

# Federation Development Plan 2022 – 2023



**FILLEIGH**  
COMMUNITY PRIMARY SCHOOL

Resilience – Community – Respect – Trust – Independence – Creativity

# Federation Development Plan

## 2022 – 2023

<p>Quality of Education</p>	<p>Implement Little Wandle phonics scheme across all schools</p> <p>Develop children's use of quality vocabulary in their speaking and writing across the curriculum.</p>	<p>Refine statements of intent, implementation and impact for teaching and learning in all Foundation subjects</p> <p>Embed practice using the statements of intent, implementation and impact for teaching and learning in all Foundation subjects</p> <p>Embed assessment and planning so that progression is planned for and tracked in all curriculum areas.</p> <p>Further develop approaches to retrieval skills. Introduce knowledge organisers and low stakes quizzes in science, geography and history.</p>	<p>Adopt a consistent approach to handwriting linked to Little Wandle.</p> <p>Review feedback and marking policy and practice across all schools.</p> <p>Learning journeys and progress to be clear in all books</p> <p>Progress can be clearly evidenced curriculum wide for – Most able, PP, lowest 20% and SEND</p>	<p>Develop a KS2 approach to reading which follows on from Little Wandle – library provision, extension of reading bands, individual Reading, class reading, individual catch-up and intervention, reading challenges so that every child has access to a rich and diverse diet of literature.</p> <p>Review assessment in reading</p> <p>Plan into the curriculum the use of suitable books as a framework to tackle cultural bias</p>	<p>Raise attainment in science and develop skills in science focusing on working scientifically</p> <p>Raise attainment in maths by sharing good practice and developing consistency of approach</p>
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For Filleigh this means:

Implement Little Wandle phonics scheme across all schools.

- Phonics results in year 1 to be at least in line with national data.
- Year 2 re-takes to be at least 50%
- Engagement with 2 year program of reading challenge with English Hub.

Develop children's use of quality vocabulary in their speaking and writing across the curriculum:

- Vocabulary is taught in all subjects and will be seen on knowledge organisers.
- Subject specific Tier twos words to be identified in books by subject leaders through book looks.
- English leader to lead a vocabulary staff meeting in Spring term.
- Statutory word lists are on display and referenced to in every classroom.

Refine statements of intent, implementation and impact for teaching and learning in all Foundation subjects:

- Curriculum intent is visible through teacher's planning of curriculum and is evident in books
- Audit of curriculum intent in autumn term.

Embed practice using the statements of intent, implementation and impact for teaching and learning in all Foundation subjects:

- Intent statements displayed in staff room with curriculum overviews.
- Weekly celebration assemblies delivered by HOS with a termly focus on two statements.

Embed assessment and planning so that progression is planned for and tracked in all curriculum areas:

- End of unit assessments for White Rose used for years 1-6
- Termly reading assessments years 2-6
- Little Wandle reading assessment used half termly and heat maps used to identify areas for catch up.
- Termly data drops to HOS for whole cohorts.
- Reporting termly to governors in reference to data drops.
- Half termly tracking for children with ILP's in conjunction with SENDCo.

Further develop approaches to retrieval skills. Introduce knowledge organisers and low stakes quizzes in science, geography and history:



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- Low stakes quizzes used at least 4 times in the year to promote knowledge retrieval.
- Throwback questions at the start of lessons used by teachers to recall previous facts.
- End of spring term review after low stake quiz regarding autumn term's learning.

Adopt a consistent approach to handwriting linked to Little Wandle.

- Presentation to be consistent across all subjects.
- Consistent approach to WALTs and date to be used across the school
- Letter pattern charts in KS2 class rooms
- Little Wandle rhymes and letter pattern taught in KS1
- Feeder lines used when children begin to join.
- Speed up handwriting/high 5's/ fun fit interventions available for all children who need it.

Review feedback and marking policy and practice across all schools. Learning journeys and progress to be clear in all books:

- Encourage 'live marking' to give immediate feedback verbal and written.
- Extended writing to be read/comment on by teachers.
- Marking codes in children's books (inside front cover).
- English elicitation in headed in Blue and end of unit in yellow.
- White rose end of unit assessments to be glued into maths books.
- Evidence gathering grids used for English extended writing.
- Reading leader to revisit guided reading assessment sheets.

