

# Mayfield Primary School Development Plan

2021-22

Updated May 2022



## 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 two 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 2022

2020 data is based on targets that were set at the start of the academic year pre-Covid.

Early Years	2016	2017	2018	2019	2020 (targets)	2021	Targets 2022
% achieving GLD	63	69	75	75	75	77	75
% exceeding GLD	0	0	0	3	5	4	5
% achieving ELG in reading	74	84	88	87	89	80	80
% achieving ELG in writing	72	79	77	85	80	80	75
% achieving ELG in number	83	83	86	90	83	82	80

Year 1 Phonics	2016	2017	2018	2019	2020 (targets)	2021	Targets 2022
% achieving benchmark	72	91	81	68	83	90	90

End of Key Stage 1	2016	2017	2018	2019	2020 (targets)	2021	Targets 2022
% EYE reading achieving/exceeding	82	76	63	77	65/24	72/23	78/22
% EYE writing achieving/exceeding	63	67	49	70	53/14	53/22	72/15
% EYE maths achieving/exceeding	73	71	67	80	62/29	65/20	84/30
R,W,M	58	61	46	62	48/12	52/13	69/15

End of Key Stage 2	2016	2017	2018	2019	2020 (targets)	2021	Targets 2022
% EYE reading achieving/exceeding	64	70	82	71	86/53	78/26	73/26
% EYE writing achieving/exceeding	74	70	82	69	79/40	60/17	70/22
% EYE maths achieving/exceeding	60	74	83	80	86/43	78/41	77/27
% EYE GPS achieving/exceeding	68	72	87	73	83/45	78/26	71/25
R,W,M	49	58	72	63	74/28	59/15	60/20

## Year Group Targets

Y1 children	secure /exceeding	Exceeding
	%	%
Reading	76	17
Writing	75	6
Maths	87	12
RWM	71	6

Y3 children	secure /exceeding	Exceeding
	%	%
Reading	80	20
Writing	70	5
Maths	72	8
RWM	65	3

Y4 children	secure /exceeding	Exceeding
	%	%
Reading	73	27
Writing	70	12
Maths	78	19
RWM	68	10

Y5 children	secure /exceeding	Exceeding
	%	%
Reading	77	28
Writing	70	11
Maths	78	28
RWM	70	11

## Attendance

	2015	2016	2017	2018	2019	2020	2021	Target 2022
% attendance	96.2	95.3	95.5	95.9	96.5	96.8	96.7	End of Autumn 2021 92.8

### **Monitoring: subject to Covid restrictions**

- SLT meetings: review and update progress to date
- Governor Committee meetings: review and update progress to date
- 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
- SS to monitor PP progress, attainment and well-being
- Maths and English subject leads to monitor progress and give updates to SLT at allotted meetings
- SD to monitor that LP objectives are evident in teachers' plans

