



Wingfield
PRIMARY SCHOOL

School development plan 2022-23

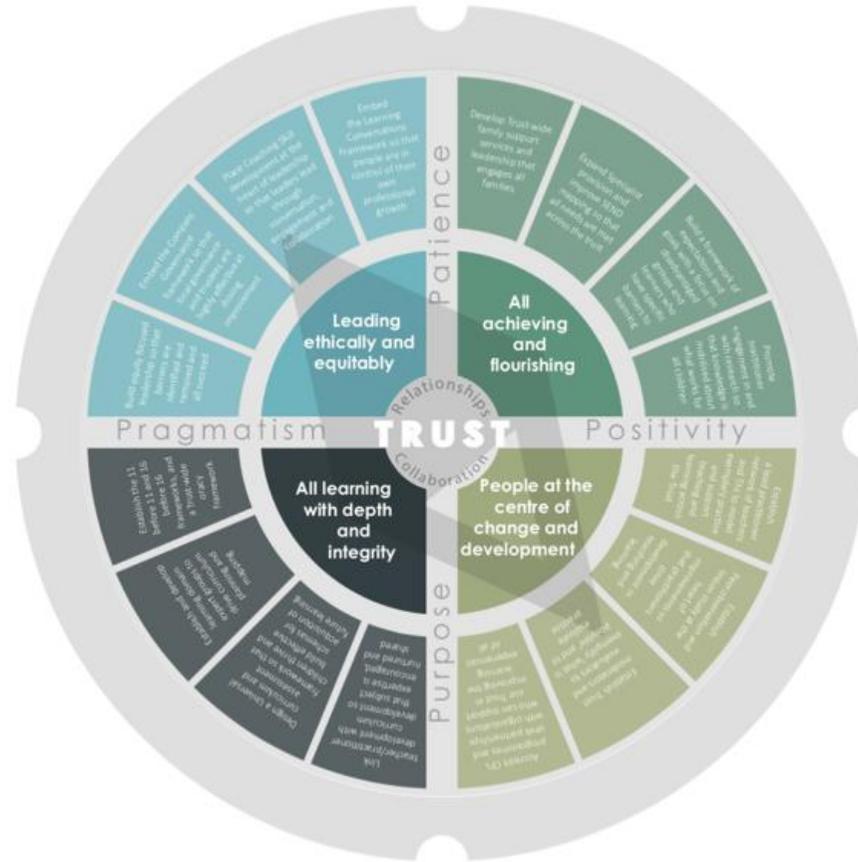
Education is the practice of freedom.
Paulo Freire

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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

