



**Rode Methodist VC First School & Norton St Philip CofE VA First School**  
**School Development Plan 2021 (a dynamic document) 03/12/2020**  
**September 20-December 21**

**Introduction:**

At Rode and Norton St Philip Federation our Christian Vision is to ignite a creative spark; illuminating new possibilities, hidden potential and big dreams, enabling each and every child to embark on a unique adventure towards life in all its fullness.

Our aim in 2019-20 was to embed last year's improvements to ensure a lasting and sustainable future for our Federation. We focussed on:

- developing our Leaders at all levels of our Federation,
- ensuring all our pupils experience a creative, inclusive and inspirational curriculum and that
- our buildings, organisation and environment enhance learning and enable the delivery of our Vision.

In March 2020 progress on our development plan was suspended due to the Covid-19 Pandemic. In September 2020, with a full reopening of both our schools, we have refocused on our SDP priorities first developed in September 2019. For 2020 we have made some adaptations to our objectives to meet the challenges and restrictions caused by Covid-19 and added a 4<sup>th</sup> objective. In 2020-21 we will therefore focus on: developing our Leaders at all levels of our Federation, ensuring all our pupils experience a creative, inclusive and inspirational curriculum and that our buildings, organisation and environment enhance learning and enable the delivery of our Vision. In addition, we will explore and develop effective remote teaching strategies and techniques to ensure our blended learning offer effectively mirrors our vision and our philosophy for learning.

Our SDP at a glance:

Focus	Objective	Strategy
Objective 1: People- Staff & Community.	Develop effective leaders at all levels of our organisation in order to inspire and lead outstanding teaching across the federation. This will include our SLT, Curriculum leaders and Governance.	A commitment to a distributed leadership approach and professional development for all staff and governors is at the core of strengthening all teaching and learning
Objective 2: Learning Opportunities	Developing a Creative and Inspirational Curriculum with a High Quality of Education for all.	Embed our Philosophy for Learning across all subjects in curriculum ready for 'Deep Dive' Approach
Objective 3: Infrastructure Developments	Ensuring our buildings, environment and organisation enhance learning and enable the delivery of our Vision.	Establishment of Working Party to create a Strategic Action Plan for our environments at Rode & NSP
Objective 4: Remote Learning opportunities	Explore and develop effective remote teaching strategies and techniques to ensure our blended learning offer effectively mirrors our vision and our philosophy for learning.	Development of continuity for learning strategy, which is robust, inclusive, realistic and built on proven pedagogy

**Objective 1: Leaders: Develop effective leaders at all levels of our organisation in order to inspire and lead outstanding teaching across the federation. This will include our SLT, Curriculum leaders and Governance.**

**Strategy: A commitment to a distributed leadership approach and professional development for all staff and governors is at the core of strengthening all teaching and learning**

**Success Criteria- We build leaders of the future. The Distributed Leadership model has made an impact and the leaders have been empowered to make decisions:**

- ✓ Senior leaders are supported, monitored and challenged to ensure they work effectively to deliver their whole school responsibilities and can demonstrate the impact their work has on pupils' achievements.
- ✓ Senior leaders and middle leaders are supported, monitored and challenged to ensure they work effectively in developing an inspirational curriculum which meets all requirements in the Ofsted Framework 2019.
- ✓ Our 'Become the Expert' model of staff development enables all staff to share their expertise and experiences, become more reflective and collaborative practitioners so improving performance and thereby enhancing pupils' achievements.
- ✓ Leaders are empowered to influence the direction of the school with a shared ownership of the SDP. For their specific responsibilities they take responsibility for their actions and are self-motivated when it comes to its delivery being accountable across both schools in the federation.
- ✓ Lunchtime provision will be reviewed, new leaders identified and training & resources sourced from Scrapstore PlayPods. Lunchtime experience improved for all.
- ✓ Governors hold all leaders to account for quality of education and training.

