

## Mayfield Primary School Development Plan

2020-21

**Our vision**

Mayfield is a place where

- Everyone is welcome
- Our diversity enriches us all
- We will do our best for ourselves and for each other

**Our mission** is to provide an environment in which all children can excel and are excited, independent learners that motivate and help one another

**Our overarching aims for the next three years are:**

- To ensure that children are given the time and space to reconnect to school, their friends, and their learning following 'lockdown', and to continue to use 'spirals of enquiry' and the outdoors to facilitate this.
- To ensure that communication between all stakeholders and the use of virtual learning tools, alongside clear planning and protocols will support children's progress, both academically and socially and emotionally, whether they are in school or learning from home.
- For children to build a personal learning journal each year, which reflects them as a learner across the curriculum and allows them through 1:1 conversations with their teachers to recognise their strengths and articulate their next steps.

**The School Development Plan** outlines the framework with our seven aims for this academic year. The aims state the personnel responsible for co-ordinating tasks and those responsible for overseeing, monitoring and recording the progress towards these aims. The document is overseen by the leadership team and the committees of the Governing Body.

## Key Performance Indicators (KPI) including targets for 2021

\*Baseline assessments have been recorded for every child in September 2020 following lockdown. In order to have a complete picture of where we expect the children to be at the end of the year, targets will be set after the second pupil progress review in November.

Early Years	2015	2016	2017	2018	2019	2020 targets	Targets 2021*
% achieving GLD	65	63	69	75	75	75	77
% exceeding GLD	0	0	0	0	3	5	4
% achieving ELG in reading	75	74	84	88	87	89	80
% achieving ELG in writing	85	72	79	77	85	80	80
% achieving ELG in number	87	83	83	86	90	83	82

Year 1 Phonics	2015	2016	2017	2018	2019	2020 targets	Targets 2021*
% achieving benchmark	87	72	91	81	68	83	90

End of Key Stage 1	2015	2016	2017	2018	2019	2020 targets	Targets 2021*
% EYE reading achieving/exceeding	66	82	76	63	77	65/24	72/23
% EYE writing achieving/exceeding	58	63	67	49	70	53/14	53/22
% EYE maths achieving/exceeding	71	73	71	67	80	62/29	65/20
R,W,M	56	58	61	46	62	48/12	52/13

End of Key Stage 2	2015	2016	2017	2018	2019	2020 targets	Target 2021*
% EYE reading achieving/exceeding	79	64	70	82	71	86/53	78/26
% EYE writing achieving/exceeding	91	74	70	82	69	79/40	60/17
% EYE maths achieving/exceeding	82	60	74	83	80	86/43	78/41
% EYE GPS achieving/exceeding	86	68	72	87	73	83/45	78/26
R,W,M	77	49	58	72	63	74/28	59/15

<b>KS2 Progress targets for 2021</b>	<b>% Expected/better*</b>	<b>% Better than expected*</b>
Reading	96	78
Writing	90	60
Maths	96	62

### Year Group Targets

Baseline assessments have been recorded for every child in September 2020 following lockdown. In order to have a complete picture of where we expect the children to be at the end of the year, targets will be set after the second pupil progress review in November.

Y1 children	secure /exceeding	Exceeding
	%	%
Reading	90	16
Writing	76	14
Maths	93	16
RWM	73	4

Y3 children	secure /exceeding	Exceeding
	%	%
Reading	72	36
Writing	58	14
Maths	68	29
RWM	58	12

Y4 children	secure /exceeding	Exceeding
	%	%
Reading	67	19
Writing	56	10
Maths	56	13
RWM	47	4

Y5 children	secure /exceeding	Exceeding
	%	%
Reading	68	39
Writing	59	30
Maths	68	29
RWM	53	21

### Attendance

	<b>2014</b>	<b>2015</b>	<b>2016</b>	<b>2017</b>	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>Target 2021</b>
% attendance	96.5	96.2	95.3	95.5	95.9	96.5	96.7 target	96.7 <small>(subject to Covid restrictions)</small>