Wingfield Primary School

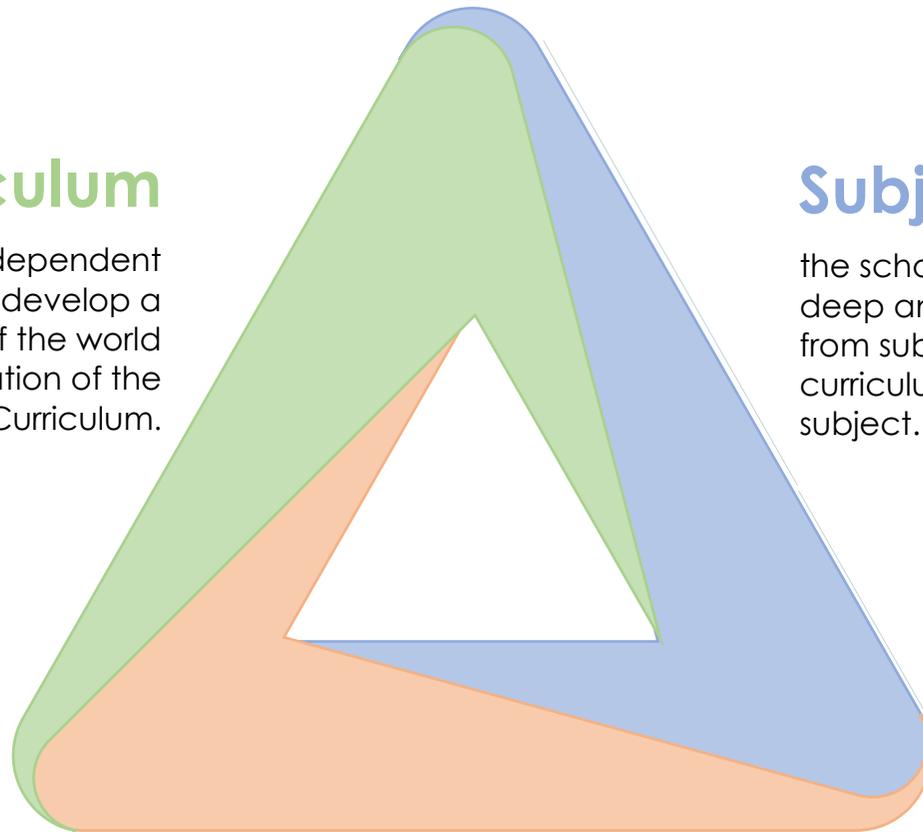
Core Priorities 2022-23

Curriculum

all pupils are confident, independent and inquisitive learners who develop a deep understanding of the world through the implementation of the Compass Curriculum.

Subject Leadership

the school community benefits from a deep and consistent understanding from subject leaders of the pedagogy, curriculum and assessment of their subject.



Supporting the Lowest 20%

the school's provision is refined to further narrow the gap between disadvantaged pupils and their peers.

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School development plan 2022-23

Curriculum: all pupils are confident, independent and inquisitive learners who develop a deep understanding of the world through the implementation of the Compass Curriculum.

Strategic aim	Key tasks	Accountabilities, timescales and milestones											Desired impact	
		W1	M1	W2	M2	W3	M3	W4	M4	W5	M5	W6		M6
All stakeholders are informed, prepared and secure in their understanding of the Curriculum. They recognise the pedagogical foundations of the curriculum and can identify any changes to practise that are necessary.	Staff are provided with a sequence of high-quality PDMs that develop a secure understanding of the Curriculum.	TA	INSET DAY – ensures clarity of provision.	TA / JG (Summer '22)	PDM 1 – The Curriculum Framework.	TA / Subject Leaders (summer '22)	PDM 2 – Compass Subject Leader Network.	TA (Summer '22)	PDM 3 – Changes to practices and procedures.			RS/TA	PDM – September ready.	The school community enters the Summer holidays with a secure understanding of the sequencing of the curriculum and the day-to-day practise.
	The evaluated curriculum framework is shared with staff so that they recognise the theory behind each subject, the progression within and across year groups and any changes to the sequencing.			TA (Summer '22)	Documentation shared w/ staff in PDM.									
	The format and expectations surrounding exercise books are determined ahead of the new academic year.	RS/TA (Summer '22)	The colours and formats of each subject's books are determined.	TA/DF (Summer '22)	New books (including plastic covers) are ordered.	TA (Summer '22)	'Unit of Learning' Book expectations are updated.			TA/GE (Summer '22)	New book labels are created and printed.			

	Staff are given clarity as expectations procedures and practices. This will include: <ul style="list-style-type: none"> • MTP format • Cross-curricular expectations • Lesson Planning • Book formats • Moderation and Monitoring • Surface displays • Front pages and mind maps • Timetables 							TA (Summer '22)	PDM 3 – Changes to practices and procedures					
	The expectations surrounding the Autumn '22 Whole School Project.	TA (Summer '22)	PDM held.											
	The English framework is updated to reflect the wider curriculum and reading across the curriculum to ensure teachers are appropriately resourced ahead of Medium-Term Planning.					DM/TA	Framework updated.			All staff	Framework shared w/ staff.			
	Reading areas are updated to reflect revised reading expectations. Books are pitched appropriately in every classroom: <ul style="list-style-type: none"> • EYFS / Y1 ensure a purposeful choice of books is present in line with Little Wandle expectations. • Y2 – 6 include high quality texts presented in an appealing manner. 	RS/YM/TA	Learning environment monitoring ensures expectations are being followed.								TA (Summer '22)	Expectations shared w/ staff.		

