



Wingfield

PRIMARY SCHOOL

School Development Plan 2019-20

*Is education about the depositing of information into the minds of young people, or is it about engaging in a process of reflection and praxis, naming the world in order to **transform** it?*

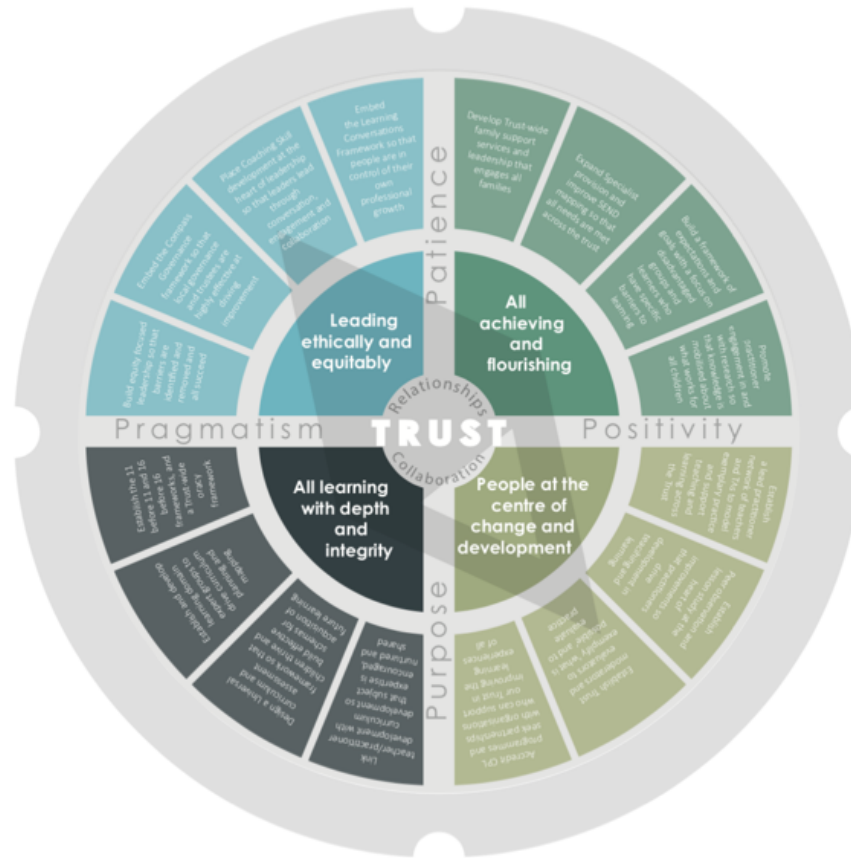
Paulo Freire

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The Compass Partnership of Schools

The Compass Partnership of Schools is an ethical and ambitious learning community that seeks to inspire every child to value their education, know themselves, understand others and work to create a fair, just and sustainable society.

