale's computing curriculum will be explicitly cumulative in its knowledge progression and fully resourced for teachers