**Monitoring: subject to Covid restrictions**

- SLT meetings: review and update progress to date
- Governor Committee meetings: review and update progress to date
- Weekly learning walks by SS and PA with specific lines of enquiry related to SDP identified
- SS and PA to monitor books following informal distanced observations
- PA to have 1:1 discussions with teachers and team leaders
- PG to monitor PP progress, attainment and well-being
- Maths and English subject leads to monitor progress during release time and give updates to SLT at allotted meetings
- SD to monitor that LP objectives are evident in teachers' plans

## Our Aims for 2020-2021

Aim 1	Science – developing use and understanding of new assessments for working scientifically, and how to embed them within the knowledge aspects of the curriculum, resulting in 85% of each cohort to achieve EYE.
Proposed outcome	Teachers understand the skills and knowledge required for secure and exceeding for their year group so that the children can achieve 85% EYE.
Aim 2	Subject Leadership – develop all subject leaders understanding of their subject and capacity to support colleagues in the delivery of the curriculum
Proposed outcome	SL to have a very secure understanding of progression across all year groups and consequently are able to support colleagues as they teach the children in their classes to reach EYEs.
Aim 3	Year 1 – to develop the approach of continuous provision to support transition for children both academically and socially and emotionally from Reception to year 1.
Proposed outcome	For children to access their learning in a mature, independent and positive way. Tailored practice enables children to reach age appropriate goals academically, socially and emotionally.
Aim 4	Develop use virtual learning tools – all stake holders have a deeper understanding of how virtual learning tools can complement and enhance learning
Proposed outcome	That parents, teachers and pupils to have developed proficiency in Tapestry, Seesaw and Zoom. Tapestry and Seesaw will evidence learning both in school and out of school on a weekly basis.
Aim 5	Parental engagement – improve parental confidence with both academic and behavioural issues
Proposed outcome	Parents feel greater confidence in how academic progress is assessed in school. That behaviour concerns are listened to and acted upon. Increased take up of parenting courses.
Aim 6	Language development – EYFS and Year 1 to develop all children's vocabulary and story-telling skills through a curriculum that focuses on speaking and reading outcomes. Outcomes in speaking and listening in the EYFS framework: target 75%
Proposed outcome	Speaking and listening targets achieved through the use of a talk rich curriculum with listening at the centre.
Aim 7	Outcomes for year 3 will show expected progress/accelerated progress for children.
Proposed outcome	Resulting in: Reading: 72% of children to achieve end of year expectations/33% of children to be working at greater depth Maths: 72% of children to achieve end of year expectations/40% of children to be working at greater depth

Aim 1	Science – developing use and understanding of new assessments for working scientifically, and how to embed them within the knowledge aspects of the curriculum, resulting in 85% of each cohort to achieve EYE.
Proposed outcome	Teachers understand the skills and knowledge required for secure and exceeding for their year group so that the children can achieve 85% EYE.
Actual outcome	
Project co-ordinator	Ian Evans
Team	Lucy Carlson, Ruth Best, Hazel Maher, Rachel Emery Governor committee: PWL
Starting point	<ul style="list-style-type: none"> <li>All teachers to ensure that they are regularly updating assessments on CM and using the tool to support planning</li> <li>Team meetings to be used to support planning, teaching and moderation of judgements</li> </ul>
Record of progress Date:	<p><b>Autumn 2019</b></p> <ul style="list-style-type: none"> <li>The new learning assessments are being used on Classroom Monitor to support planning and assessments</li> <li>In order to ensure that children are making links to and building on previous learning and to support teachers with this science leads to create powerpoints for each of the science strands providing a brief summary of learning in each year group. Staff meeting to update staff organised for Spring 1</li> </ul> <p><b>Spring 2020</b></p> <ul style="list-style-type: none"> <li>Powerpoints are under construction. Some are already being used in class.</li> <li>Book scrutinies in each year group have been undertaken to check if progress in science is clear</li> <li>A next action is that marking reflects ‘working scientifically’; e.g. good questioning, you have thought about alternative ideas on why the results were like this.</li> </ul> <p><b>This Aim has been carried over from 2019-2020 SDP as work on this objective was suspended in Spring 2020 due to COVID-19 and Lockdown</b></p> <p><b>Autumn 2020:</b></p> <ul style="list-style-type: none"> <li>Progression in science powerpoints completed for all strands except working scientifically.</li> <li>Science team to work together 2.11.20 on a series of lesson chats and to complete first actions in subject leader handbook.</li> </ul> <p><b>2.9.20 – training day comments/current status of aim</b></p> <p><b>Book Scrutiny in 2020</b> Team leaders, subject leaders and heads will ask for books to be left out side classrooms. Gloves will be worn to look at the books and feedback given to teachers either in staff meetings or 1:1 as appropriate.</p> <p>How to evidence practical science work in books particularly in KS1 – photograph</p> <p>Use out and about time for science and continue to ensure planning has working scientifically included</p> <p>Half termly opportunity in staff/team meetings to moderate assessment in science – staff meeting on 24.9.20 to discuss aim 4.</p>