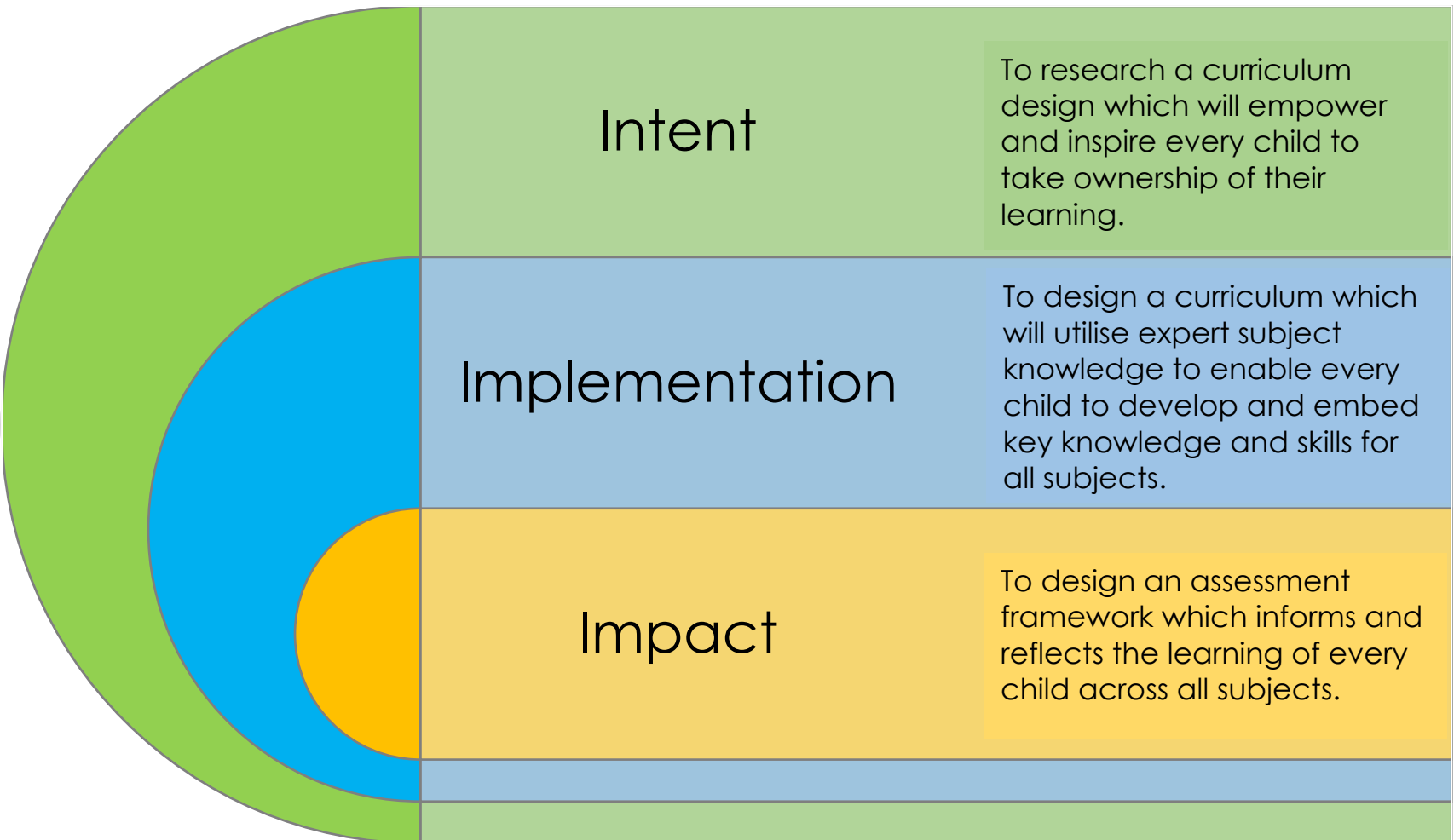


THE
COMPASS
PARTNERSHIP OF SCHOOLS

optimism, ambition, resilience

Core Priority 2019-20

Curriculum



Wingfield Primary School
School Development Plan 2019-20

Autumn 1: Intent

To research a curriculum design which will empower and inspire every child to take ownership for acquiring the knowledge and skills to realise their full potential and take an active role in creating a more equitable society. When engaging in this research a priority will be to define end points for key stages in our curriculum, guided by and reflective of our community.

Strategic aim	Key tasks	Accountabilities, timescales and milestones												Desired impact
		W1	M1	W2	M2	W3	M3	W4	M4	W5	M5	W6	M6	
Create a space for teachers to research curriculum design.	Introduce SDP to teaching staff and to outline expectations for curriculum research.	SLT	PDM to have been delivered.											Teachers' professional development actively engaged in research process. All teachers to have researched curriculum design and shared findings of preferred curriculum design.
	Sourcing articles related to different curriculum designs.	SLT	Articles to be sourced and ready to share with staff in Week 3 PDM.											
	Design a crib sheet with prompt questions to guide teachers' responses during their reading research.			SLT	Crib sheets to be emailed or printed ready to share with staff in PDM.									
	Split staff into groups for reading research.					SLT	List of groups ready to be shared in Week 3 PDM.							