	The Curriculum area of the school website is updated as part of the launch of the new school's websites.					TA/DF	Website is updated.						
	Parent workshops return virtually or in person when appropriate for Early Reading, Writing, Maths, Curriculum provision and SRE.	TA	Presentation prepared for parents and shared on the school website.			TA	Parent and carer workshop is held.						
	Governors conduct monitoring of curriculum.								TA	Governors receive presentation and speak to Curriculum lead.			
	The 'Feedback for Learning' Policy is updated.								TA (Summer '22)	Policy is updated.			
The Curriculum is implemented as part of the school's provision of education. Pupils experience a purposefully sequenced and interconnected curriculum that allows	Lesson planning in the foundation subjects reflect the full implementation of the resources and outcomes provided through the subject expert groups. Staff make adaptations as necessary to ensure high-quality provision is maintained.	TA (ongoing)	Weekly monitoring ensures lesson resources are adapted appropriately.	All staff	Collective moderation ensures there is a consistency of approach across all year groups.								The provision of foundation subjects at Wingfield is consistent with the provision across the whole Trust. Pupils benefit from the high-quality planning and resourcing provided

concepts to be revisited and developed overtime.	Learning environments include a surface display that may reflect an area of the curriculum studied that term. Reading areas include high-quality texts linked to the curriculum.	RS/YM/TA	Learning environment monitoring reflects high expectations.										as part of the Curriculum.
	Pupils' books demonstrate high-quality outcomes across all year groups. Provision follows the expectations implemented by SLT.			All staff	Collective moderation ensures there is a consistency of approach across all year groups.								
	The EYFS curriculum framework is reviewed to ensure skills are appropriately placed in each term.					JT	EYFS team meet to review the curriculum framework.			TA/JT	Topstey is monitored to ensure the curriculum is implemented effectively.		
The impact of the Curriculum is assessed regularly to refine procedures and practises, identify any areas of understanding where clarity is needed, and ensure that a high-quality provision is maintained. And fed back to the subject expert groups.	PDMS focus on moderation of pupil's books. As part of this, staff ensure high standards are maintained, expectations are followed and quality outcomes are evident in pupils from all backgrounds.	TA	Monitoring forms are updated to reflect this approach to moderation.	TA/All staff (ongoing)	PDMS are held focussing for subjects to ensure consistency of approach across the school.								The Curriculum is fully embedded within the culture, procedures and practices of our school. Pupils begin to benefit from the high-quality provision that is part of its implementation.
	Lesson observations are conducted in foundation subjects and science (Y2-6) to ensure the Curriculum is consistent.					TA	Lesson observation timetable created and shared.			RS/YM/TA/SE/JH	Lesson observations take place.		

	SLT discuss the impact of the Curriculum as part of their weekly meetings.	SLT (ongoing)	Curriculum added to SLT agenda.											
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Subject Leadership: the school community benefits from a deep and consistent understanding from subject leaders of the pedagogy, curriculum and assessment of their subject.

Strategic aim	Key tasks	Accountabilities, timescales and milestones												Desired impact
		W1	M1	W2	M2	W3	M3	W4	M4	W5	M5	W6	M6	
All documentation that demonstrates effective subject leadership is refined and updated to reflect the framework, assessment procedures and learning expectations of the enhanced Curriculum.	Subject leaders craft action plans that incorporate and emphasise the effective implementation of the curriculum.	TA/SO (Autumn 1 term)	SLT provide guidance on expectations.					Subject leaders (Autumn 1 term)	Subject leaders finalise action plans.					There is a consistency of approach across the whole school in regard to subject leadership. Subject leaders are confident in communicating the intent (curriculum construction), implementation (learning in classes) and impact (assessment) within their area of responsibility. All documentation in the school reflects the expectations of the Curriculum.
	Wingfield overviews for each subject are updated to reflect the embedded expectations of the Curriculum. This includes: <ul style="list-style-type: none"> Recording learning Timetabling Subject specific language Examples of learning (in the environment and in books) 			Subject leaders	PDM held to redraft overviews.									
	Wingfield overviews are updated to reflect the progression and framework of the Curriculum. This includes the curriculum content and overview skills.					Subject leaders	PDM held to redraft overviews.							
	Assessment matrices for each subject reflect the assessment questions in the Curriculum. Assessment across the curriculum grids are updated to reflect these alterations.									Subject leaders	PDM held to redraft overviews.			