	<p><b>19.11.20</b> Staff meeting to share updated science powerpoints and familiarise teachers with them and how to use them to support children’s understanding of their progression through the subject and their subject knowledge. Modified planning format introduced to promote ‘working scientifically’ objectives. Teachers now planning in this format.</p> <p>Next steps:</p> <ul style="list-style-type: none"> <li>➔ Whole school Science moderation planned for spring 2021 on the topic of forces. Date tbc.</li> <li>➔ Year 5 and 6 pupils to provide feedback on ‘working scientifically’ and the impact of the use of the PowerPoints.</li> </ul> <p><b>Spring 2021:</b></p> <ul style="list-style-type: none"> <li>• Moderation and pupil feedback moved to Summer 1 as lockdown happened.</li> <li>• Science taught throughout lockdown via remote learning offer; year 1 focused on science and notable scientists.</li> <li>• In-school reduced science week planned for w.b. 15.3.21</li> </ul> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>• Whole school Science moderation now planned for summer 1 on the topic of forces. Date tbc.</li> <li>• Year 5 and 6 pupils to provide feedback on ‘working scientifically’ and the impact of the use of the PowerPoints; extend to other year groups.</li> </ul>
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Aim 2	Subject Leadership – develop all subject leaders understanding of their subject and capacity to support colleagues in the delivery of the curriculum
Proposed outcome	SL to have a very secure understanding of progression across all year groups and consequently are able to support colleagues as they teach the children in their classes to reach EYEs.
Project co-ordinator	Paula Ayliffe Governor committee: PWL
Team	All teachers that lead a subject
Starting point	Build on their understanding of knowledge, content and progression in their subject
Record of progress Date:	<p><b>Autumn 2020</b></p> <ul style="list-style-type: none"> <li>• Timetable for the year published with allocated time designated for this aim</li> <li>• Subject Leader Handbook for 2020-21 provided for all subject leaders to guide them through the suggested tasks.</li> <li>• Further discussion of these tasks to take place on 2.11.20</li> <li>• Peter Watts seconded from Chesterton Community College to support development of SL through 1:1 Zoom discussions</li> </ul> <p><b>7.11.20</b></p> <ul style="list-style-type: none"> <li>• CPD provided in science, maths and English in allocated staff meeting time.</li> <li>• Subject leaders have each produced a ‘progression on a page’ for their subject to ensure understanding of progression across the school and in turn enable them to support colleagues appropriately.</li> <li>• 1:1 sessions with Peter Watts and SL have taken place and will continue to do so in the spring term.</li> <li>• SL are keeping abreast of the latest guidance from the government with regard to Covid-19 and any impact it may have on the teaching of their subject. They are sharing this information with class teachers.</li> </ul>

