

Yerbury Primary School Development Plan 2021-22

Underpinning this document is the following ethos statement:

'Yerbury is a richly diverse learning community which values the uniqueness of every child. We know that happy, interested and secure children learn best. We offer a caring and stimulating environment which allows children to become independent and grow. Staff, children, parents and carers work together in a culture of collaboration and mutual support. We foster the long term development and personal achievements of every child within our broad curriculum and in the immeasurable learning beyond it. We provide a challenging, relevant and creative school experience which nurtures a sense of social responsibility and inspires life-long learning'

Yearly overview:

	2016-7	2017-8	2018-9	2019-20 & 20-21 (Coronavirus)	2021-22
<u>Main focus:</u> Quality of Teaching and Learning	Developing the planning and teaching of writing under the revised assessment foci of the new NC	Ensuring good progress of Pupil Premium pupils across the Key Stages.	To ensure good progress across the school in Writing	To develop and embed a Maths Mastery approach across the school	Further embedding Writing following impact of pandemic
<u>Specific focus 1:</u> Curriculum	Developing assessments for foundation subjects	Year 1: For staff to develop the knowledge, understanding and skills necessary for encouraging positive mental health & well-being in themselves, each other and children.	Year 2: For staff to develop the knowledge, understanding and skills necessary for encouraging positive mental health & well-being in themselves, each other and children.	To further enrich the curriculum offer by ensuring children have regular opportunities for outdoor learning	To further develop the teaching of Computing and Digital Resilience
<u>Specific focus 2:</u> Leadership	Establishing Middle Leadership (Phase Leadership & further developing the role of Subject Leaders)	Developing Phase-leadership and Subject Leadership across the school	2 year focus – Year 1: To create a long-term, sustainable revenue generation plan which future-proofs and further develops the excellent provision at Yerbury.	2 year focus – Year 2: To create a long-term, sustainable revenue generation plan which future-proofs and further develops the excellent provision at Yerbury.	Continue focus on Revenue Generation, and ensuring Yerbury continues to be a first-choice school for families in the local area
<u>Specific focus 3:</u> Strategic Management	Teachers and TAs working together	Year 1: To further develop teaching and learning to bridge the gap between boys and girls across the school, in particular in Reading and Writing.	Year 2: To further develop teaching and learning to bridge the gap between boys and girls across the school, in particular in Reading and Writing.	To ensure the provision of SEND is broad and balanced, and of a high quality for all	Pandemic Restoration
From 2019-20 onwards: Yerbury will continue to provide a supportive and challenging learning environment to help ensure all children demonstrate key characteristics embodied within 'Our Hope for the Yerbury Child'.	<u>Subsidiary focus</u> Fully developing the use of the Q-room	<u>Subsidiary focus</u> Enhancing our curriculum by extending and broadening links with our local and wider community.	<u>Subsidiary focus</u> To review the curriculum to ensure it fulfils our aim, purpose and intention to nurture, prepare and develop children educationally, emotionally, socially, morally and physically for life and citizenship in the 21 st Century	In year 20/21, focus will be placed specifically on the following: '...The Yerbury child cares about others , is able to challenge intolerance , and can relate and communicate with others in order to build and maintain healthy relationships.'	'They know what it is to be inclusive, feel included and to have been nurtured by a sense of belonging '