# Our Aims for 2021-2022

Aim 1	<b>OTrack (online assessment and planning tool):</b> all teaching staff to feel confident to use OTrack to record both summative and formative data, and to use the platform to access data, identify gaps in learning and inform planning
Proposed outcome	<ul style="list-style-type: none"> <li>• All those with access to the platform have an informed and up to date view of learning and progress across the school.</li> <li>• Areas for development for cohorts, groups and individuals are identifiable and can be acted upon.</li> <li>• Subject leaders have access to learning and progress across the school with regard to their subject and are able to offer support and challenge to colleagues to effectively deliver all subjects and ensure continued breadth of curriculum</li> </ul>
Aim 2	<b>Phonics:</b> to further develop and embed a whole school approach to phonics teaching and reading
Proposed outcome	<ul style="list-style-type: none"> <li>• 90% of year 1 will pass the phonics screening test at the end of 2022</li> <li>• 90% of year2 will pass the phonics screening check in November 2021</li> <li>• A reading scheme matched to phonic teaching will be in place and children learning to read will follow the scheme in order to support discrete phonics sessions</li> <li>• All adults will have an understanding through in house training of the schools approach to the progression of phonics and early reading</li> <li>• Provisions will be in place for children across the school in order to ensure that every child's needs are addressed</li> </ul>
Aim 3	<b>GPS:</b> To improve outcomes in GPS from years 2 to 6
	<ul style="list-style-type: none"> <li>• Y2 – 90% to achieve expected standard</li> <li>• Y3 – 83% to achieve expected standard</li> <li>• Y4 – 75% to achieve expected standard</li> <li>• Y5 – 75% to achieve expected standard</li> <li>• Y6 – 80% to achieve expected standard</li> </ul>
Aim 4	<p><b>Advost:</b> To utilise learning from the Advost project so far and apply relevant aspects across the school.</p> <p>2021 -22 ADVOST priorities may involve the following:</p> <ul style="list-style-type: none"> <li>• Explore further the notion of 'pupil voice'.</li> <li>• Investigate the question, "What can we learn from 'pupil voice'?"</li> <li>• Investigate the question, "How and why can we trust 'pupil voice'?"</li> </ul> <p>Investigate the question, "How does listening to and actioning outcomes from our understanding of 'pupil voice', improve the quality of learning for all?"</p>
Proposed outcome	<ul style="list-style-type: none"> <li>• That 'pupil voice' is understood more deeply and this in turn improves the quality of learning for all.</li> <li>• The theme of 'trust', identified by the principle ADVOST investigators, is explored and its impact upon learning measured.</li> </ul>
Aim 5	<b>Subject Leadership:</b> subject leaders will support colleagues to deliver a broad and interesting curriculum
Proposed outcome	<ul style="list-style-type: none"> <li>• Through the use of OTrack subject leaders have access to learning and progress across the school with regard to their subject and are able to offer support and challenge to colleagues to effectively deliver all subjects and ensure continued breadth of curriculum</li> </ul>

	<ul style="list-style-type: none"> <li>• Termly lesson chats will provide the opportunity to share good practice for teachers to learn from one another and in turn further develop their teaching skills and understanding of the wider curriculum.</li> </ul>
Aim 6	<b>Spirals:</b> To re-embed our use of spirals across the school following the disruption caused by Covid19
Proposed outcome	<ul style="list-style-type: none"> <li>• All teachers feel confident to carry out spirals of enquiry conversations with their children and to utilise the findings to the children's benefit</li> <li>• Spirals weeks are used as an opportunity to develop story making across the school – linking to our learning from the Advost project so far</li> <li>• Teachers understanding of the process is reflected in their adaptive expertise in the classroom – seen through planning, activities, inclusion, and access and depth</li> <li>• Learning journals summarise new learning through topics taught and demonstrate the child's voice</li> </ul>
Aim 7	<b>Parental Engagement:</b> To increase parental engagement
Proposed outcome	<ul style="list-style-type: none"> <li>• Parent/carer champion/s to be identified to support links to community</li> <li>• All children complete homework tasks</li> <li>• All parents/carers attend parent/teacher consultations</li> <li>• All parents/carers are confident to use online learning platforms</li> <li>• Increased representation from all members of our community engage in extracurricular activities eg attend choir/samba band/football</li> </ul>
Aim 8	<b>Maths FS/KS1:</b> work to develop intentional teaching strategies focused on developing fluency in calculation and number sense for ALL children.
Proposed outcome	<ul style="list-style-type: none"> <li>• Children develop their understanding and use of appropriate manipulatives to support their teaching of mathematical structures</li> <li>• Children develop fluency in calculation and a confidence and flexibility with number that exemplifies good number sense</li> <li>• Children are able to clearly communicate their mathematical ideas</li> </ul> <p><b>FS – 80% to achieve expected standard</b>  <b>Y1 – 87% to achieve expected standard</b>  <b>Y2 – 84% to achieve expected standard</b></p>
Aim 9	<b>Maths KS2:</b> Pre-teaching and Assigning Competence' and/or 'Same Day Investigation' to improve outcomes for individuals/groups identified as having gaps in learning due to Covid19
Proposed outcome	<ul style="list-style-type: none"> <li>• Data outcome to be added at end of summer 2021</li> <li>• Teachers have a clear understanding of how to use these approaches to improve outcomes for children</li> </ul> <p><b>Y3 – 72% to achieve expected standard</b>  <b>Y4 – 78% to achieve expected standard</b>  <b>Y5 – 78% to achieve expected standard</b>  <b>Y6 – 77% to achieve expected standard</b></p>
Aim 10	<b>SEN pathways:</b> To ensure all stakeholders have a clear understanding of the pathways and processes involved in identifying and supporting children with SEN in school
Proposed outcome	<ul style="list-style-type: none"> <li>• Communication with parents and carers via the website and class teacher provides a clear understanding of SEN processes and pathways</li> <li>• Teachers feel confident to share the processes and pathways with parents and carers</li> <li>• The SEND team provides bi-termly drop in sessions via Zoom to further support parents understanding and involvement in the processes and pathways pertaining to SEND</li> </ul>