	<p><b>Spring Term 2021</b></p> <ul style="list-style-type: none"> <li>Staff took initiative and took opportunities for on-line INSET during the latest lockdown and in the previous lockdown. Areas covered included maths, reading for pleasure, art, history, first aid, epilepsy, dyslexia, autism, pathological avoidance, ADHD, adverse childhood experiences and early trauma, diabetes, e-learning, attachment in the early years, play, emotional disorders, inclusive education, grammar, engaging with research, well-being, anxiety, early years environments and children’s spaces, computational thinking.</li> </ul> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>Each subject leader to update running records and complete tasks from subject leader handbook.</li> </ul>
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Aim 3	Year 1 – to develop the approach of continuous provision to support transition for children both academically and socially and emotionally from Reception to year 1.
Proposed outcome	For children to access their learning in a mature, independent and positive way. Tailored practice enables children to reach age appropriate goals academically, socially and emotionally.
Project co-ordinator	Pippa Joyce Governor committee: Personnel
Team	Ruth Campbell, Hazel Maher, Clare Hewlett, Freya Redman, Hannah Dupré
Starting point	Review teaching and learning in school during lockdown Identify how continuous provision will be planned for in ‘bubbles’ Baseline children in September Monitor progress using tapestry
Record of progress Date:	<p><b>Autumn 2020</b></p> <ul style="list-style-type: none"> <li>TL has worked with Y1 teachers to create learning environments that support continuous provision.</li> <li>Planning reflects continuous provision approach</li> </ul> <p><b>3.12.20</b> What have we noticed?</p> <ul style="list-style-type: none"> <li>Children appear more relaxed and willing to come in to school</li> <li>Language used by adults is key to supporting children in their activities (Advost project)</li> <li>Children are making better than expected progress in phonics</li> </ul> <p>Next steps:</p> <ul style="list-style-type: none"> <li>➔ Continue to develop continuous provision</li> <li>➔ Audit the storage needed to support children to access and tidy away resources more readily</li> <li>➔ Identify further outdoor resources that are needed to support learning.</li> </ul> <p><b>Spring Term 2021</b> Blended learning offer has allowed staff to see further benefits from the use of Tapestry, year group blog and observations of the children who were attending school at this time. How the children have used the increased space of the classroom, leaving learning overnight to come back too, has reminded staff once more that learning takes place over time and not in hour long chunks. At times the children have spent hours on an activity with their friends, e.g. creating a whole new system of buying and selling using a new form of currency which they could then explain to the adult observing.</p> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>To include further opportunities for in-depth learning through planning and classroom layout, including the outdoor spaces.</li> </ul>

	<ul style="list-style-type: none"> <li>To understand that a complete transition to continuous provision takes time as the adults recognise that their own understanding of the ideas concerned need further embedding.</li> </ul>
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Aim 4	Develop use virtual learning tools – all stake holders have a deeper understanding of how virtual learning tools can complement and enhance learning
Proposed outcome	That parents, teachers and pupils to have developed proficiency in Tapestry, Seesaw and Zoom. Tapestry and Seesaw will evidence learning both in school and out of school on a weekly basis.
Project co-ordinator	Sarah Stepney, Kate Challis, Governor committee: Personnel
Team	All teachers, Surge Dhanda,
Starting point	<p>Ensure all children have access to device/wifi at home – collate list of those not accessing these/those with limited access</p> <p>Investigate possibility of donation of devices from business/fundraising</p> <p>Develop understanding of Seesaw further – can it be used to assess/gather evidence for writing across the year groups?</p> <p>Look at use of Seesaw in school on a regular basis to ensure that children are upskilled to continue to use it independently at home should the need arise</p> <p>Further develop and update protocol and understanding of use of Zoom for home learning</p>
Record of progress Date:	<ul style="list-style-type: none"> <li>Home learning plan and protocols shared with county and approved.</li> <li>Home learning plan and protocols shared with parents and teachers have undertaken CPD to support delivery of learning in the new format</li> <li>Families in need of devices have been identified and laptops procured.</li> <li>Wifi router applied for and obtained for one family</li> <li>Children continue to use and develop skills with Seesaw in school and for homework</li> <li>Reception and Y1 teachers communicate learning via Tapestry and a year group blog</li> </ul> <p><b>2.9.20 – training day comments/current status of aim</b></p> <ul style="list-style-type: none"> <li>Use of class Ipads for children to access seesaw in class and add work – ensure children know how to access seesaw</li> <li>Tapestry – advise/train parents on how to upload Tapestry – maybe have some zoom training sessions</li> <li>Have the QR codes accessible for children in class to scan – Seesaw</li> <li>Ensure all staff feel confident with being able to use both tapestry and seesaw – team them up with another staff member in their bubble to guide them through this and provide an ‘idiots guide’</li> <li>Develop differentiated activities for Seesaw – especially if we go back into lockdown</li> </ul> <p><b>21.9.20</b></p> <ul style="list-style-type: none"> <li>Ipads and laptops have been distributed to bubbles</li> <li>A list children who have limited access at home to devices and wifi has been drawn up.</li> <li>Next step to contact families/identify devices to be sent home if necessary along with wifi dongles as required.</li> </ul> <p><b>7.12.20</b></p> <ul style="list-style-type: none"> <li>Additional devices applied for from county alongside data cards for/dongles internet access.</li> <li>Devices allocated to some families with loan agreements in place</li> </ul>