	Teaching staff research different curriculum framework design and attend Compass curriculum expert groups.							Teacher	Teachers provided with articles and a crib sheet. Teachers to have ideas prepared to present in PDM about article. Teachers attend curriculum expert groups.				
	A PDM to share research outcomes.								Teacher SLT	All teachers to have time to present their research. Favoured designs are discussed.			
Research curriculum design through engagement of action research.	Decide on key curriculum designs which are going to be trialled.										SLT	Following research – 4 different approaches to be decided on.	SLT to be confident in the varying approaches to curriculum that will be trialled across the school. Teachers will be actively engaged in the action research process.
	Disseminate / decide different practices amongst different key stages.										SLT	Year groups for trials to be decided – guidance and support for each.	

	A PDM to introduce plan of action and which key stages are trialling which design to teaching staff. Share monitoring sheet.											RS MB PM	Teachers to be aware and confident in their trial curriculum.	
Review the use of backwards by design pedagogy to define end points for key stages in our curriculum.	Review and agree range of backward by design end goals: <ul style="list-style-type: none"> An answer to a question A solution to a problem A completed challenge A final product 	SLT	Backward by design end goals agreed.											End points for key stages in our curriculum aligned with end goals for our backwards by design pedagogy.
	Review EYFS curriculum and agree specific backward by design end goals which correspond to end points for EYFS.			SLT	EYFS end goals agreed.									
	Review KS1 curriculum and agree specific backward by design end goals which correspond to end points for KS1.					SLT	KS1 end goals agreed.							
	Review LKS2 curriculum and agree specific backward by design end goals which correspond to end points for LKS2.							SLT	LKS2 end goals agreed.					

	Review UKS2 curriculum and agree specific backward by design end goals which correspond to end points for UKS2.								SLT		UKS2 end goals agreed.		
	Map agreed backward by design end goals for all key stages onto curriculum framework.										SLT	End goals for all key stages mapped onto curriculum framework.	
Develop an overarching vision which encompasses the school values and guides the new curriculum framework.	Read current vision statement – decide which areas should be kept.	SLT	Sections needed to be edited to be decided on.										Curriculum vision embodies the school's values. All children are aware of the link between their education and future success. Aspirations for a successful future are realised through careful curriculum design and pedagogy.
	Re-write vision statement to support curriculum design.			SLT	First draft of vision statement to be completed.								
	SLT to review drafted vision statement.						SLT	Reviewed and amended draft of vision.					

	Finalise vision statement.												SLT	Final vision statement created to support new curriculum.	
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Autumn 2: Intent

To research a curriculum design which will empower and inspire every child to take ownership for acquiring the knowledge and skills to realise their full potential and take an active role in creating a more equitable society. When engaging in this research a priority will be to define end points for key stages in our curriculum, guided by and reflective of our community.

Strategic aim	Key tasks	Accountabilities, timescales and milestones												Desired impact	
		W1	M1	W2	M2	W3	M3	W4	M4	W5	M5	W6	M6		
Research curriculum design through engagement of short period of action research.	Monitoring sheet designed.	SLT	Teachers to use sheet to assess the effectiveness of the trialled curriculum design.												All staff will be actively involved in the research process. Curriculum design will be decided. Immersion and analysis of action research develops an agreed curriculum design.
	Curriculum design models trialled in each phase.					All staff	Action research in process.	All staff	Action research in process.						
	Observations and informal learning walks to monitor different practises of action research.					SLT	Monitoring approaches and progress.	SLT	Monitoring approaches and progress.						
	Action research findings presented to staff.											RS MB PM	Outcome of research: Framework model selected.		