	Subject Leader dashboards are refined to ensure all accurate terminology is included and that there is a consistency of formatting.			TA/SO/JT	Subject leader dashboards formatted.					Subject leaders	Dashboards shared with colleagues.			
	Subject leaders work collaboratively across the Trust to refine and update the existing Curriculum.							Subject leaders (Summer 2 term)	Subject leaders attend PDM.					
	Subject leadership timelines are updated to ensure clarity of expectations.	TA/SO	Timelines are redrafted to ensure clarity of expectations.									SO	Timelines are shared with staff.	
Subject leaders have a deep and comprehensive understanding of the pedagogy, curriculum and assessment of their subject.	Book monitoring and moderation allows subject leaders to gain a comprehensive understanding of the learning of their subject. They are able to provide support to teachers to ensure consistency across the school.			Subject leaders	Subject leaders participate in PDMs moderating and monitoring books from their subject.									Subject leaders have a comprehensive understanding of their subject. They can identify strong outcomes across the whole school and can communicate the impact of successful sequences of learning. They are capable of analysing whole school data. In particular, subject leaders can communicate how the EYFS framework prepares pupils for
	Subject leaders develop an understanding of how the 2-year EYFS framework cycle relates to their subject. They can recognise how this prepares pupils for their learning in Year 1.					TA/JT	PDM held to explore the EYFS framework..							
	Subject leaders gain an understanding of the implementation of the framework, with emphasis on the early development of skills by observing Curriculum teaching in EYFS and Year 1.	TA	Observation timetable drafted.					Subject leaders	Subject leaders undertake observations.					

	Subject leaders can identify the effectiveness and progress made by pupils within their subjects by following the Assessment across the Curriculum procedures.			All staff	Teachers assess the sample of pupils in their class across the curriculum.	TA	Data is collected and shared.			Subject leaders	Subject leaders complete subject dashboards.			specialist study in KS1 onwards.
	Governors conduct monitoring of subject leadership to identify the impact of changes made.								TA/SO/S subject leaders	Governors receive presentation and speak to subject leaders.				

Supporting the lowest 20%: the school's provision is refined to further narrow the gap between disadvantaged pupils and their peers.

Strategic aim	Key tasks	Accountabilities, timescales and milestones											Desired impact	
		T1	M1	T2	M2	T3	M3	T4	M4	T5	M5	T6		M6
The school's provision map format is developed to ensure it is fully responsive to all pupils' needs and reflective of the support that is provided for key pupils.	The school's provision map format is reviewed and a revised format is created.	SE, JH, TA & HI (Summer '22)	New Excel provision map is created.	SE, HI, JH	Provision map is shared with colleagues.					All Staff	Staff review the format and measure the impact on their provision.	SE, JH, TA & HI	Amendments made to provision map	All information on the school's provision for pupils is easily identifiable. Early identification of children who are not working at age-related expectations is collated which enables all stakeholders to understand and analyse the impact of every provision.
	The refined provision map is shared with staff during a PDM to ensure all colleagues recognise the expectations for its effective usage.	SE, JH, TA	PDM delivered to staff re how to use/complete the new provision map expectations and deadlines.	SE, JH, HI	Analysis of impact of Autumn term provisions			SE, JH & HI	Analysis of impact of Spring term provision.			SE, JH & HI	Analysis of impact of Summer term provision.	

