



School Development Plan

2024 – 2025

“Progressing together – inside & out”



SDP: A SUMMARY

Focus	Overarching Aim	Key area(s)
Attendance	Improving the attendance & punctuality of vulnerable children.	Leadership and management (FGB Strategic Plan Priorities 1+4 & Finance Pillar) Behaviour, attitudes and wellbeing (FGB Strategic Plan Priority 3)
Scaffolding	Consistency in scaffolding for the lowest 20% in lessons to ensure all children are supported to work at ARE and make progress.	Leadership and management (FGB Strategic Plan Priorities 1+4 & Finance Pillar) Quality of Education (FGB Strategic Plan Priority 2)
SEND	Ensuring effective SEND & Therapeutic Thinking provision in the classroom and ARPs through effective & sustained CPD for staff.	Quality of Education (FGB Strategic Plan Priority 2) Leadership and management (FGB Strategic Plan Priorities 1+4 & Finance Pillar) Behaviour, attitudes and wellbeing (FGB Strategic Plan Priority 3) Personal development (FGB Strategic Plan Priority 3 & Safeguarding Pillar)
Assessment	Effective assessment in foundation subjects to inform teaching and learning and to close gaps.	Leadership and management (FGB Strategic Plan Priorities 1+4 & Finance Pillar) Quality of Education (FGB Strategic Plan Priority 2)
Interactions	Effective adult interactions, especially in EYFS & Y1 continuous provision, to ensure all children make at least good progress, especially in communication and language.	Leadership and management (FGB Strategic Plan Priorities 1+4 & Finance Pillar) Quality of Education (FGB Strategic Plan Priority 2) Behaviour, attitudes and wellbeing (FGB Strategic Plan Priority 3) Personal development (FGB Strategic Plan Priority 3 & Safeguarding Pillar)



SDP: ACTION PLANS

ATTENDANCE					
Overarching Aim: Improving the attendance & punctuality of vulnerable children.					
Intent (the what?)	Implementation (the how?)	Cost	Owner?	Timescale/date	Impact (how will we know?)
To improve the attendance of the 16 children with the lowest attendance in the school.	<ul style="list-style-type: none"> Identifying the 16 children All group members to contribute to writing pupil interview questions Carrying out pupil interviews with those children Personalised attendance rewards and incentives for those children Something to send home for the family to be aware of what the children's targets are and what they are working towards. Weekly text letting family know % attendance to keep progress on track Use data to understand the reasons and identify barriers in children e.g. are boys not attending school because of a learning need not being met, a family pattern 		SG All All All All SR All	By 9 th September By 9 th September By 13 th September Send home 16 th September Weekly from 20 th Sept Oct INSET	<ul style="list-style-type: none"> The children will meet their personalised attendance targets The children will make better progress in school and their data in core subjects will reflect this. Their wellbeing will be improved through better sustained social relationships.
To improve attendance for our PPG pupils, especially those who are boys.	<ul style="list-style-type: none"> Find out from other schools with similar cohorts what they do to improve attendance for PPG boys and implement ideas we think will work at Thameside. Family worker to speak to other schools and the Attendance Support Service to gather ideas. 		SR SR	Autumn term Autumn term	<ul style="list-style-type: none"> Attendance of PPG and boys group will improve The children will make better progress in school and their data in core subjects will reflect this. Their wellbeing will be improved through better sustained social relationships.
To improve punctuality of pupils who are regularly missing the start of the school day	<ul style="list-style-type: none"> Gates will be closing earlier in 24-25 so that parents and carers are encouraged to come in on time and are being monitored by the electronic sign in system. Monitor who the children are that are coming in late to school in Term 1 then make a plan for those children at the October INSET day for term 2, depending on reasons and personal circumstances. Signage on the front gate about the importance of punctuality. 		SLT on gates All	All year October 2025	<ul style="list-style-type: none"> Children who are missing key learning in the mornings have improved punctuality and gaps start to close in their learning (identified in their progress). Children's wellbeing improved by not being late to school and starting the school day positively.

SCAFFOLDING

Overarching Aim: Consistency in scaffolding for the lowest 20% in lessons to ensure all children are supported to work at ARE and make progress.

