



***Mickle Trafford Village Primary School***

**School Development Planning  
(SDP)  
2021-22**

*We care, we learn, we belong*

# MTVS - 1 Year Overview - 2021-22 Key Priorities

QUALITY OF EDUCATION IMPACT PLAN 2021-22		CURRICULUM
<b>Key Priority 1</b>	<p>MTVS's challenge of catching up (as with other schools) is to identify missed learning (in each subject) as a result of the pandemic. We will think carefully about what content to prioritise, what to limit and what to omit to ensure that our bespoke curriculum helps children to catch up and progression in each subject is secure, preventing future gaps and barriers to learning.</p> <p><i>Recover from Covid-19 with a focus on critical curriculum content</i></p>	
<b>Success Criteria:</b>		
<p><b>Children's learning</b> progresses as a result of <b>all teaching</b> being at least consistently good or better and this is evidenced in MTVS monitoring including books, displays, pupil progress meetings, tracking documents, pupil and parental voice. <b>(we care, we learn)</b></p>		
<p><b>All children</b> have better outcomes in all subjects due to planned effective and efficient learning activities. <b>(we care, we learn)</b></p>		
<p><b>All long/medium term curriculum</b> planning have identified gaps, progression, sequencing and clear year group end points built in and this is routinely taught and assessed by all teachers. <b>(we care, we learn)</b></p>		
<p>The curriculum has been revised and adaptations have ensured coverage of identified gaps from the previous year's curriculum and the expectations of the current year group have been covered. <b>If, due to further disruption, there are continued omissions, these have been identified and are planned for academic year 2022-23 (we learn)</b></p>		
<p><b>All teaching</b> is securing the agreed and clearly defined 'end points' identified within the schools intent so that <b>most pupils</b> are 'next stage year group' in light of Covid-19 revisions. <b>(we care, we learn)</b></p>		
<p><b>All teacher assessment is accurate</b> and is used routinely to build on pupils' prior knowledge, skills and understanding, identifying misconceptions and planning appropriate next steps for learning. <b>(we care, we learn)</b></p>		
<p><b>Children</b> requiring early intervention (including children with SEND, PP, low level engagers with remote learning and emerging mental health needs) are quickly identified and additional provision allocated to support the child's progress <b>(we care, we learn)</b></p>		
<p>'Catch up' funding and PP funding is carefully allocated so that it makes a positive measurable impact <b>(we care, we learn)</b></p>		
<p>MTVS links are re-established with our strong, friendly school community ethos and this is evident across all year groups and relationships with parents and other community groups (e.g. Andy Avery, preschool, Tennis Club, Storyhouse...) <b>(we care, we belong, we learn)</b></p>		
<p>MTVS provides a rich broad curriculum of pre-covid - one that is enriched through visitors, creative, practical lessons and educational visits <b>(we care, we belong, we learn)</b></p>		
<p><b>Children</b> understand the concept of emotional literacy and understand how this impacts on themselves and others <b>(we care, we belong, we learn)</b></p>		
<p><b>Children</b> are resilient and take enjoyment in their learning, when provided with opportunities for challenge (inc. differentiation) in all lessons <b>(We care, we belong, we learn)</b></p>		

## QUALITY OF EDUCATION IMPACT PLAN 2021-22 READING

<b>Key Priority 2</b>	<b>Reading</b> –To further develop children's habit, enjoyment and understanding of reading, moving them through the reading process towards becoming competent and fluent readers, prioritising phonics, frequent reading and implementation of this in other subjects
-----------------------	---

### Success Criteria:

<b>1</b>	<b>We learn Most children</b> reach the age-related expectations in reading; those targeted for greater depth achieve this by July 2022, as a result of the range and variety of opportunities to teach, embed and develop the specific subject across the curriculum, including active and outdoor sessions.
<b>2</b>	<b>We learn All children</b> , from their varied starting points, make rapid progress in phonics from the start of EYFS to the end of Year 2, resulting in the screening check reflecting +90% by Summer 2022 (specific focus on those pupils from lower than typical starting points post-Covid).
<b>3</b>	<b>We learn, we care</b> Barriers to learning have been established and interventions have been put into place. These interventions demonstrate impact on closing the gap to age-related expectations
<b>4</b>	<b>We learn, we care All teacher/ TA subject knowledge</b> of phonics across all classes is consistent through the implementation of Read Write Inc training
<b>5</b>	<b>We learn Most children</b> are fluent readers and communicators by the end of KS1 so that they are fully prepared to access reading opportunities across the broad & balanced curriculum in KS2. (Pupils in KS2 who are not fluent readers are provided with targeted support to catch up & keep up, with a particular focus on SEND, disadvantaged and any child adversely affected by Covid-19).
<b>6</b>	<b>We care All adults</b> maximise on opportunities to model, promote and expand speech, language and vocabulary development to improve outcomes

## BEHAVIOUR & ATTITUDES IMPACT PLAN 2021-22

<b>Key Priority</b>	As a result of covid19, and bubble restrictions, MTVS recognises that some of our behaviour and classroom systems need to be reinstated to ensure consistency and to enable our children to feel safe and reach their potential. We will continue to develop our child-centred approach to behaviour with a particular emphasis on emotional literacy, supporting all children to return to, or be introduced to bigger/whole school events
---------------------	---