Main whole school focus:					
Further embedding Writing following impact of pandemic					
Actions:	Lead person / people:	Outcomes/ Impact:	Resource implications:	Time frame:	Evaluation:
Teachers have CPD on what an effective 'hook' looks like in writing to ensure pupil engagement, give context to the writing unit and give pupils a chance to generate ideas.	OB	Shared understanding of what makes an effective hook. Expectations are clear and consistent across the school.	n/a	Autumn 1	
Teachers have CPD how to use talk for writing, drama and role play in their writing units. With particular focus on children in EYFS and KS1. EEF number 1 recommendation in improving literacy standards in KS1 (post-pandemic) is to develop pupils' speaking and listening skills and wider understanding of language.	OB	Improved Speaking and listening skills, leading to improved reading and writing outcomes. Yerbury's 6 stage writing approach is consolidated.		Spring 2	
Investigate the use of 'Pobble,' which has many high-quality exemplars of writing and can provide teachers with ideas when modelling and scaffolding writing.	OB	Additional high-quality resources are available to help teachers deliver outstanding English lessons	£300	Spring 1	
Investigate a CPD session/ INSET for teachers teaching grammar in context via UCL. Ensure that grammar is taught within context with a focus on sentence structure.	OB + LF + CM	Additional CPD to reinforce the benefits of teaching grammar in context	Approx £1000	Spring 1	
CPD to spend time focussing on Yerbury Approach to Writing and give teachers time to adapt any units to ensure best practice.	OB	Improved planning or confidence in planning units.		Autumn 1	
Investigate handwriting scheme to determine whether policy needs updating (a change from print handwriting to cursive).	OB + HC	Knowledge that our handwriting policy has kept up to date with new research/best practice		Summer 2	
Staff in Years 1 - 6 are trained in LTE to incorporate in to their sequence of whole class guided reading sessions and promote collaborative learning.	KA	A cohesive and planned approach to teaching LTE across the school impacting on improved outcomes for children.		Summer 2	
Investigate the use of metacognition in lessons (such as LTE) as EEF promote this as one of the most effective ways to close the attainment gap.	KA + LF + OB	This will be part of the LTE programme.		Summer 2	
Investigate potential spelling schemes to replace Spelling Shed and the impact this has on our homework policy.	OB + LF	Knowledge that our spelling policy has kept up to date with new research/best practice		Spring 2	
Investigate new phonics scheme for Spring transition.	JG + OB + KA	This is mandatory – we will look to see if it can dovetail with our		Spring 2	

		spelling approach. All teachers to receive training on the new scheme.			
Book an audit with an Oxford University Press Consultant to review provision of books and help inform which schemes are most highly recommended.	JG + OB + KA	This will help us to make an informed choice regarding phonics programme.		Autumn 2	
Attending English Lead network meetings and feeding back best practice to SLT and teachers.	JG + OB + KA			Ongoing	
Identifying any teachers that need additional training in phonics/ reading/ writing e.g. new staff and Tas	JG + OB + KA	Year 3 teachers have had phonics training refreshers as have a number of Teaching Assistants.		Autumn 1	
On-going CPD on using the termly assessment frameworks to assess writing for teachers in Y1- 6.	OB	Accuracy in Assessment and planning.		Termly	
Undertake regular internal cross-phase moderation of writing so teachers are increasingly secure on what an EXS	OB	Accuracy in Assessment and planning.		Termly	
Review 'conference marking' policy and review its whole-school impact. Ensure PP have two conference marking opportunities per half-term.	OB + LF	Improve the administration and impact of writing conferences.		Autumn 1	
Continue dyslexia training across the school to support children who struggle with spelling and writing. Ongoing CPD for teachers for effective strategies and use of scaffolding for struggling writers.	HC + KA	Good practice for children with dyslexia is good practice for all children.		Ongoing	
Continue to promote the use of literacy toolkits (provided by Helen) in KS1, so children know how to use them confidently and encourage independence.	HC + OB	Maintaining current good practice		Ongoing	
Invite an author(s) to school to promote a love of writing and reading, and increase pupil's cultural capital.	OB + KA	Enhancing a culture of reading for pleasure and making authors accessible to children. Cultural Capital		Spring Term	
Reinstate special writing days e.g. Investigate what a whole-school writing day may look like under Covid regulations	OB + SLT	Enhancing a culture of writing for pleasure.		Summer 1	
Audit of literature and writing units to ensure that there are substantial units of writing based around books/ short films with protagonists that represent our diverse society.	OB + LF	Ensuring that children have high-quality 'mirror books' and that there is a more accurate representation within them.		Autumn 2	

Consider reviewing the school curriculum regarding teaching the sequence of grammar terminology.	OB			Summer 2	
Investigate retrieval and reasoning resources for reasoning and retrieval in grammar-particularly memorisation of word classes.	OB			Summer 2	
Success Criteria:	Evidence: (by September 2022)				
The quality of teaching and learning of writing is excellent, a sequence of LTE lessons are established across the school, and children's writing is of a high standard.	<ul style="list-style-type: none"> • Children's work is seen to be at a high standard across KS1 and KS2 as demonstrated in book looks and moderation meetings • LTE lessons are embedded and a sequence of lessons are taught throughout KS1 and KS2 • The books that children have easy access to are representative of our diverse society and specific texts are identified and incorporated into the teaching of English. 				