Intent (the what?)	Implementation (the how?)	Cost	Owner?	Timescale/date	Impact (how will we know?)
To improve scaffolding & task design in shared reading lessons so that pupils in the lowest 20% are effectively supported to make progress.	<ul style="list-style-type: none"> Explore TeachMate AI – to explore use of sensory activities – use development day to give staff half a day to explore Looking at activities already planned and how they can be adapted Apply colourful semantics training - order colourful semantics stamps (IB to order) Support from the RISE team on task design 	£30 (stamps)	All All All All	Oct 2024 Ongoing all year	<ul style="list-style-type: none"> Children will be making progress and their reading levels will be improved (AR scores as evidence). High quality scaffolding will be seen during planning sampling and book sampling Deep dives Evidence of colourful semantics will be evident (stamps) Lowest 20% will be completing tasks Children will be engaged in lessons School effectiveness team provide positive feedback following any visits
To improve scaffolding & task design in science, geography, history lessons so that pupils in the lowest 20% are effectively supported to make progress.	<ul style="list-style-type: none"> Explore TeachMate AI – to explore use of sensory activities – use development day to give staff half a day to explore Create a resource bank of ideas Observe teaching in Rainbow Room to look at how the learning is scaffolded and how this support can be used in mainstream classrooms Apply colourful semantics training – order colourful semantics stamps (IB to order) Explore ways to record answers verbally Implementing instructional coaching model across the staffing team so that professional development is collaborative, personalised & highly effective 	£30 (stamps)	All All All IB James	Oct 2024 Ongoing all year December 2024 Oct 2024	<ul style="list-style-type: none"> Children will be making progress High quality scaffolding will be seen during planning sampling and book sampling Evidence of colourful semantics seen (stamps) Lowest 20% will be completing tasks Engagement of children

SEND

Overarching Aim: Ensuring effective SEND & Therapeutic Thinking provision in the classroom and ARPs through effective & sustained CPD for staff

Intent (the what?)	Implementation (the how?) <i>NB: SEND team has additional time to work on targets as not expected to attend maths & English CPD sessions, unless would find focus helpful.</i>	Cost	Owner?	Timescale/date	Impact (how will we know?)
To ensure smooth transitions for children with SEND across the school	<ul style="list-style-type: none"> Effective implementation of the school Behaviour Curriculum with adaptations for those with SEND, as required. Support from the RISE team, which includes: 	NA	SEND team support for CTs	To be reviewed by school & RISE December 24	<ul style="list-style-type: none"> Improved outcomes and progress for children with SEND Improved emotional resilience and regulation in children with SEND (as demonstrated through

	<ul style="list-style-type: none"> -Routines and transition's role modelling with Eve. -Therapeutic behaviour lead, Juliet can link work throughout school -SCERTS training available from Rise (this links to the school's 'Interactions' focus) -Intensive Interaction Institute delivering training booked 25th October 1 day. 	Part of RISE package	SEND team with RISE		<p>reduction in online accident forms & cpoms incidents)</p> <ul style="list-style-type: none"> • Improvement in staff wellbeing due to fluency in routines by children
To ensure that all staff are trained in SCERTS and that it is being applied effectively and consistently in provision.	<ul style="list-style-type: none"> • Liaise with Eve from the RISE project who has offered SCERTS training bespoke to Thameside • Delivery may be beneficial for the SEND team, FS, Year 1 who can then disseminate the knowledge to other staff members • SEND team to monitor the implementation of training through learning walks, staff voice, pupil voice within FS initially • Explore the use of SCERTS within the bespoke assessment of GR/RR 	Free	SEND Team and EYFS and KS1 leader	<p>Sept 24</p> <p>Autumn term 24</p> <p>Spring term 25</p> <p>Autumn term 24 (after training has been received)</p>	<ul style="list-style-type: none"> • An improvement will be seen in children's social communication skills and emotional regulation. • Staff voice will show that they are confident and efficient in the effective implementation of SCERTS within their classrooms • RR/GR assessment tool (when created) will show progress that children are making through the SCERTS approach.
To review assessment of the RR & GR curriculums and develop a bespoke ARP assessment for the whole school online assessment tool - Sonar. This may include pathways development for the ARPs.	<ul style="list-style-type: none"> • Identify the 3 different learner pathways • Identify the criteria for the 3 different learner pathways (Pre formal/Early learners, Semi-Formal/Intermediate learners, Formal/Advanced learners) and what the expectations are • Place current children in our ARPs into appropriate pathways • Explore the use of SCERTS to explore the bespoke assessment of GR/RR • Liaise (or visit) with specialist provisions to magpie ideas of their assessment tool • Look at pre-existing assessment tools (e.g. B-Squared) to decide which best serve our children • Team will be in the process of developing bespoke assessments for GR/RR (with implementation for autumn 25 if not before) 	Cost of B-Squared & Sonar (already factored into school budget)	SEND team	<p>Autumn 1 24 (to review)</p> <p>Autumn 1 24 (to review)</p> <p>Autumn 1 2024</p> <p>Autumn term 24 (after training has been received)</p> <p>Autumn term 24</p>	<ul style="list-style-type: none"> • Assessment data will be more accurate for each child and their progress will be more evident due to the bespoke nature of the system • Children to have an individualised curriculum and targets to support better progress in lessons • Adults working closely with the ARPs will know and understand what pathway each child is on which will inform teaching and learning for better progress • Consideration of new children for the ARP will be better informed using the learner pathways • Staff will have a clearer idea of how to assess children in RR/GR which in turn will inform their teaching, learning planning and effective adult interactions for accelerated progress in learning
To develop an online SEND handbook of key items to improve SEND provision across the school e.g. 'On A4' versions of Colourful semantics and how to manage dysregulation in general etc	<ul style="list-style-type: none"> • Send out a staff survey (and parent survey) to find out what staff/parents would like to find out more about within SEND e.g. what is ADHD/ASD, managing behaviour • From results above, create a list of SEND A4s that need to be written • Research and liaise (or visit) with specialist provisions to magpie ideas from SEND handbooks already in place • A booklet will be produced and be uploaded to the school website 	Free	SEND team	<p>Autumn 1 24</p> <p>Spring 25</p> <p>Spring 25</p>	<ul style="list-style-type: none"> • Staff and parents to have a better understanding of how SEND works at Thameside and this collaborative approach will lead to better outcomes for children, which will be seen in our data • Improved outcomes in PD and core subjects for children with SEND