	<p><b>Spring 2021</b></p> <ul style="list-style-type: none"> <li>• During Spring term lockdown, the use of both Seesaw and Tapestry was monitored by the headteachers. 93% of children at home accessed the platforms and used them regularly to complete tasks as well as attending daily live sessions. The transition to online learning at the start of the term was effective due to the planning that was in place, and where there was limited engagement the headteachers supported families to find solutions. The school distributed further laptops and ipads to families that were identified through monitoring as needing additional devices and by asking families to come forward if they felt they would benefit from this support.</li> <li>• In order to support the cost of printing tasks at home – which some families preferred to do – financial assistance for ink and paper was offered.</li> </ul> <p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>• Ensuring identified children as supported in school to develop their skills in the use Seesaw to enable them to become more independent and resilient when approaching tasks online</li> </ul>
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Aim 5	Parental engagement – improve parental confidence with both academic and behavioural issues
Proposed outcome	Parents feel greater confidence in how academic progress is assessed in school. That behaviour concerns are listened to and acted upon. Increased take up of parenting courses.
Project co-ordinator	Sarah Stepney Governor committee: Personnel
Team	Surge Dhanda, Ann Nichols, Helen Mountford,
Starting point	Provide parent Zoom sessions for curriculum information and supporting learning SS to investigate/run with a.n.other parenting courses and invite reception/year one/year three parents to attend Ensure all parents have access to online learning platforms/wifi for their children and themselves Review how information is shared/streamline
Record of progress Date:	<ul style="list-style-type: none"> <li>• Parenting course identified, and all resources have been received – Care For The Family</li> <li>• SS has looked through all of the course and next steps are to identify another adult to run the first course in Autumn 2 and a time to run the course.</li> </ul> <p><b>7.12.20</b></p> <ul style="list-style-type: none"> <li>• First parenting course completed and feedback through parent survey gathered for next steps.</li> <li>• Open evening for prospective parents held via Zoom 9.11.20.</li> </ul> <p><b>Spring 2021</b></p> <ul style="list-style-type: none"> <li>• Over the course of the spring term gaps in access to sufficient devices/wifi at home were identified and addressed.</li> <li>• Where parents and children struggled to access the home learning platforms zoom sessions were held with teachers/headteachers to support this.</li> <li>• A parent forum was held in Spring 1 with each year group to provide parents the opportunity to ask questions regarding home learning, and for the headteachers to gain feedback so far and suggestions as to how things could be improved further.</li> </ul>

	<p><b>Next steps:</b></p> <ul style="list-style-type: none"> <li>• Offer parenting course again in summer term.</li> <li>• Offer Zoom training sessions to parents.</li> </ul>
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Aim 6	Language development – EYFS and Year 1 to develop all children’s vocabulary and story-telling skills through a curriculum that focuses on speaking and reading outcomes. Outcomes in speaking and listening in the EYFS framework: target 75%
Proposed outcome	Speaking and listening targets achieved through the use of a talk rich curriculum with listening at the centre.
Project co-ordinator	Paula Ayliffe/Sarah Stepney Governor committee: Personnel
Team	Pippa Joyce, Hazel Maher, Ruth Campbell, Steph King, Jake Holt
Starting point	<ul style="list-style-type: none"> <li>• Language development – year one will have an increased focus on reading and speaking this year. There will be many and varied opportunities to write, but the invitation will be more like the approach in FS and in this way we will equip the children to be even more successful writers in year 2.</li> <li>• Language project with Leeds Beckett University</li> </ul>
Record of progress Date:	<p><b>Autumn 2019</b></p> <p>There is a mixture of FS and year 1 approach to planning and teaching in year 1.</p> <p>The increased focus on 1:1 reading in year 1 has benefitted children that need support not only with decoding, but developing conversation and language skills.</p> <p>Talk for writing and related activities support communication and story-telling skills</p> <p>In Reception TALC tests have been carried out with targeted children in order to identify next steps and specific support.</p> <p style="padding-left: 40px;">➔ Training on communication by a speech therapist will be delivered to TA in TAs in Reception Y1, Y2 in the spring term.</p> <p><b>Spring 2020</b></p> <p>Every Friday in Reception the author Rebecca Patterson works with groups of children making stories, retelling them and representing them in pictures and words.</p> <p>Reception are participating in a storytelling project with Leeds Beckett University, The University of Lapland and the University of Newfoundland.</p> <ul style="list-style-type: none"> <li>• The project started officially on 1.1.20 and will run 26 months.</li> <li>• The project leads from Canada, UK and Finland and have had the first online planning meeting</li> <li>• Mrs Ayliffe has met with representatives of both schools in early February to plan the project collaboratively</li> <li>• Our first full project team meeting was planned to take place in Finland March 16-18, however it has been cancelled and will now take place virtually. The meeting will be focused on planning the overall project.</li> </ul> <p>The project teams are visiting Mayfield in June to progress the project.</p>