Aim 1	<b>OTrack (online assessment and planning tool):</b> all teaching staff to feel confident to use OTrack to record both summative and formative data, and to use the platform to access data, identify gaps in learning and inform planning
Proposed outcome	<ul style="list-style-type: none"> <li>All those with access to the platform have an informed and up to date view of learning and progress across the school.</li> <li>Areas for development for cohorts, groups and individuals are identifiable and can be acted upon.</li> <li>Subject leaders have access to learning and progress across the school with regard to their subject and are able to offer support and challenge to colleagues to effectively deliver all subjects and ensure continued breadth of curriculum</li> </ul>
Actual outcome	
Project co-ordinator	Sarah Stepney
Team	All teachers
Starting point	Introductory staff meetings
Record of progress Date:	<p><b>End of Autumn 2021 update</b></p> <ul style="list-style-type: none"> <li>All baseline data added to OTrack by end of Autumn 1</li> <li>Targets for end of year set</li> <li>Teachers using OTrack to update assessment data, initially for reading, writing, maths, phonics/GPS</li> <li>Other subjects assessed including setting targets for science for end of year and foundation subjects</li> <li>Targets reviewed at end of Autumn 2, with revised objectives for catch up for January.</li> </ul> <p><b>End of Spring 2022 update</b></p> <ul style="list-style-type: none"> <li>Inset day x 2 time given to update Otrack and support staff in how to access data to support planning.</li> <li>Moderation meetings for maths and writing using Otrack and books in teams.</li> <li>Subject leaders monitored use of Otrack to assess subjects and have reported back via email and in person to heads and individual teachers.</li> </ul>

Aim 2	<b>Phonics:</b> to further develop and embed a whole school approach to phonics teaching and reading
Proposed outcome	<ul style="list-style-type: none"> <li>90% of year 1 will pass the phonics screening test at the end of 2022</li> <li>90% of year2 will pass the phonics screening check in November 2021</li> <li>A reading scheme matched to phonic teaching will be in place and children learning to read will follow the scheme in order to support discrete phonics sessions</li> <li>All adults will have an understanding through in house training of the schools approach to the progression of phonics and early reading</li> <li>Provisions will be in place for children across the school in order to ensure that every child progresses appropriately</li> </ul>
Actual outcome	
Project co-ordinator	Helena Osborne
Team	Pippa Joyce, Ian Evans, Rachel Barnes, Rachel Fazakerley, Hazel Maher
Starting point	What do we need from a new phonics scheme?
Record of progress	

Date:	<ul style="list-style-type: none"> <li>Essentially one that achieves all that our current scheme has but with training support and has validation from DfE</li> </ul> <p><b>End of Autumn 2021 update</b></p> <ul style="list-style-type: none"> <li>A variety of schemes have been looked at but Essential Letters and Sounds has been selected as it most closely matches our criteria</li> <li>Rachel Fazakerley will be working with the team at ELS to ensure its inclusive coverage for all of our pupils including those that are deaf.</li> </ul> <p><b>End of Spring 2022 update</b></p> <ul style="list-style-type: none"> <li>Phonics inset 4/1/2022 whole school to introduce ESL – training videos and an introduction to the handbook that supports the scheme. Discussion in year groups as to what phonics teaching would look like in each year group</li> <li>Phoneme cards have been personalised for Mayfield through the working party that Rachel Fazakerley is part of. The cards include signs for each sound. A teacher from Reception, year 1 and year 2 are photographed on the cards showing the signs.</li> <li>TAs tasked with watching allocated training videos in preparation for a review of their knowledge with Paula Ayliffe at the start of the summer term.</li> <li>Agreed with county that the scheme could be rolled out from September 2022</li> </ul>
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	<ul style="list-style-type: none"> <li>Y2 – 90% to achieve expected standard</li> <li>Y3 – 83% to achieve expected standard</li> <li>Y4 – 75% to achieve expected standard</li> <li>Y5 – 75% to achieve expected standard</li> <li>Y6 – 80% to achieve expected standard</li> </ul>
Actual outcome	
Project co-ordinator	Helena Osborne
Team	Ian Evans, Rachel Barnes, Rachel Emery, Megan Bate
Starting point	Working group investigated current practise with emphasis on what works well
Record of progress Date:	<p><b>End of Autumn 2021 update</b></p> <ul style="list-style-type: none"> <li>Investigated the use and impact of GPS fluency</li> <li>Identified further training needs</li> <li>Looking at writing schemes that include GPS to see whether this might be a better alternative to discrete fluency sessions</li> </ul> <p><b>End of Spring 2022 update</b></p> <ul style="list-style-type: none"> <li>Units reviewed and progress in GPS monitored through writing and formative assessments.</li> <li>Writing, which includes all elements of GPS, moderated across the school in conjunction with Otrack</li> </ul>

