

SDP Summary 2020-2021

Impact of curriculum leadership, teaching and assessment

Develop independent, confident, resilient and effective learners, who are able to use 'Assessment for Learning' strategies and articulate their learning.

Enrich Cameley's curriculum offer and understanding of cultural capital using 'Cameley passports', to give pupils the opportunity to experience a rich and deep curriculum.

Hone use of effective assessment and targeted interventions to ensure gaps and misconceptions are quickly addressed, using all available opportunities and strategies (feedback, Recovery Curriculum and Catch up grant)

The needs of vulnerable learners are met

Accelerate progress and attainment for all groups of learners across the school, (including PPG and those targeted for Covid Catch Up funding) based on their October starting points, through focussed interventions and rigorous tracking.

Outcomes for pupils - intended goals

Improve outcomes in writing, secured by teaching approaches that support pupils to draw on SPAG and handwriting skills with automaticity and fluency.

Increase reading fluency and stamina for pupils in KS2 (particularly lowest 20%).

Provide a structured approach to the teaching of phonics and spelling in order to increase the percentage of children meeting/exceeding national expectations.

2. BEHAVIOUR AND ATTITUDES

Improve the quality of behaviour and behaviour for learning across the school

Enhance opportunities for pupils to take ownership of projects which will enhance the lives of children both nationally and internationally.

Support pupils to self-regulate behaviour and develop themselves as resilient and independent learners.

Develop the extent to which pupils feel safe in school

Maintain and develop the teaching and monitoring of a robust e-safety curriculum, whilst strengthening parents' education in the use and abuse of social media.

Increase children's knowledge, ownership and engagement with the safeguarding agenda.

3. PERSONAL DEVELOPMENT

Promotion of fundamental British values

Embed children's understanding of fundamental British values and support them to understand the importance of these in their everyday lives.

Build knowledge, understanding and awareness of spirituality, enabling children to articulate this and reflect on their own spirituality.

Develop children's awareness of disadvantage and the impact this has on the lives of pupils in schools, both in Britain and internationally.

Provision for and impact of SMSC development
Enhance outdoor play experiences, increase daily physical exercise and fundamental movement skills in lessons and during playtimes,
Impact of relationships and health education
Implement and monitor the impact of a whole school RSE curriculum, complying with September 2020 statutory guidance, to develop children's understanding of their own personal, social and emotional growth.
4. LEADERSHIP & MANAGEMENT
Extent to which staff CPD is aligned with the curriculum
Secure the use of technical English, particularly in writing, for all staff whose written communication is viewed by stakeholders.
Ensure all staff are aware of, and draw on the progressive acquisition of core knowledge, skills and understanding that is at the heart of the Cameley curriculum.
Develop the combined skillset of the EYFS team, securing competence and strengthening practice across the team.
Distributed leadership is in place, in order to move the school forwards
Develop and strengthen the quality of the workforce, using the combined talents of the existing staff team and expertise that exists beyond the school, to ensure that staff are motivated to improve practice and improve their careers.
Staff-well-being
Make dedicated time to explore and support staff well-being within current constraints, whilst understanding and balancing the challenges of the educational situation.
Impact of Governance
Hone and develop the positive working relationships between governors and between governors and staff, whilst balancing the critical challenge offered.
Continue to ensure safeguarding is effective and exceeds all statutory requirements.
5. PARTNERSHIPS
Leaders engage parents and the community in a way that supports pupils' education
Develop links with the local community, network of schools that exist in TBMPT, and other professional bodies to enhance teaching and learning.
Extend and develop our partnerships with the Bath and Wells Diocese, local churches and Christian schools abroad.