### Success Criteria:

<b>1</b>	<b>We care, we belong All staff</b> are clear about and fully implement the systems, procedures and policies related to our behaviour policy to keep children safe
<b>2</b>	<b>We care, we belong All staff</b> are clear about and fully implement the strategies involved in supporting children's mental health and wellbeing
<b>3</b>	<b>We care, we belong All staff</b> are clear about and fully implement classroom strategies which promote cooperation & resilience to ensure children reach their potential

4	<b>We care, we learn, All pupils</b> take pride in their work and meet the school's expectations in the standards and presentation of their work and their behaviour
5	<b>We care, we belong All staff</b> are clear about and fully implement the strategies involved in ELSA and The Zones of Regulation and how they can use these strategies to support their class.
9	<b>We care, we learn All pupils</b> have an individual responsibility and attitude to both their learning and behaviour

## PERSONAL DEVELOPMENT IMPACT PLAN 2021 -22

<b>Key Priority</b>	To further develop an inclusive child-centred ethos with a particular focus on mental health, relationships and experiences
---------------------	---

### Success Criteria:

1	<b>We care, we learn, we belong All staff</b> are fully aware of the definitions of SMSC (Spiritual, Moral, Social and Cultural development) and British Values and have established a yearly overview of how the school is meeting and exceeding the requirements across all subjects
2	<b>We care, we learn, we belong All pupils</b> have opportunities to develop 'character' through PSCHE and Citizenship sessions, so that they reflect wisely, behave with integrity and cooperate consistently well with others, so that they are able to contribute positively to life in modern Britain
3	<b>We learn</b> SMSC clearly underpins learning in all subject areas and leads to <b>all pupils</b> being able to clearly articulate their learning across each of these different aspects
4	<b>We care, we learn</b> Ongoing subject leadership monitoring demonstrates that SMSC is being taught progressively in all year classes and across all subjects as evidenced by monitoring of child voice, their work in lessons and their books over time
5	<b>We care, we learn, we belong The vast majority of children</b> are able to articulate their understanding of the principles of our school's values and how this impacts on their everyday lives.
3	<b>We care, we learn, we belong All children</b> confidently able to discuss, at an age-appropriate level, the relevance of British Values, Jigsaw, The Zones of Regulation and how the Rights Respecting Schools approach contributes to the principles of equality and diversity.
4	<b>We care, we learn, we belong All pupils</b> demonstrate that they are developing confidence, resilience and knowledge so that they can keep themselves mentally healthy.

## LEADERSHIP & MANAGEMENT IMPACT PLAN 2021-22

### Success Criteria:

1	<b>We care, we learn, we belong, All middle leaders</b> have good skills, knowledge and understanding; have developed a regular and robust monitoring and assessment process where clear end points for each year group are identified, shared and applied for their specific subject area. From EYFS to end of KS2.
2	<b>We care, we learn</b> The accuracy and use of teacher assessment in <b>all year groups</b> is robust and triangulated in all subjects taking into account learning over time in pupils' books, pupil voice and tracking data systems.
3	<b>We care, we learn</b> Teaching and learning in <b>all subjects</b> are at least good in <b>all year groups</b> with a focus on children who have been adversely affected by Covid-19.
4	<b>We care, we learn, we belong All governors</b> having a clear, accurate and up to date understanding of the strengths and areas for development and partake in a range of monitoring and quality assurance activities at a strategic level.
5	<b>We care,</b> The challenge offered by <b>all Governors</b> is evident in <b>minutes of meetings</b> and governors <b>are able</b> to demonstrate how this has had a positive impact on the Q&E, B&A, PD, L&M and EYFS.
6	<b>We care All governors</b> hold senior and middle leaders to account developing their support and challenge roles effectively.
<b>We care We learn,</b> In the event of school closure,	
	<b>We care, we learn, we belong All children</b> had access to a high quality remote education – via google classroom, devices given to vul/PP/SEN chn, some SEN/vul/PP chn received 1:1 teaching via google classroom where needed
	<b>We learn Teachers</b> will be clear on the curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations

## EYFS IMPACT PLAN 2021-22

### Key Priority

To improve the outcomes for all children by:

- creating a stimulating, environment indoors and outdoors
- implementing the new EYFS framework, using the newly created progression of skills and knowledge document to effectively plan and adapt the learning based on continuous daily assessment
- Extending and enhancing MTVS reading offer by implementing the updated RWI programme, purchasing new reading books and ensuring all staff have up to date training.

### Success Criteria:

1	<b>we care, we belong</b> - the EYFS indoor and outdoor provision is regularly adapted to reflect the children's interests and to promote wonder and memorable experiences
---	--

2	<b>we care, we learn</b> - the new framework is successfully implemented the children access a broad curriculum and achieve a good level of development
3	<b>we care, we learn</b> - all staff have a secure knowledge of children in the early years and are able to assess and plan for children's next steps
4	<b>we care, we learn</b> - Children's reading is enhanced by new resources, staff training and reading books
5	<b>We care, belong</b> - children settle in to school life and are ready for the transition to KS1