**This Aim has been carried over from 2019-2020 SDP as work on this objective was suspended in Spring 2020 due to COVID-19 and Lockdown**

**September 2020**

- Team have spent time with project leader Mhairi Beaton from Leeds Beckett University and are concentrating on 'listening' provided videos and descriptions of when this is happening in the classroom
- Analysis and further discussion with Mhairi to take place on 2.11.20
- Further meeting with leads from participating countries to take place on 14.1.21 via Zoom

**8.12.20**

- Observations have focused on listening and how children's and adults skills are being developed, recognising listening involves not only hearing words, but observing body language and looking at children's drawings and play with others.
- Staff have identified particular observations to reflect on more deeply and these have been discussed with the academics at Leeds Beckett University, and with the other school participating in the project.

**Next steps:**

- To investigate the idea of inclusion more widely
- Findings will be shared with partner schools in Finland and Canada on 21.1.21

**Spring Term 2021**

Observations have continued on the themes of 'time' and 'space', 'voice', 'inclusion' and 'listening with purpose'.

Conference with schools in Finland and Canada has been postponed until 22.4.21 and the whole project has now been extended until summer 2023 due to Covid.

**Next steps:**

- To continue observations on the themes listed above and extend to include the new theme of 'approaches'.
- To share outcomes initially with partner school in UK (Boothroyd Academy, Dewsbury) and then with schools in Finland (Lapland) and Canada (Newfoundland).

<b>Aim 7</b>	Outcomes for year 3 will show expected progress/accelerated progress for children.
<b>Proposed outcome</b>	Resulting in: Reading: 72% of children to achieve end of year expectations/33% of children to be working at greater depth Maths: 72% of children to achieve end of year expectations/40% of children to be working at greater depth
<b>Project co-ordinator</b>	Sarah Stepney
<b>Team</b>	Ian Evans, Ruth Best, Lucy Carlson, Rachel Barnes, Liz Stow
<b>Starting point</b>	Extra teaching support will be provided in year 3 from September, and monitored as the year progresses. Specialist reading teacher will be based in one year 3 class and will provide PPA cover and at least 1 extra day of teaching within the classroom. Experienced teacher will be placed in one year 3 class one and a half days a week to work alongside the new teacher and to cover PPA and NQT time.

Record of progress  
Date:

- Baseline assessments have been completed. Next pupil progress meetings November 2020
- Spirals conversations to be completed with all children by 13<sup>th</sup> November 2020
- Intervention groups have run all term for reading, phonics and maths

**7.12.20**

- Baseline assessments show that children have made accelerated progress and are on track to achieve targets

**Spring 2021**

- The majority of year 3 children have been learning from home for the spring term. Tasks have been set, engagement monitored and feedback provided. There have been additional intervention sessions for some children with both our reading teacher and our maths teacher.

**Next steps:**

- Interventions will continue in school on the children's return. Over the remainder of the spring term the class teachers will informally assess the children in order to plan next steps for the summer term. This will be done alongside ensuring that there is sufficient opportunity to provide access to the wider curriculum and support the children's well-being.