Progress can be clearly evidenced curriculum wide for – Most able, PP, lowest 20% and SEND:

- Termly monitoring from SENDCo for children on SEND register (book look, pupil interviews and lesson obs)
- Senior leaders from the Federation to complete termly monitoring visits.

Develop a KS2 approach to reading which follows on from Little Wandle – library provision, extension of reading bands, individual Reading, class reading, individual catch-up and intervention, reading challenges so that every child has access to a rich and diverse diet of literature:

- Library to be re-organised. Low quality books removed.
- High interest books banded books to go through KS2
- Recommended reads in KS2
- Guided reading texts chosen to give a wide range of text well match to children's needs.

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Review assessment in reading:

- Little Wandle assessment used with fidelity and used to plan next steps
- Termly reading assessments in KS2
- Daily guided reading sheets to be used by class teachers in KS2
- English hub support to audit reading assessment.

Plan into the curriculum the use of suitable books as a framework to tackle cultural bias:

- An audit of literature available to ensure it promotes diversity beyond children's experience of North Devon.
- Purchase of books for each class room that show a well know role model from diverse backgrounds (eg Martin Luther King)
- In class assemblies use of Newsround to show how world events are effecting people from across the globe.
- Weekly 'Rights Respecting Assemblies' to promote child's understanding of their universal rights.

Raise attainment in science and develop skills in science focusing on working scientifically:

- Knowledge organisers to be used at the beginning of every unit of science.
- Science co-ordinator in place for summer 2023.
- Science implementation to be taught through practical activity where possible.
- Science club to be offered in autumn term to take learning beyond the classroom.
- Science curriculum plan to be reviewed autumn term.

Raise attainment in maths by sharing good practice and developing consistency of approach:

- KS1 and KS2 result to be as close to national as possible (excluding EHCP children)
- HoS to chair termly meetings of maths leaders across Federation.
- Establishment of SharePoint for resources.
- White Rose schemes of learning to be used as starting points for planning.
- Access expertise of Jurassic maths hub.
- Termly staff meetings on implementation of maths.
- SL to lead training on match of resources for developing conceptual understanding in maths.

Behaviour and Attitudes	Attendance maintained at National or above	Continue to give forest schools, music, PE and trips more opportunities in	Use effective assessment to establish starting points and gaps. Effectively support children with learning gaps as	High behaviour expectations are re-established and maintained in all schools
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	Implement new DCC approach to attendance	curriculum to make up for lost experiences and give pupils a wealth of experiences to build confidence, self-esteem and working in groups.	a result of lockdown and missed learning	
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For Filleigh this means:

Attendance maintained at National or above. Implement new DCC approach to attendance

- 2021-22 whole school attendance was 92.81%. Parents reminded of processes and expectation for attendance in autumn term via newsletter.
- >95% HoS discuss with parents.
- >90% formal process begins.
- For persistent absence a multidisciplinary approach is often required and is implemented by HoS
- First day calling begins at 0930. HoS follow with welfare checks as required.
- Only exceptional circumstances will term time absence be authorised.

Continue to give forest schools, music, PE and trips more opportunities in curriculum to make up for lost experiences and give pupils a wealth of experiences to build confidence, self-esteem and working in groups.

- Years 1-6 all receive half a term dedicated forest school time.
- Establishment of a forest school nurture group in the autumn term that is reviewed termly.
- Live music in school for all KS2 in autumn term.
- UKS2 trips to live classical music in spring term.

Use effective assessment to establish starting points and gaps.

- Children are taught from their starting points,
- Explicit connections between areas of learning are made for children such mathematical concepts like data handling being used in science.
- Assessment is being used constantly to inform next steps, day to day week to week and planning needs to be flexible to meet children's needs.

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Effectively support children with learning gaps as a result of lockdown and missed learning:

- Use of formative assessment to be able to address gaps and misconceptions reactively in lessons.
- Home learning sent weekly that is tightly linked to work in class to share pitch and expectations with home.
- Intervention sessions are available from HLTA to support children when a specific gap is identified.