Aim 4	<p><b>Advost:</b> To utilise learning from the Advost project so far and apply relevant aspects across the school.</p> <p>2021 -22 ADVOST priorities may involve the following:</p> <ul style="list-style-type: none"> <li>Explore further the notion of ‘pupil voice’.</li> </ul>
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	<ul style="list-style-type: none"> <li>Investigate the question, “What can we learn from ‘pupil voice’?”</li> <li>Investigate the question, “How and why can we trust ‘pupil voice’?”</li> </ul> <p>Investigate the question, “How does listening to and actioning outcomes from our understanding of ‘pupil voice’, improve the quality of learning for all?”</p>
Proposed outcome	<ul style="list-style-type: none"> <li>That ‘pupil voice’ is understood more deeply and this in turn improves the quality of learning for all.</li> <li>The theme of ‘trust’, identified by the principle ADVOST investigators, is explored and its impact upon learning measured.</li> </ul>
Actual outcome	
Project co-ordinator	Paula Ayliffe
Team	Pippa Joyce, Hazel Maher, Ruth Campbell, Steph King, Jake Holt, Rachel Fazakerley
Starting point	Looking at the findings of the first stage of the project and reflecting how these are used in school.
Record of progress Date:	<p><b>End of Autumn 2021 update</b></p> <ul style="list-style-type: none"> <li>Across all of the settings in England, Finland and Canada TRUST and SPACE feature in different ways</li> <li>Chapter for latest Unlocking Research book accepted for publication in early 2022 – section in it from Pippa and Paula</li> <li>Next meeting with Mayfield and Boothroyd planned for 19.1.21</li> <li>Next term’s focus looking at concepts of ‘definition’ and ‘power’ and how they play out in EY/Yr 1 settings</li> </ul> <p><b>End of Spring 2022 update</b></p> <ul style="list-style-type: none"> <li>Uk schools met on 2<sup>nd</sup> March 2022 and the research leads announced that they had almost finished collection data. The collection would continue until end of summer 2022. Spring and Summer focus is on defining further the notion of ‘voice’, ‘power’, ‘listening’ and ‘time and space’.</li> <li>Teachers in Reception and year 1 are honing their observations skills and writing more succinctly about these observations. ‘Capturing the observations in a snapshot’.</li> <li>The lead researcher has noted that our teachers are able to talk about the children’s learning more precisely as a result of looking at these specific categories.</li> <li>Next meeting scheduled for April 2022.</li> </ul>

Aim 5	<b>Subject Leadership:</b> subject leaders will support colleagues to deliver a broad and interesting curriculum
Proposed outcome	<ul style="list-style-type: none"> <li>Through the use of OTrack subject leaders have access to learning and progress across the school with regard to their subject and are able to offer support and challenge to colleagues to effectively deliver all subjects and ensure continued breadth of curriculum</li> <li>Termly lesson chats will provide the opportunity to share good practice for teachers to learn from one another and in turn further develop their teaching skills and understanding of the wider curriculum.</li> </ul>
Actual outcome	
Project co-ordinator	Paula Ayliffe
Team	All subject leaders
Starting point	Subject Leader handbook shared with all SL/on staff share
Record of progress	<b>End of Autumn 2021 update</b>



