



Brown Clee C.E. Primary School
School Development Plan
2023-24

The Quality of Education

1. Embed Retrieval Practice into Day to Day Teaching to further strengthen learning.

- Source RP CPD
- Share CPD across all staff
- Teach all children about RP and why it is important (assemblies /lessons)
- Share importance of RP with parents
- Source and purchase books/reading material on high quality RP
- Include RP as a regular staff meeting agenda item to share good practice.
- Governor Learning walks to share what RP looks like.
- Research and share list of RP teaching techniques.
- Select half termly focused RP strategies to develop across school.
- Create an instructional coaching system so teachers can observe RP practice.
- Incorporate end of unit quizzes for foundation subjects (to also include prior unit learning)
- Hold TA sessions to share findings from targeted RP strategies.
- Audit all foundation subjects to identify links.
- Create a subject link form to share with all staff to highlight prior connected learning.
- Establish daily, weekly, monthly review routines of key prior knowledge.
- Timetable planning time for D/W/M review

'Love the Lord God with all your heart, with all your soul, and with all your mind'
Matthew 22:37-38

Behaviour and Attitudes

2. Strengthen pupils' emotional regulation and resilience to enhance their motivation and positive attitudes to learning.

- Apply for participation of Skills Builder Accelerator Programme.
- CPD with SBP for relevant staff.
- Implement whole staff training/awareness of SBP and essential skills across year.
- Incorporate 8 essential skills within the school's curriculum.
- Raise profile of SBP with school community to promote shared involvement.
- All children to receive essential skills lessons as part of RSHE learning.
- Whole school assemblies planned to reinforce importance of essential skills.
- School displays/environment to promote teaching and learning of essential skills.
- Use Recognition Awards to raise awareness and celebrate.
- Review all class' curricula to ensure provision of self-regulation opportunities.
- Incorporate modelling/teaching of self-regulation skills within class learning across school.
- Use of Zones of Regulation within classes
- Review Fireflies curriculum/planning to ensure greater emphasis on PSED and CLL in all areas of learning.
- Adapt Fireflies curriculum/planning to incorporate greater opportunities to teach/model self regulation.
- School assemblies planned to focus on self-regulation and resilience.
- Further develop links with Pre-School to promote self-regulation across Early Years.
- Close tracking of PSED and CLL for EYFS pupils.
- Tracking of pupils progress in Staying Positive and Aiming High using SBP Framework.
- Raise awareness of self-regulation and resilience with parents.

Aspire ~ Believe ~ Persevere ~ Succeed

Leadership and management

3. Ensure the school's curriculum intent and implementation are embedded securely and consistently across the school so that pupils' work across the curriculum is consistently of a high quality.

- Audit teachers subject knowledge needs.
- Timetable TLCs to review subject knowledge.
- Identify sources of excellent practice in subjects (schools/individuals/courses)
- Book PD for teachers/TAs.
- Timetable termly teacher learning walks.
- Audit foundation subject resources.
- Source and purchase targeted curriculum resources,
- Foundation subject link document to be referred to prior to all new content and included in planning.
- Review Teaching and Learning Policy.
- Schedule end of unit quizzes for all foundation subjects.
- Schedule end of year retrieval quiz of core knowledge.
- Foundation subjects to be added to Balance.

Leadership and management

4. Further engage parents and our community in effective and innovative ways to support pupils' education.

- Establish Committee Roles volunteers.
- Source an appropriate PTA constitution.
- Hold AGM to formalise official start point.
- Meeting schedule in place for SLT liaison with new PTA
- Rota for staff support for PTA meetings and events.
- Update school website page for FOBCS.
- Promote and publicise FOBCS role and events widely.
- Audit current home learning provision.
- Identify priorities for home learning.
- Research strategies to ensure compliance with home learning expectations.
- Review home learning policy (note new name).
- Engage children and parents with home learning policy (meeting/workshop/posters/assemblies/lessons/displays)
- Regular monitoring of home learning.