

School Development Plan 2017/18

This plan outlines the key priorities as identified through review and data analysis. Leaders of learning have created individual plans that are included and linked to the whole school development areas. All plans are reviewed and evaluated termly in light of findings from monitoring, in line with the assessment and monitoring schedule, to evidence the impact on pupil outcomes and/or changes in the practice of staff.

| School Development Plan Objective | Key Performance Indicators |
|---|---|
| <p>Embed the guided reading structure incorporating already established reading behaviours so that the teaching of reading is consistent.</p> | <ul style="list-style-type: none"> • Children can articulate how they have improved in their reading. • Children can articulate clearly the specific skills that they are using and why. • Children can articulate what they need to do next in order to improve their reading. • Teachers are clear about the principles of the teaching of reading (the Marlborough way). • Teachers know what progress in reading looks like from Y1 – Y6. • The English coordinator and SLT monitor learning in reading regularly and provide timely feedback to teachers and pupils. • Good progress is made from pupils starting points. |
| <p>Establish an agreed model for the teaching of writing which is consistently applied.</p> | <ul style="list-style-type: none"> • Delivery is consistent • Learning is pitched appropriately • Children make highly effective use of feedback so that they can identify and articulate their next steps (teacher/self/peer feedback) • Children can articulate the purpose and audience of their writing • Teachers use a variety of approaches (shared writing, modelled writing, etc.) to teach writing and are clear about the purpose of each approach |
| <p>Ensure that all pupils at all levels are challenged throughout lessons resulting in progress which is at least good.</p> | <ul style="list-style-type: none"> • Lessons are differentiated and enable all pupils to be challenged and make as much progress as they can from the beginning of the lesson to the end. • Pupils can articulate their 'depth' of learning using the PEER model • Teachers plan and direct questions to children purposefully (not just hands up) • Teachers can articulate what they do to challenge and support pupil premium children • Pupil premium children make progress in line with non-pupil premium • TAs are used effectively to support and challenge pupils |

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