High behaviour expectations are re-established and maintained in all schools:

- Dojo points are used to positively reward children.
- Weekly certificates are given by teachers celebrating positive school values.
- Teachers have agreed (and high) expectations of learning behaviour.
- All classes to have a code of conduct/class charter.

Personal Development	Embed EH4MH strategies to support pupils' wellbeing and continue to promote positive mental health for all pupils to support post lockdown	Gain accreditation and develop practice for Eco School Award	Embed and gain UNICEF Rights Respecting Schools Award at Silver level
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For Filleigh this means:

Embed EH4MH strategies to support pupils' wellbeing and continue to promote positive mental health for all pupils to support post lockdown

- Development of 'operation compasses' mental health boxes into a 1:1 and small group intervention. Supported by SENDCo.
- Nurture group for forest school established.
- HLTA to lead nurture groups and 1:1
- Snippets articles/HAF etc shared with parents weekly
- HoS/SENDCo to manage referrals to external agencies for those who need it.
- With school council, establishment of mental health ambassadors to be active at break and lunchtimes.
- Boxhall profile trained staff available to profile children to plan next steps.

Gain accreditation and develop practice for Eco School Award

- School council to establish an eco subcommittee.
- HoS to register with awarding body.
- Eco audit and action plan to be done with council and HoS.

Embed and gain UNICEF Rights Respecting Schools Award at Silver level

- Right of the month
- Weekly rights whole school assemblies.
- Weekly follow up class assemblies
- School council rights steering committee.
- RRS leader in place for autumn term 2022

Leadership and Management	Parental views feed into the development of the school – parent forums, questionnaires, informal and formal	Develop and adapt school to school support across the federation to improve standards achieved in teaching and learning	Provide high quality staff induction procedures for ECTs and develop appropriate 2yr ECT program	Further develop working groups at senior and Middle leader level to monitor and improve teaching,	Review PSHE provision, materials and practice across all schools.	The governing body is provided with information it requires to regularly and robustly challenge school leaders, holding them stringently to account for
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	feedback.	Support new and recently appointed Heads of School to become effective leaders		learning and progress Phonics, Early years, Reading, Maths and working scientifically.		the impact of their actions.
	Further develop use of class Dojo					Continue to support staff wellbeing post lockdown

For Filleigh this means:

Parental views feed into the development of the school – parent forums, questionnaires, informal and formal feedback.

- Building on responses from questionnaires, parents to understand the governance structure of the federation.
- Forums termly to give parents opportunity to receive updates on a theme eg reading.
- Parents evening moved to earlier in the term to promote higher attendance
- Virtual meets for parents evening available if parents would prefer.
- Dojo chat for parents to communicate with teachers for non-office based contact.

Further develop use of class Dojo

- In autumn term all classes to use Dojo points for positive rewards.
- Homework uploaded to Dojo as well as hard copy given out.
- Parents have Dojo chat with user rules sent to parents.

Develop and adapt school to school support across the federation to improve standards achieved in teaching and learning

- Return to full monitoring schedule.
- Early Years/English lead and Maths lead to attend federation steering groups.
- Engagement with USLP to work with wider leadership group support.

Support new and recently appointed Heads of School to become effective leaders

- HoS to complete AoEA accreditation at associate level.

Provide high quality staff induction procedures for ECTs and develop appropriate 2yr ECT program

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- Induction materials updated Autumn term to ensure all information is correct.
- ECT mentor in place for September 2022.

Further develop working groups at senior and Middle leader level to monitor and improve teaching, learning and progress Phonics, Early years, Reading, Maths and working scientifically.

- Leaders in place for Phonics, Reading, Early Years and Maths.
- HoS developing middle leader role for recently qualified teacher to take on in a phased hand over in terms 2 and 3.
- HoS to work with middle leaders to ensure they feel supported when they have attended their days.

Review PSHE provision, materials and practice across all schools.

- You me and PSHE scheme in place.
- Review of scheme and adaptations made to make it more school specific.
- Audit of PSHE resources in autumn term.
- PSHE staff meeting booked for spring term.

The governing body is provided with information it requires to regularly and robustly challenge school leaders, holding them stringently to account for the impact of their actions.

- Termly HoS written report submitted to FGB.
- Termly meeting between nominated champion governor and HoS.
- Safeguarding report made termly.