	<p>The inclusion team conducts regular monitoring of the provision map; this ensures that attainment and progress for all pupils participating in the school's interventions, local offer and professional outside agencies is tracked closely.</p> <p>EYFS:</p> <ul style="list-style-type: none"> • Little Wandle • ETB • Neli • Number Blocks <p>Year 2-6:</p> <ul style="list-style-type: none"> • Toe by toe • Wordshark • Nessy • Maths mastery • IXL <p>Outside agencies for Nursery to YR6:</p> <ul style="list-style-type: none"> • Waterside • STEPs • SALT • EP • CAHMs • Learning mentor • ASD outreach 	SE, JH & HI	PDM held to embed skills among the school community	SE, JH & HI	Monitoring of the Autumn provision map and feed back to teachers/SLT. Address any changes that need to be made.			SE, JH & HI	Monitoring of the Spring provision map and feed back to teachers/SLT. Address any changes that need to be made.			SE, JH & HI	Monitoring of the Summer provision map and feed back to teachers/SLT. Address any changes that need to be made.	
<p>The successful implementation of the systematic synthetic phonics programme 'Little Wandle' continues into the 2022-23 academic year. As a result, pupils identified</p>	<p>The Little Wandle programme is resourced and implemented across the school. All staff are trained to deliver the programme effectively. Resources are disseminated across the team.</p>	DM (Summer '22)	English lead researches on effective phonics programme.	DM, SM & JH (Summer '22)	All staff are trained in delivering the programme effectively	DM, SM & JH (Summer '22)	Little Wandle resources are provided to every class.							<p>The teaching of phonics and early reading is taught with a level of mastery for pupils of all abilities. This allows all learners to benefit from a deeper</p>

as working within the lowest 20% of their classes make accelerated progress in the application of phonics and reading.	The Little Wandle programme is launched and embedded across Reception and Y1.	DM, JH, H-JP (Summer '22)	Timetable and expectations established for the team.	DM, JH, JT, HP Reception and Y1 teachers (Summer '22)	Programme launched amongst early readers.	DM, JH, H-JP (Summer '22)	Effectiveness of the implementation is reviewed by SLT.									understanding of the knowledge and skills that are essential to reach age-related expectations.
	Full implementation of Little Wandle phonics and guided reading across EYFS and Y1.	DM, JH, JT and HP, EYFS & Y1 teams	Little Wandle is timetabled effectively into the EYFS and Y1 provision.	DM, JH, JT and HP, EYFS & Y1 teams	Review of Little Wandle programme to date	DM, JH	Edits and changes shared to the delivery of the SSP.	JH and Nursery team	Introduction of phase 2 in Nursery mid year assessments			DM, JH, JT and HP, EYFS & Y1 teams	Little Wandle programme final assessments			
	'Keep up' sessions are timetabled, staffed, resourced and delivered.	JH, JT, H-JP, TAs	Initial teacher concerns are raised. TA's timetabled. Resources are gathered	JH, JT, H-JP, TAs	Implementation of 'Keep up' timetabled and delivered	JH, TAs	Review of progress in 'Keep up' sessions to date; additions included on provision map.		JH, JT, H-JP, TAs		Review of progress in 'Keep up' sessions to date; additions included on provision map.					
The implementation of a new handwriting and spelling scheme ensures that all pupils receive targeted support to allow them to reach age-related expectations in	New handwriting and spelling schemes are researched and resourced. All staff members receive training to ensure a consistency of provision.	JH, PM, DM (Summer '22)	Subscription to Nelson handwriting scheme to be bought. No-nonsense spelling scheme subscription to be	DM (Summer '22)	Resources organised and disseminated.											Teachers consistently model cursive handwriting during lessons and within the learning environment. Children have developed a fluent