Curriculum Focus: To further develop the teaching of Computing and Digital Resilience					
Actions:	Lead person / people:	Outcomes/ Impact:	Resource implications:	Time frame:	Evaluation:
New up-to-date Scheme of work to be introduced and shared with all staff	LF	A new scheme of work that is modern, sequenced and ambitious.	-	Autumn 1	
Enter into Islington's Computing SLA until the end of the financial Year	LF	Access to resources, hands-on support, CPD opportunities	£1200	Autumn 1	
Consult with LBI Computing lead to review the needs and requirements of Yerbury School regarding good practice	LF	Prioritisation of actions and greater awareness of issues within the space.	-	Autumn 1	
Purchase new charging trolley for New chromebooks	LF	DfE Chromebooks repurposed to be a new class set.	£1000	Autumn 1	
Identify method to log in to chromebooks that is suitable for younger children.	LF	Smoother setting up process for computing lessons for KS1 children.	-	Autumn 1	
Provide opportunities for staff to audit their year-group's curriculum and then identify any training needs.	LF	Targeted support and CPD	-	Spring 1	
Liase with Hands-on-support (as part of LBI SLA) and arrange for a site visit	LF	Ensuring that hands-on support is targeted	-	Autumn 1	
Consider setting up a Digital Leaders system	PH	Raise the profile of Computing within the school and provide experiences for higher attaining pupils	-	Spring 1	
Identify good practice for the teaching of computing in the Early Years Foundation Stage	LF	There is little guidance for EYFS – this will provide a sensible base of learning for children to build upon in future years.	-	Spring 2	
Investigate the possibility of running a DiscoTech (discover technology) event at school this year	LF	Provide fun, inspiring and awe-inducing experiences for children around technology.	-	Spring 1	
Provide opportunities for parents to have an up-to-date understanding of how to help children to stay safe online	PH	Increased awareness of E-Safety in the community	-	Summer 1	
Investigate and establish a meaningful and helpful assessment and evidence points system for the teaching of computing	LF	Assessment points are signposted and evidence gathering points are clear, helpful and not overly onerous.	-	Spring 1	
Write Social Media Policies for the school so that it can begin to use Twitter, Instagram etc.	LF	Make the school's media more outwardly looking.	-	Spring 2	

to connect with other organisations and share with the community.					
Facilitate a Bletchley Park outreach session for Year Six around code-cracking – children get to see a real Enigma Machine.	LF	Opportunities for Cross-Curricular Learning	-	Autumn 2	
Update Remote Learning Policy	LF	Ensuring we are prepared for all eventualities	-	Autumn 2	
Consider which online tools the school will use and share this information with parents (eg. Atom learning, doodle maths, nesy, spelling shed, TTR, Google Classroom, Seesaw, Bofa etc)	LF	Support for Parents and signposting to quality resources.	-	Spring 1	
Ensure that children understand key vocabulary around computing.		Ensuring children have good speaking and listening skills around computing	-	Spring 1	
Work with each year group in Key Stage 1 and 2 to consider amending the sequencing of computing sessions within the year in order to make meaningful cross curricular links	PH	Amending the LBI Scheme of Work	-	Spring 1	
Analyse the programming aspect of Year 6's curriculum and consider extending it further.	LF	Ensuring the curriculum is challenging and aspirational.	-	Summer 1	
Ensure that a comprehensive approach to Digital resilience is captured within the school's computing curriculum – to be covered in the first lesson of each half term.	PH	Children are better prepared for the challenges presented by a digital world.	-	Autumn 1	
Lead an assembly for children in KS2 on 'banter', including what this looks like online, and the possible impact it may have.	PH	Creating a greater understanding of what is, and what is not appropriate behaviour.	-	Summer 1	
Lead an assembly for all children, particularly those in KS1 and Year 3 on what 'consent' is (in a range of contexts) and what it means	PH	Creating a greater understanding of what is, and what is not appropriate behaviour.	-	Summer 1	
Revise Digital Resilience curriculum to ensure that children in Upper Key Stage 2 have an understanding of the techniques that are used by some tech companies to keep them using their product – including what is happening within the human brain.	PH	Children are better prepared for the challenges presented by a digital world.	-	Summer 2	
Explore the possibility of partnering with an external agency to help raise the self-esteem of children in a digital world – in particular, self-esteem around body image.	PH	Children are better prepared for the challenges presented by a digital world.	-	Summer 2	