Design a curriculum framework.	Following evaluation of action research EYFS staff to determine curriculum framework design for Nursery and Reception e.g. subject discrete, cross curricular, length of unit of learning, 1- or 2-year cycle, etc.											EYFS staff	EYFS curriculum framework design completed.	Curriculum framework is designed.
	Following evaluation of action research KS1 staff to determine curriculum framework design for Year 1 and Year 2 e.g. subject discrete, cross curricular, length of unit of learning, 1- or 2-year cycle, etc.											KS1 staff	KS1 curriculum framework design completed.	
	Following evaluation of action research LKS2 staff to determine curriculum framework design for Year 3 and Year 4 e.g. subject discrete, cross curricular, length of unit of learning, 1- or 2-year cycle, etc.											LKS2 staff	LKS2 curriculum framework design completed.	
	Following evaluation of action research UKS2 staff to determine curriculum framework design for Year 5 and Year 6 e.g. subject discrete, cross curricular, length of unit of learning, 1- or 2-year cycle, etc.											UKS2 staff	UKS2 curriculum framework design completed.	
	Whole school curriculum framework design agreed.											SLT	Whole school curriculum framework design completed.	

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Spring 1: Implementation

To design a curriculum which will utilise expert subject knowledge to enable every child to develop and embed their understanding of key concepts. Knowledge and skills will be sequenced across all subjects to support the understanding of key concepts and assessment, including feedback, will be used effectively to check children's understanding and address their misunderstandings.

Strategic aim	Key tasks	Accountabilities, timescales and milestones												Desired impact	
		W1	M1	W2	M2	W3	M3	W4	M4	W5	M5	W6	M6		
Evaluate pre-existing curriculum framework documents.	Develop teachers' understanding of how to assess existing documents. This will include: <ul style="list-style-type: none"> A restatement of the conclusions of the Intent stage of the SDP Activities designed to ensure that all stakeholders will act critically and appropriately when deciding usefulness A clear explanation of the desired outcomes 			TA AW JT	PDM delivered. All teachers and subject leaders are aware of the changes to the curriculum framework and will evaluate pre-existing documentation.										All stakeholders assess the existing curriculum documents identifying which elements are desirable to be maintained within the New Curriculum, and which elements would need to be improved. Senior leaders map out the National Curriculum, ensuring that there is a progression of knowledge and skills within and across year groups.
	Evaluate current units of learning against new curriculum framework.					Phase leaders	Phase meetings held. Annotated Units of Learning are produced.	Phase leaders	Phase meetings held. Annotated Units of Learning are produced.						

	Map out National Curriculum into a new framework; individual year groups will have quantifiable knowledge, skills and understanding outcomes.								SLT		Curriculum Map is produced.			
Develop schemata and/or teaching sequences for each subject to embed key concepts within new curriculum framework.	Create schemata teaching sequences by identifying key concepts and vocabulary.	SLT	All teaching staff have attended PDM on develop schemata.									Subject leaders	Schemata and/or teaching sequences produced.	Children will know and learn key concepts relating to the topics they are studying. These will include, but not be limited to: historical dates, events and figures, geographical locations, key vocabulary and scientific principles. Teachers will be able to refer to these elements as they teach a topic to ensure children embed these crucial knowledge outcomes.
	Redesign mind maps to incorporate key knowledge for each topic.											All staff	Redesigned mind map template is uploaded onto the SharePoint.	
	In every classroom, teachers incorporate key vocabulary and concepts related to topics being learnt. This can take the form of: <ul style="list-style-type: none"> • A display • A washing line • A surface display 						All	Classrooms demonstrate key areas of knowledge for the term's topic.						
Engage all stakeholders in the development of curriculum content reflective of the	Develop qualitative survey to question key stakeholders.	SLT	Survey designed.	All stakeholders	Survey distributed and completed by all.									The school has an evidence-based understanding of which topics would be relevant and engaging to the

school's diverse community.	A series of focus groups are held with staff, parents and children to identify topics that are relevant to our community.					All	SLT analyse the research produced, identifying key areas that are worth exploring further.							children of the school. The school can embed these ideas, concepts and events into the individual Units of Learning produced within the new curriculum framework.
	Design and distribute a quantitative survey for parents to provide an indicator of key concepts/historical figures/places that are relevant for our school community.						SLT	Quantitative survey is placed online, and children, staff and families undertake the survey						
	Analyse surveys about content construction the curriculum.							SLT	Data produced from surveys and distributed to all stakeholders.					