	PDM to re-introduce IXL and to set expectations for use in class. This ensures targeted interventions are occurring in every classroom,	DM	INSET day re-establishes the expectations surrounding IXL.	SE, JH, phase leaders	Pupils identified and interventions staffed and timetabled for delivery.	SE, JH	Review of IXL affectability and interventions:		SE, JH	Review of IXL in preparation of decision to continue with the programme.			
Effective implementation of the curriculum and school resources ensures that those pupils working within the lowest 20% of classes successfully develop their knowledge in order to reach age-related expectations	English and maths planning formats explicitly include provision for the lowest 20% pupils. Staff use provision maps to inform their planning and prepare targeted interventions for pupils	TA, DM & KO	Revise planning formats to include lowest 20% in English and Maths.	TA, DM & KO	New planning formats are implemented.								Robust planning and interventions ensure that the strongest possible outcomes are achieved for pupils working within the lowest 20% of their class.
	Learning Journeys to be introduced for identified pupils, who may be currently assessed using PIVATs. This ensures for accurate and appropriate assessment is in place for these pupils.	YM/LR	Attend Compass SENCO meeting for Learning Journeys.	SE, YM and HI	PDM on teachers deploying Learning Journeys	YM, SE, HI, TA	Learning Journeys implemented for key pupils.						
	An increased provision of readers ensure that those pupils who may not have an opportunity to read at home can read out loud at school. These readers will be resourced from parent volunteers or Y6 pupils.	JH	Volunteer meeting held.	JH	Volunteer paperwork and timetable sent out to staff.	JH	JH	Map out reading buddies for Y6 pupils to come and hear Y1 children read.	JH	Y6 children hearing Y1 children reading.			

	The sensory provision within the school for key pupils is deepened by establishing a sensory garden intervention.	JH	Start to plan sensory garden.	JH	Sensory garden begins to be established.	JH	Sensory garden final equipment placement.	SE, HI, JH	Map out sensory garden experiences for 1:1 children or children with sensory needs.	SE, HI, JH	Children visiting the sensory garden to support sensory needs and wellbeing.			
	The sensory provision within the school for key pupils is deepened by establishing a new sensory room.	SE, HI	Sources resources for sensory rooms and map out timetables for the hall. Set up new sensory room	SE, HI	Timetable sensory circuits and attention autism in their new areas and share with staff.	SE, HI, JH	Training on sensory circuits/Attention Autism for new TAs.	All staff	Sensory circuit being used consistently in new areas.					
The school re-establishes support for parent and carers with SEND children through regular review and the creation of parent meetings. The school further develops its holistic approach to support the outcomes and progress of pupils by enhancing the community support	Re- establish links with parents of SEND children post COVID-19, in order to update them on new SEND information and create a holistic partnership between parents and the inclusion team.	SE, HI	Meeting with SEND parents conducted	SE, HI	Parent questionnaire sent to parents that come to the meeting to establish what would be beneficial for parents.									Families feel supported, are signposted to relevant information. Families can share experiences and are able to have regular updates of SEND initiatives and what the local offer provides. Parents can come together to share experiences and
	Reintroduce SEND coffee mornings once a term to support parents and signpost to SEND information.			SE, HI	Coffee morning held (ASD focussed).		SE, HI	Coffee morning held (dyslexia focussed).			SE, HI	Coffee morning held (ADHD focussed).		

offer.	Plan with other SENCOs in the hub to create an outside agency meeting schedule for parents.			SE/Hi and Hub SENCOs	Plan for combined meetings for parents.	SE/Hi and Hub SENCOs	SEND meeting / SALT.			SE/Hi and Hub SENCOs	SEND meeting/ ASD.			gain an understanding of the EYFS provision. This encourages social interaction amongst preschool children; it will also develop the link between parents and carers and the school.
	<ul style="list-style-type: none"> • ASD outreach • EP • School nurse • STEPS • Early interventions • SALT 													
	Stay and Play sessions are reintroduced in EYFS to develop links between parents/carers and the school.	JH, SE	Allocated day established for Stay and Play and who will lead on this.	JH, SE	Letter to go out to parents to inform them of the new stay and play sessions	EYFS	Stay and play happening once a week.							