Success Criteria:	Evidence: (by September 2022)
The teaching of Computing and digital resilience is strong and effective	<ul style="list-style-type: none">• The Computing Scheme of Work is rearranged where appropriate to ensure meaningful cross-curricular links are made• Barriers to teaching the computing curriculum (resources, CPD etc.) are removed• CPD to help any gaps in subject knowledge has successfully taken place• Children have an improved understanding of how online apps and social media services use techniques to maximise their use• Digital Resilience and Literacy is embedded across Key Stage 1 ad Key Stage 2

Leadership Focus: Continue focus on revenue generation, and ensuring Yerbury continues to be a first-choice school for families in the local area					
Actions:	Lead person / people:	Outcomes/ Impact:	Resource implications:	Time frame:	Evaluation:
Continue to work with the Foundation to ensure a yearly fundraising target	HT SBM DHT	This supports the school in providing on-going, high-quality provision and resourcing	Time	On-going	
Continue to work on Literacy Hub Project and be successful in finding trusts/ organisations which will fund it on behalf of 22 schools across Islington.	HT SBM AHT	Future-proofing of dyslexia support at Yerbury, and positive reputation in the local area	Significant amount of time	On-going	
Liaise with other schools and Highbury Roundhouse to ensure a regular income for After School Club	SBM HT	Increased revenue-generation for school	Time	Aut Term for Jan start	
Finalise the lettings policy (following Covid) to enable the school to rent out spaces	SBM	School gets regular revenue from letting the premises	Time	Aut Term for Jan start (Covid permitting)	
The school community and the local community are made aware of the letting policy, and 'packages' are advertised (e.g. children's parties)	SBM	The local community start using the school on a regular basis	Time	Aut Term for Jan start (Covid permitting)	
Liaise with other trusts, such as Richard Reeves, for other funding opportunities	SLT	Networking, and accessing additional funds	Significant amount of time	On-going	
Consider Yerbury online social media presence and other approaches for on-going PR purposes	SLT	Wider reach and exposure	Time Cost Staffing	Spring Term	
Prioritise empty school places, actively managing waiting list, and having either AHT or DHT look-round for each offer	SBM HT DHT/ AHT	School receives as much funding as possible	Time	On-going	
Ensuring communication with people on Nursery waiting list in very good time and pro-active	SBM	Nursery remains full	Time	On-going	
Keep current website updated with videos and photos of what is happening at Yerbury	SLT	Website show-cases the range of provision and ethos at Yerbury	Time	On-going	
Consider new website or website review to align with different needs by prospective and current parents	SLT	Website 'works' for the school, decreases workload, and improves communication and interaction with parents.	Time Cost Staffing	Spring Term	

Success Criteria:	Evidence: (by September 2022)
	<ul style="list-style-type: none">• A new or updated website is in place, which is fit for purpose both for the school and audiences• The school is maintaining a healthy pupil roll and thereby being allocated as much funding as possible• The school has established some new, on-going and short-term funding streams