Wingfield Primary School
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Spring 2: Implementation

To design a curriculum which will utilise expert subject knowledge to enable every child to develop and embed their understanding of key concepts. Knowledge and skills will be sequenced across all subjects to support the understanding of key concepts and assessment, including feedback, will be used effectively to check children's understanding and address their misunderstandings.

Strategic aim	Key tasks	Accountabilities, timescales and milestones												Desired impact	
		W1	M1	W2	M2	W3	M3	W4	M4	W5	M5	W6	M6		
Design curriculum content based on outcomes from research and stakeholders' surveys. Curriculum is appropriately sequenced across all subjects and year groups.	Share the sequenced framework of learning that was produced in the autumn term.	TA AW JT	All teachers attend PDM. Teachers understand and recognise how there is progression across year groups and challenge within each year group.												Curriculum framework is produced which clearly demarcates subjects and topics for each year group. The framework is suitably challenging, and ensures that knowledge is deepened and developed, rather than repeated. new units of learning and potentially whole school projects are decided for the academic year 2020-21. These are relevant to our community and
	Sequence subjects' strands into terms based on the curriculum framework.			All	PDM held. Subjects will begin to be broke down into individual terms.			All	Sequencing of subject strands across terms is complete.						
	Construct termly units of learning/topics.					All	Teachers generate units of learning based on the frameworks sequence of skills and knowledge.					All	Updated Units of Learning for the 2020-21 academic year are produced.		

	Plan Whole School Projects for Academic Year 2020-21.							All	Whole school projects are decided that are relevant to the new curriculum.					challenging and engaging to our children.
	Review, evaluate and finalise the new curriculum content.										All	PDM held: Curriculum content has an appropriate development of skills and knowledge and that there is challenge within each year group. Teachers assess the curriculum from the perspective of a class teacher, phase member and as a subject leader.		

Utilising teachers' expert subject knowledge to ensure that the new curriculum framework is relevant, challenging and engaging.	Subject leaders evaluate the new curriculum, to ensure it adheres to the National Curriculum, shows an appropriate level of progress, and leads to depth of learning.								All	PDM held			Subject leaders deepen their mastery of their subject by acquiring a fully comprehensive understanding of how it is being taught within the school. Subject leaders are able support colleagues in resourcing high quality lessons and monitor the acquisition of knowledge amongst the children within the school. Individual subjects are taught to high standard and include engaging resources and highly stimulating activities.
	Subject leaders source engaging resources appropriate to the new topics to ensure stimulating lessons.	All	Develop subject leaders Sharepoint space to include resources.								All	Resources are acquired and placed into Sharepoint.	
	Construct a schedule of activities for subject leaders to ensure that their subject is being taught to a high standard and that children are acquiring and retaining knowledge. These activities could include: <ul style="list-style-type: none"> Lesson observations Data analysis Monitoring of medium-term plans Book scrutinies Pupil voice sessions 	All	Senior leaders design a monitoring schedule for subject leaders that is ongoing throughout the year.										

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Summer 1: Impact

To design an assessment framework which informs and reflects the learning of every child across all subjects. This learning will be evidence of how every child is prepared for the next stage of their education including the outcomes achieved in national assessments. The assessment framework will be designed to minimise teacher workload in the key areas of marking, planning and data management.