Continue to support staff wellbeing post lockdown

- Wellbeing advice is signposted on staff noticeboard.
- SLT can support referral to wellbeing at work services.
- Staff events at the end of term eg pizzas at Christmas.

Early Years	Embed new EYFS curriculum changes  Embed new EYFS recording and assessment	Implement Little Wandle Phonics scheme across all schools  Develop children's use of quality vocabulary in their	Further develop links between EYFS settings across the federation to share good practice and support each other in implementing Little Wandle	Adapt curriculum to focus on speaking and listening skills, working together
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	arrangements including new early years baseline assessment.	speaking and writing across the curriculum.  Develop use of assessment to track starting points in speech and language.		
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For Filleigh this means:

Embed new EYFS curriculum changes

- Experienced and high quality EYFS leader brought in from federated school.
- Curriculum aligned to meet needs and interest of children.
- Mental and physical health promoted through daily physical activity, healthy lunches, water in bottles.
- Tapestry to be used by autumn half term to record observations and share children's development with home.

Embed new EYFS recording and assessment arrangements including new early years baseline assessment.

- Admin, head and teacher accounts are active and registered.
- Experienced EYFS teacher to deliver the assessment.
- Tapestry used to support assessment
- Termly data submission to HoS.

Implement Little Wandle Phonics scheme across all schools

- Engage with two year reading/phonics support from English Hub.
- Reading leader in place.
- Reading leader to move back to KS1
- All staff have access to Little Wandle PD materials online.
- Full set of resources purchased.
- Parent twilight session to be given in term 1.

Develop use of assessment to track starting points in speech and language.

- Language and speech link programme for early years assessment.



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- Little Wandle pronunciation of sounds to be used by all staff.
- Little Wandle pronunciation of sounds to be shared with parents via website.
- Incorrect order of speech to be challenged by staff.

Further develop links between EYFS settings across the federation to share good practice and support each other in implementing Little Wandle

- Middle leader's reading and EYFS meetings established and booked.
- Engagement with English hub support for two years.
- Contact details (emails) have been shared between leaders.
- Schools ahead in the implementation phase have been identified and can be visited for support.
- Working relationship with Outstanding Early Years Provider (ofsted 2022) at Lymestone primary school.

Adapt curriculum to focus on speaking and listening skills, working together

- All classes to follow their code of conduct/class charter.
- Children's seating to be arranged by effective working partnerships and not ability.
- Staff to model talk expectations between themselves and children.
- HoS to eat with groups of children weekly to model table manners and expectations.

SEND	Provision Maps in evidence in all classes and regularly updated	Make greater use of tools to support children at early intervention such as the use of Speech Link  To continue to develop the use of the EP through the clinic model	To add further to the current SEND tracking by embedding book look and student voice in to all schools through a termly programme	Keep up to date with SEND Green Paper and DCC Ofsted inspection changes to implementation and the impact they will have for SENDCo training, policies and procedures
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For Filleigh this mean:



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Provision Maps in evidence in all classes and regularly updated.

- New format shared with teachers first half term autumn term.
- Updated termly and sent to SENDCo/HoS.
- SENDCo to monitor links to ILP's and tracker and discuss in half termly HoS meetings.

Make greater use of tools to support children at early intervention such as the use of Speech Link

- Provision maps to target children early with strategies to meet full range of learning needs.
- Updated Devon Graduated Response used to identify needs and target support.
- Updated Devon Graduated Response to be shared by SENDCo at autumn staff meeting.

To continue to develop the use of the EP through the clinic model

- Clinic guidance to be given by SENDCo staff meeting autumn term.
- Booking proformas to be given ahead of clinic meetings.
- Teacher's with similar questions can be placed in group sessions to maximise efficiency of EP time.

To add further to the current SEND tracking by embedding book look and student voice in to all schools through a termly programme

- Booked in at HoS meetings.
- SEND marking is linked to ILP targets where possible.
- Pupil voice of SEND to be shared with all staff termly by HoS.
- Termly updates to staff from SENDCo to teachers either from SENDCo or through HoS.

Keep up to date with SEND Green Paper and DCC Ofsted inspection changes to implementation and the impact they will have for SENDCo training, policies and procedures.

- SENDCo share update with teacher either personally or through HoS.