Strategic Management Focus: Pandemic restoration – reflecting, reviewing and recalibrating					
Actions:	Lead person / people:	Outcomes/ Impact:	Resource implications:	Time frame:	Evaluation:
Practical:					
To modify school routines to give children time and space to adjust to being back in large groups (assemblies, playgrounds, two school bells etc.)	SLT & Ts	Children settle back into effective routines & behaviours	Time	Aut Term	
Be aware of ‘missed’ experiences, such as ‘going to the music room’, ‘being in an assembly’ etc. and factor in additional time to help children learn routines and acclimatise to school building and procedures.	Ts	Children settle back into effective routines & behaviours	Time	Aut Term	
Academic:					
Identify gaps in objectives delivered in all subjects during remote learning and prioritise in academic year 21/22	Subject Leaders & Ts	Impact of missed learning is reduced.	Time Staff-meetings	Whole year	
Use knowledge of impact of Covid on children’s skills so far to provide: <ul style="list-style-type: none"> • Additional handwriting sessions • Increased opportunities for developing language and communication skills in EYFS • Increased focus on positive learning behaviours, reiterating expectations • More money/ coins experience for children in Maths • Increased focus on Physical Development in EYFS • Increased ‘Talk for Writing’ and drama across KS1 & 2 • Increased focus on Phonics in Y3 • Increased focus on Timetables in Y5 And more	Teachers	Impact of pandemic is reduced Proactive and targeted reduction in knowledge and skills gaps, missed development, and changes in behaviours.	Time	Whole year	
Restart full range to interventions, cross classes	BW Teachers	Targeted additional support for children; children make better progress.	Time Staffing Assemblies	Aut Term	
Invite TFL staff in to talk about travelling on public transport, Fire Engine etc.	Teachers	Children regain confidence in taking public transport	Cost	During the year	
Social:					

Increased support at mealtimes with manners and holding cutlery	Ts & SS	Children's eating and social behaviours align with age-related and social expectations.	Time	Aut Term	
Increased role play and PHSE to support social interaction	Ts	Children's social development is moved on in line with age-related expectations.	Time	All year round	
Additional focus on turn-taking and delayed gratification in younger years in particular	Ts	Children develop essential life-skills which were affected during lockdown	Time	All year round	
Increased awareness and exposure to extended family and heritage through story books and asking 'other adults' into classes when appropriate	Ts	Children have an increased knowledge and understanding of family, identity and heritage.	Time Additional books	All year round	
Increased focus in EYs to help children recognise feelings conveyed through facial expressions (mask-wearing has affected this)	Ts	Children develop essential social and communication skills which have been affected during pandemic.	Time	Aut Term	
Re-establish buddy-classes with regular activities through-out the year	Ts	Children gain in confidence, empathy, learn to cooperate better, and develop a sense of 'school family' who support and care for each other. Affects whole school behaviour.	Time	Aut Term	
Increased opportunities for children to engage in group work across all subjects	Ts	Children develop essential social and communication skills which have been affected during pandemic.	Time	All year round	
Increased offer for Activity Clubs to restart	DHT	More exposure to experiences – develops skills & confidence, and good for mental health.	Staffing	All year round	
Reintroduce Playground Friends to help friendships and playing together in playground	HLTA	Older children have opportunities to be mentors, support younger children. Improves friendships and behaviour.	Time Badges	Aut Term – then on-going	
Emotional:					
Continue our Getting Back to Green approach with staff and children, ensuring younger years develop solid understanding.	AHT	Provides vocabulary for children to express themselves and staff to support children around emotions and mental health.	Time Assemblies Display	Aut Term	

Ensure all children have identified adults they feel able to talk to about their feelings.	SLT/ Ts	Children feel secure. Issues can be dealt with.	Time	Aut Term – on-going	
Review timetable and range of activities for outdoor learning.	Ts	Improved mental health and well-being for children	Time	On-going	
Awareness of increased separation anxiety – be more time-flexible with settling in process, and expect longer settling period	Ts	Children settle, and there is no school- refusal. All children return to school full-time.	Time	Aut 1	
Work with outside agencies to try to secure additional drama and music therapy	AHT	Children receive specialist support as needed	Time	On-going	
Children worrying about the future – include mindfulness techniques	Ts	Children learn to manage their own well-being	Staff training	On-going	
Other:					
Review use of technology for learning & homework	Ts & DHT	Lessons and skills learnt over lockdown are applied to the future	Time	On-going	
Promote an ‘open culture’ of discussing the impact of Covid amongst children and staff	All	Good for well-being, and understanding ‘the yet unknown’.	Time	On-going	
Ensure staff and parents continue to be clear about Covid guidance and symptoms.	HT	Reduce impact of Covid on school/ education, and for staff and children health/ safety.	Time	On-going	
Staff to be more alert to issues with eyes, ears and teeth, as checks weren’t done over lockdown.	Ts & SS	Medical issues picked up which might have affected learning	Time	On-going	
Consider increased trips/ experiences/ etc. for children as missed opportunities over lockdown	Ts	More exposure to experiences – develops skills & confidence, and good for mental health & learning.	Increased trips budget	On-going	
Continue to signpost sources of support for parents/carers in the update/ individual basis (emotional, academic, financial)	HT/ DHT	Parent body is supported – less negative impact on children, parents better placed to support	Access to info from LBI & other sources	On-going	
Office team to ensure all FSM funding is received	SBM	All possible funding received to support children	Time	On-going	
Staff:					
Providing regular opportunities for staff to reflect and discuss impact on children and staff	HT	Good for well-being, and understanding ‘the yet unknown’.	INSET time	On-going	
Provide additional staff training on trauma	HT	All staff are better placed to support children with trauma effectively	£500	Autumn and Spring	
Consider staff WFH for their PPA	HT	Increased effectiveness and better well-being.	n/a	All year round	