Strategic aim	Key tasks	Accountabilities, timescales and milestones												Desired impact	
		W1	M1	W2	M2	W3	M3	W4	M4	W5	M5	W6	M6		
Develop effective planning systems for all curriculum subjects. Planning systems to reflect the learning journey of every child with a clear end goal at each stage.	Medium-term planning format to be redesigned to reflect new curriculum whilst considering: <ul style="list-style-type: none"> How will this work with our new curriculum? What is currently working well? Can it be adapted to the new curriculum? What would we want to include? What is non-negotiable? 	YM SE JH	All teaching staff to attend PDM to review and share ideas of how we develop the MTP format to our new curriculum.	YM SE JH	Medium term plan ideas to be collated and SIT to develop a new medium-term plan. [Possibly including units of learning]						YM SE JH	Medium Term planning format are fit for purpose as they are reflective of the new curriculum design.	YM SE JH	All teaching staff to attend PDM to explore the new medium-term planning format and to inform of how it is to be completed.	Teaching staff to develop a bespoke planning system reflecting the new curriculum. The planning system will signpost all key end goals reflective of end points in every curriculum subject. Teachers will effectively use the system to ensure all end goals are purposeful; reflective of the new curriculum and
	Medium-term plans anticipate misconceptions within the topics being studied, and lessons are planned to address these.									All	MTPs monitored to check misconceptions included in teaching sequences.				

	English, including guided reading, and maths planning templates to be redesigned to reflect new curriculum whilst considering: <ul style="list-style-type: none"> • How will they be informed by the medium term plan? • What is currently working well? Can it be adapted to the new curriculum? • What would we want to include? • What is non-negotiable? 	YM SE JH	Review of the English and maths frameworks.	Teacher	All teaching staff to attend PDM to review and share ideas of how we develop English and maths planning.	DM HP SLT	All teaching staff to have attended PDM, ideas to be collated and SLT to develop a new format for English maths.	DM HP			English and maths planning formats are fit for purpose whilst considering teacher workload.	DH HP	All teaching staff to attend PDM to explore the new planning formats and to inform how they are to be completed.	informs future planning and assessment of all curriculum subjects. Designed planning systems to be mindful of teachers' workload.
	Phonics planning to be reviewed, edited and developed by all EYFS and KS1 staff.						SE JT PM JH	Review the current planning of phonics. Agree a consistent phonics scheme to use in EYFS and KS1.			JT PM	All teaching staff to understand the phonics scheme Wragfield will be following.		
	Teaching and Learning policy updated to include explicit changes in the curriculum.										SE	The Teaching and Learning Policy to be updated to reflect the new curriculum and planning.		

	Planning expectations to be explored and to consider: <ul style="list-style-type: none"> • Frequency of planning • Individual subjects planning • Intervention planning 						SLT	Planning expectations to be agreed for all curriculum subjects whilst being aware of teacher workload.			SE	Planning expectations are to be shared and explained with all teaching staff.	
	Monitoring proformas are updated to be in accordance with new Teaching and Learning Policy.										SE JH	Learning section on monitoring forms are updated and shared with teaching staff.	
	Teachers build topic working walls so that within lessons teachers can highlight key areas of knowledge and provable facts within each topic.	SLT	Criteria for topic working walls are designed and disseminated. Guidance is added to the Environment for Learning checklist.	Teacher	The development of topic working walls is evident in classrooms. Children understand the walls' use and its purpose.							SLT	
Develop a Feedback for Learning Policy that informs the children of their next steps and end goals. Effective Feedback for Learning Policy design ensures children's outcomes	Feedback for Learning policy to include explicit changes in expectations.					SLT PL	Current policy reviewed within phases. Establish what is needed from policy. SLT to agree changes within policy.	SE YM JH	Draft a new policy to include IPod marking. Devise clear criteria for all to adhere to across the curriculum.				Feedback for Learning Policy will be created and implemented. Guidance will provide staff with clear understanding of how to feedback