ASSESSMENT

Overarching Aim: Effective assessment in foundation subjects to inform T&L and to close gaps.

Intent (the what?)	Implementation (the how?)	Cost	Owner?	Timescale/date	Impact (how will we know?)
Effective assessment in Art and DT to inform teaching and learning and to close gaps.	<p>Research efficient and effective foundation subjects to identify research driven best practice. Distilling ideas down to the best 2 or 3.</p> <p>Look at best practice from other schools (LA, BFFC) Identify places to find research (The Key, Scholar etc) Split Foundation subjects for research Hannah (Art/DT, RE) Becky (Computing, History) Christina (RE, Science) Abi (PSHE, Geography, Music) Seb (Science, French (ML), PE)</p>		SS	3 potential assessment techniques by 25 th October	<ul style="list-style-type: none"> • Our assessment will effectively assess the curriculum we are teaching • Assessment procedures will accurately identify if the knowledge we are teaching is being learned and, as a result, children will make better progress (remember & do more) • Assessment will be effectively informing teaching and learning and children should be making better progress in Art and DT as a result. • Teachers should be more confident at adapting planning and teaching using information gathered from subject assessment. • A consistent approach to assessment in Art and DT seen across the school. • Assessment structure should reduce teacher workload.
	<p>Identify 2 – 3 techniques for assessment and implement across our classrooms with a focus on Art/DT</p> <p>Once we convene in October SDP inset day we will pick 2-3 assessment frameworks to test across our year groups with a focus on Art and DT We will test for a half term and review to see what works best and how to implement over school and across foundation subjects.</p>		SS HP BF AH CK	Jan 2025 to review	

INTERACTIONS

Overarching Aim: Effective adult interactions, especially in EYFS & Y1 continuous provision, to ensure all children make at least good progress, especially in communication and language.

‘Every interaction with children is a teaching or learning opportunity or a chance to build a connection’.

Intent (the what?)	Implementation (the how?)	Cost	Owner?	Timescale/date	Impact (how will we know?)
Children to make accelerated progress in C&L through early identification of specific needs (for example recognising whether a child is struggling with vocabulary or with social communication) and deciding on the most effective range of approaches to be used.	<ul style="list-style-type: none"> • Wellcomm assessments in Reception Aut 1 then track lowest 20% every half term • Following the assessment, targeted support will be put into place for children identified with specific needs e.g. Oral composition 	£400	LD	Aut 1 then half termly	<ul style="list-style-type: none"> • Children make progress and meet the early learning goal
Ensuring staff are trained and supported in delivering different approaches (including SCERTs &	<ul style="list-style-type: none"> • Effective Interaction training online for FS and Y1 staff • Intensive Interaction Inset day training 	£100	All	Ongoing throughout the year	<ul style="list-style-type: none"> • Disadvantaged children with SEND make at least expected progress.

Wellcomm) and know what effective adult interactions look like and can apply this effectively in continuous provision.	<ul style="list-style-type: none"> • SCERTs training TBC • Opportunities to visit different settings that have continuous provision 				
Ensuring that there is same day phonics intervention in EYFS & Y1 continuous provision through use of daily phonics target sheet, for example.	<ul style="list-style-type: none"> • Phonics target sheets in each room • Phonics teachers to feedback sounds and observations from phonics lessons • Phonics pinnies and flashcards with a focus on children who are disadvantaged with SEND 		CC/LD	Ongoing throughout the year	<ul style="list-style-type: none"> • All disadvantaged children with SEND pass the Phonics Screening Check

September 2024