Continue with 3 separate staff-rooms until Christmas and review impact on team	HT	Minimised risk of Covid outbreak, and staff feel more in control	Reduced group spaces	On-going	
Signpost staff to Employee Assistance Programme	HT	All staff have access to the support they need	Info	Aut 1 and then as needed	
Signpost staff to gym-membership reductions	HT	Staff can use physical activity to support their well-being	Info	When sent from LBI	
Train staff in mindfulness techniques	HT	Staff have skills to support themselves and the children effectively	£500	Spring Term	
Providing CAHMs sessions/ supervision for staff	AHT	Staff have access to the support they need. Better well-being.	CAHMs clinician	All year round	
The yet unknown:					
Success Criteria:	Evidence: (by September 2022)				
	<ul style="list-style-type: none"> All staff have received training on mindfulness and trauma-informed practice Attainment data shows that children are above national in R, W and Maths at the end of EYFS, KS1 and KS2 Overall, learning behaviours across the school are aligned with age-related expectations at Yerbury, which is evidenced in lesson observations 				

Our Hope for the Yerbury Child Focus:

'They know what it is to **be inclusive, feel included** and to have been **nurtured by a sense of belonging**'

Actions:	Lead person / people:	Outcomes/ Impact:	Resource implications:	Time frame:	Evaluation:
Consider working towards the Inclusion Quality Mark	AHT	External verification of our inclusive practice	AHT time Assessment £2,150 +vat and expenses	Summer 2	
To be inclusive					
Translations app on website	AHT / MFL lead	Remove barriers to receiving information	Website translator plugins can be FOC IT time to install	End of Autumn Term AHT	
Relaunch Pupil Voice	AHT	Ensure the thoughts and opinions of all children are heard	AHT time	Autumn 2 AHT	
Analysis of club registers and targeted places	AHT	Economic barriers are removed for low income families (those who do not meet the threshold for PP)	AHT time	Spring 2	
Work with the School Welfare Service to deliver support for siblings	AHT	Children with family members with additional needs feel supported	AHT time	Summer 1	
To feel included					
Formalise the baseline assessment process for in-year starters	AHT	The needs of in year starters are met quickly	AHT time	Summer 2	
Work with the Virtual School to audit our practice	AHT / HT	Children who have experienced trauma regard school as a safe space	AHT time	Autumn 2	
School council reflects the diverse school community		The voices of children with additional needs are heard	AHT time	Autumn 2	
Sense of belonging					
Relaunching the buddy system including explicit teaching on the role of a buddy	AHT	Embed a sense of school community, kindness and responsibility	AHT time	Autumn 2	
Conolly project	Subject Leaders	Resources are representative of our community -	Staff time	Summer 2	
Children to identify and celebrate what they are proud of at Yerbury – School Council led	AHT / School Council	Children have pride in their school	£600	Spring 2	

Success Criteria:	Evidence: (by September 2022)
Children feel included and know what it is to be inclusive	<p>This section is evaluated by the Governors on Gov Day in Summer Term through pupil interviews (final activity to be decided as appropriate):</p> <ul style="list-style-type: none">• By the end of KS2, children have an understanding of inclusion• They can explain why inclusion is important• Children are able to recollect and express differences between people, and how their experiences and their environment might impact on their feeling included• All children have a positive self-image, and feel like a valued and included part of the Yerbury school community