Date:	<ul style="list-style-type: none"> <li>Lesson chats in English, Maths, Science, Music and RE have taken place over the Autumn term. Teachers have worked in collaboration with SL's to plan units of work. This has supported the development of subject knowledge and provided excellent teaching resources for the children.</li> <li>SS has supported some subject leaders to access and begin to use data from OTrack to support understanding of progress across the school and to support planning for addressing gaps.</li> </ul> <p><b>End of Spring 2022 update</b></p> <ul style="list-style-type: none"> <li>Lesson chats – some subject leaders have undertaken lesson chats. Due to staff absence there was a limited opportunity for staff to participate in these.</li> <li>Subject leaders monitored use of Otrack to assess subjects and have reported back via email and in person to heads and individual teachers.</li> </ul>
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Aim 6	<b>Spirals:</b> To re-embed our use of spirals across the school following the disruption caused by Covid19
Proposed outcome	<ul style="list-style-type: none"> <li>All teachers feel confident to carry out spirals of enquiry conversations with their children and to utilise the findings to the children's benefit</li> <li>Spirals weeks are used as an opportunity to develop story making across the school – linking to our learning from the Advost project so far</li> <li>Teachers understanding of the process is reflected in their adaptive expertise in the classroom – seen through planning, activities, inclusion, and access and depth</li> <li>Learning journals summarise new learning through topics taught and demonstrate the child's voice</li> </ul>
Actual outcome	
Project co-ordinator	Sarah Stepney
Team	Daisy Taylor Paula Ayliffe Kate Smith
Starting point	Share Spirals videos with leadership team
Record of progress Date:	<p><b>End of Autumn 2021 update</b></p> <ul style="list-style-type: none"> <li>Sharing of videos has begun via team meetings to support all teachers understanding of the process and research behind this approach</li> <li>Spirals initial conversations have taken place with every child across the school.</li> <li>Spirals learning journals have been started, adding children's chosen work and records of conversations to them.</li> <li>Spirals books to be cover two years of learning in order for teachers and children to be able to look back and reflect on progress more readily.</li> </ul> <p><b>End of Spring 2022 update</b></p> <ul style="list-style-type: none"> <li>Learning journals reviewed by SLT</li> <li>Spirals week completed with children participating in activities and class teachers having 1:1 chats and updating learning journals.</li> <li>A review of how Spirals is managed in the next academic year to be organised in Summer 1. Training in the approach will be integral to our inset days in September in order for all staff to have a renewed understanding of the approach.</li> </ul>

Aim 7	<b>Parental Engagement:</b> To increase parental engagement
Proposed outcome	<ul style="list-style-type: none"> <li>• Parent/carer champion/s to be identified to support links to community</li> <li>• All children complete homework tasks</li> <li>• All parents/carers attend parent/teacher consultations</li> <li>• All parents/carers are confident to use online learning platforms</li> <li>• Increased representation from all members of our community engage in extracurricular activities eg attend choir/samba band/football</li> </ul>
Actual outcome	
Project co-ordinator	Paula Ayliffe Sarah Stepney
Team	Rachel Emery, Ian Evans, Pippa Joyce
Starting point	
Record of progress Date:	<p><b>End of Autumn 2021 update</b></p> <ul style="list-style-type: none"> <li>• Homework is uploaded to online platforms and teachers have a record of who is completing tasks each week. Support and guidance is provided to those not engaging.</li> <li>• Parent consultations took place online in November. Uptake from this approach continues to be higher than when done face to face. Teachers have followed up on those that have not attended.</li> <li>• Reception parents online information meeting – parents were informed of parenting course that would be taking place in spring and summer term, and to which they are strongly encourage to participate in.</li> </ul> <p><b>End of Spring 2022 update</b></p> <p><b>Spring 2022</b></p> <ul style="list-style-type: none"> <li>• Parenting course offered to all reception parents/carers – only 3 responses. Offer to be made again in Summer 1</li> <li>• Parents evening was well attended and those that did not sign up were followed up with emails and telephone calls</li> <li>• Homework continues to be given via Seesaw and where there is a lack of engagement is followed up by class teachers.</li> <li>• Heads are present at the gate each morning to welcome children and be available to parents</li> </ul>