are at least the national standard.	Share policy and expectations with staff.											SLT	Feedback for Learning policy shared with teaching staff.	across all curriculum subjects. Children will have a deeper understanding of their feedback and the next steps towards their end goals.
	Generate exemplars to demonstrate the expectations of quality and effective feedback.											SLT Subject leaders	Design book expectations to reflect the changes in the Feedback for Learning policy.	
	Monitoring proformas are updated to be in accordance with new Feedback for Learning Policy. Clear book expectations for marking learning books and acknowledge mark workbooks.											SE JH	Marking section on monitoring forms are updated and shared with teaching staff.	
Develop the assessment across the curriculum framework to reflect progression and impact of knowledge and skills in the new curriculum.	<p>Format of knowledge and skills matrices reviewed considering new curriculum approach:</p> <ul style="list-style-type: none"> • Knowledge and skills across year groups • Knowledge and skills across terms • Knowledge and skills across phases • Language acquisition • Substantive knowledge • Procedural knowledge 					YM	Staff to have attended PDM: Progression of knowledge and skills. Teaching staff to consider the new approach of assessing the curriculum. Shared ideas of new template.	YM	A new template is devised for knowledge and skills matrices.					Teachers and subject leaders are robust in their knowledge and understanding of progress and attainment in their class and subject areas. Assessing knowledge and skills progression from start to end point in each

	Review content of knowledge and skills matrices.							YM	PDM to compare Compass T&L Compass Curriculum maps and Wingfield' s Knowledge and skills matrices.	Subject leaders	Working parties have been selected for curriculum areas to develop skills matrices.	Subject leaders	Draft knowledge and skills matrices updated to reflect sequence of knowledge.	curriculum subject will be secure.
	Review mind maps to focus on knowledge and skills in all subjects including a tick box for knowledge and skills on end of the unit of learning mind maps (depending on progress during previous phases of SDP).									SLT	Redesign mind maps to reflect the acquisition of knowledge and skills.			

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Summer 2: Impact

To design an assessment framework which informs and reflects the learning of every child across all subjects. This learning will be evidence of how every child is prepared for the next stage of their education including the outcomes achieved in national assessments. The assessment framework will be designed to minimise teacher workload in the key areas of marking, planning and data management.

Strategic aim	Key tasks	Accountabilities, timescales and milestones												Desired impact
		W1	M1	W2	M2	W3	M3	W4	M4	W5	M5	W6	M6	
Framework of assessment to embed regular and purposeful assessment for learning to inform precision planning for deeper learning and embed outstanding teaching and learning across the curriculum.	Assessment Framework to be restructured to include assessment of new knowledge and skills grids for every subject.	Subject leaders	PDM: Draft knowledge and skills grids reviewed by teaching staff.			Subject leaders	All matrices are complete.			Teacher	Children have been assessed using the new skills matrices.			Staff will be confident in implementing new assessment matrices. A clear timeframe for assessment will be in place with teachers knowing how often they are expected to record, upload and review data. Progress and attainment will be monitored regularly, resulting in specific planned outcomes for deeper learning in all curriculum subjects with end goals signposted.
	Assessment Framework to be restructured to include assessment of core subjects.			SLT Teacher	Teaching staff to attend PDM. Current assessment practice reviewed.									

	Subject leader dashboards amended to demonstrate progress.					YM	Subject leader dashboards to be amended to demonstrate progress across curriculum subjects. Working on dashboards to match the new curriculum practices.	SLT Subject leaders Teacher	Subject leaders dashboard template shared. Subject leaders present their attainment and progress on new template.				
Strengthen teachers' understanding of purposeful measuring of attainment and progress across the curriculum.	Develop secure assessment baselining of all students.	SLT	Review current baseline procedures. SLT to agree how children are assessed at each start point.								YM	Baseline expectations are included in the policy. Documentation to support baseline created and disseminated.	Assessment in pupil progress and attainment against all curriculum subjects will be accurately assessed and judgements will be secure. Assessment procedures will be rigorous; purposeful and mindful of teachers' workload.
	Review how we assess: <ul style="list-style-type: none"> • Core subjects • Foundation subjects • GLD • Phonics • Maths timetable checker • Handwriting expectations • Specific groups of children e.g. SEND, etc. 			SLT Teacher	Teaching staff to attend PDM: Assessment at Wingham. Current assessment practice reviewed						YM SE JH	Assessment procedures agreed.	