Aim 8	<b>Maths KS1:</b> work to develop intentional teaching strategies focused on developing fluency in calculation and number sense for ALL children.
Proposed outcome	<ul style="list-style-type: none"> <li>• Children develop their understanding and use of appropriate manipulatives to support their teaching of mathematical structures</li> <li>• Children develop fluency in calculation and a confidence and flexibility with number that exemplifies good number sense</li> <li>• Children are able to clearly communicate their mathematical ideas</li> </ul> <p><b>FS – 80% to achieve expected standard</b></p> <p><b>Y1 – 87% to achieve expected standard</b></p> <p><b>Y2 – 84% to achieve expected standard</b></p>
Actual outcome	
Project co-ordinator	Jo Caisova

Team	Liz Stow and KS1 teachers
Starting point	Teachers to attend training sessions for Mastering Number
Record of progress Date:	<p><b>End of Autumn 2021 update</b></p> <p>Reception: 11/10 - Started Mastering Number – currently doing it alongside maths lesson. Simple and nice to deliver Using White Rose in main session and Mastering Number at end of the day. May need to monitor timing.</p> <p>Year 1: 4/10 - Started on Week 1, not Week 0. Pitch is right. Week 0 would have been too easy Children engaged. Currently using a virtual rekenrek. Really positive start Highlighted who could or could not subitise.</p> <p>Year 2: Rekenreks arrived at the end of the Autumn term, so teachers will start using the approach in the Spring term</p> <p><b>End of Spring 2022 update</b></p>

Aim 9	<b>Maths KS2:</b> Pre-teaching and Assigning Competence’ and/or ‘Same Day Intervention’ to improve outcomes for individuals/groups identified as having gaps in learning due to Covid19
Proposed outcome	<ul style="list-style-type: none"> <li>Teachers have a clear understanding of how to use these approaches to improve outcomes for children</li> </ul> <p><b>Y3 – 72% to achieve expected standard</b>  <b>Y4 – 78% to achieve expected standard</b>  <b>Y5 – 78% to achieve expected standard</b></p> <ul style="list-style-type: none"> <li><b>Y6 – 77% to achieve expected standard</b></li> </ul>
Actual outcome	
Project co-ordinator	Jo Caisova
Team	Liz Stow and KS2 teachers
Starting point	SL to provide PD via staff meetings in Autumn term
Record of progress Date:	<p><b>End of Autumn 2021 update</b></p> <p>Pre-teaching is giving children a sneak preview of a lesson to raise their profile as mathematicians Additional recorded weekly assembly provided in order for teachers to have time to pre-teach.</p> <p><b>End of Spring 2022 update</b></p> <p>Most teachers find the additional assembly useful for providing time for pre-teaching</p>

Aim 10	<b>SEN pathways:</b> To ensure all stakeholders have a clear understanding of the pathways and processes involved in identifying and supporting children with SEN in school
Proposed outcome	<ul style="list-style-type: none"> <li>• Communication with parents and carers via the website and class teacher provides a clear understanding of SEN processes and pathways</li> <li>• Teachers feel confident to share the processes and pathways with parents and carers</li> <li>• The SEND team provides bi-termly drop in sessions via Zoom to further support parents understanding and involvement in the processes and pathways pertaining to SEND</li> </ul>
Actual outcome	
Project co-ordinator	Sarah Stepney
Team	Ann Nicholls, Helen Mountford, Paula Ayliffe, Surge Dhanda, Carla Glover
Starting point	Inset for teachers regarding SEN pathways/dyslexia
Record of progress Date:	<p><b>End of Autumn 2021 update</b></p> <ul style="list-style-type: none"> <li>• Staff training delivered on SEN pathways.</li> <li>• Staff training delivered on approaches and understanding of dyslexia/literacy difficulties</li> <li>• Updated assessments for word level attainment and alternative interventions to be explored in the spring term.</li> </ul> <p><b>End of Spring 2022 update</b></p> <p><u>January '22</u>  → CM met individually with all Teachers to ensure their understanding of SEND pathways and how they can record concerns and access support  → AN and CM met with TAs to explain processes and what their role is in the flow chart</p> <p><u>February '22</u>  → Updated the Flow Chart for pathway for SEND support and added to school website  → SEND Policy and statement updated for the website (9<sup>th</sup> Feb '22)</p> <p><u>March '22</u>  → 2<sup>nd</sup> and 3<sup>rd</sup> March SEND Parent 'Drop ins'</p> <p><u>April '22</u>  → Great involvement from SEND Service (in particular our link Specialist Teacher Cara Stratford)</p>