**Leaders: - Kim Slade, George Muxworthy**

**Link Governors: - Caroline Whitehead,**

	<b>Actions</b>	<b>Timescale</b>	<b>Person Responsible</b>	<b>Budget implications</b>	<b>Monitoring</b>	<b>Review</b>	<b>• Success criteria</b>
1.1	Clear roles and responsibilities are established for all members of SLT. Workloads are scrutinised and appropriate dedicated leadership time allocated	Autumn Term 2020	HT	Dedicated Leadership time	FGB	Use of a staff survey or 360 degree review Records of SLT and staff meetings that demonstrate discussion is linked to the SDP	Senior leaders are supported, monitored and challenged to ensure they work effectively to deliver their whole school responsibilities and can demonstrate the impact their work has on pupils' achievements.
1.2	SLT actions & meetings are driven by SDP, Appraisal objectives & Covid-19	ongoing	HT	n/a	FGB	Reports to FGB	We build leaders of the future. The Distributed Leadership model has made an impact and the leaders have been empowered to make decisions.
1.3	All actions on our timetable of self-evaluation are completed in an effective and timely manner and reported to FGB. Extra Baseline Assessment introduced on tracking grids to assess children in	Termly  September 20	HT/KS/ GM  HT	Dedicated Leadership time	FGB		

Actions	Timescale	Person Responsible	Budget implications	Monitoring	Review	• Success criteria
Reading, Writing and Maths post lockdown.						
1.4 Responsibilities for support staff appraisal shared within SLT. Line manager roles clearly defined.	Spring Term 2020	HT/SN KS/GM	Dedicated Leadership time	FGB	Report to FGB once Appraisals completed in Summer 2021	Support staff performance management cycle is embedded providing clear information for governors.
1.5 SDP is jointly written & owned by SLT. Throughout the year SLT drive their part of SDP and report to FGB on outcomes.	Autumn 2020	HT/GM/ KS	Dedicated Leadership time	FGB	Reports to FGB SDP updates Discussions with SLT	Leaders are empowered to influence the direction of the school with a shared ownership of the SDP. For their specific responsibilities they take responsibility for their actions and are self-motivated when it comes to its delivery being accountable across both schools in the federation.
1.6 SLT introduce, evaluate and refine our 'Become the Expert' model of staff development to ensure maximum impact on pupil outcomes for:			Dedicated Leadership time	FGB	Reports to FGB SDP updates Discussions with SLT	
<ul style="list-style-type: none"> <li>Philosophy for Children</li> <li>STEAM</li> </ul>	Spring 21 Autumn 20	KS CV				Our 'Become the Expert' model of staff development enables all staff to share their expertise and experiences, become more reflective and collaborative practitioners so improving performance and thereby enhancing pupils' achievements.
2.1 Clear roles and responsibilities are established for all Middle Leaders. Workloads are scrutinised and appropriate dedicated leadership time &/or PDM/INSET time allocated.	Autumn Term 2020	HT	Dedicated Leadership time	FGB	Updated coordinator roles reported to FGB PDM/INSET planners show dedicated coordinator time has been allocated.	Leaders are empowered to influence the direction of the school with a shared ownership of the SDP. For their specific responsibilities they take responsibility for their actions and are self-motivated when it comes to its delivery being accountable across both schools in the federation.
2.2 PDMs & INSET days are led by middle leaders, with the support of SLT, and focused on creating inspirational curriculum plans. All curriculum long term plans are completed by Autumn Term 2020 Curriculum plans are audited against our Philosophy for Learning & Ofsted requirements	Completed by Summer 2020	All Curriculum Coordinators	Dedicated Leadership time	FGB	Use of a staff survey or 360 degree review <ul style="list-style-type: none"> <li>Records of SLT and staff meetings that demonstrate discussion is linked to the SDP</li> </ul>	Senior leaders and middle leaders are supported, monitored and challenged to ensure they work effectively in developing an inspirational curriculum which meets all requirements in the Ofsted Framework 2019

	<b>Actions</b>	<b>Timescale</b>	<b>Person Responsible</b>	<b>Budget implications</b>	<b>Monitoring</b>	<b>Review</b>	<b>• Success criteria</b>
2.3	Use PDMs to reflect on best practice and provide opportunities to share existing expertise. All external CPD* and INSET focused on meeting CPD or individual appraisal objectives.	ongoing	HT	tbc	FGB	Report to FGB in evaluating impact of training Evidence of impact seen in lesson observations and learning walks.	Focused PDMs , INSET & CPD schedule ensures staff are kept well informed of school priorities and that CPD has been effective.
3.1	Review lunchtime play provision and consider value for money and the play experience for children within the confines of their Bubbles. Identify activity leaders within current staff. Stage 1) Meeting with Hannah Child from Bristol Scrapstore	Autumn Term 2020  November 2020	CT/SN/GM/ KS	PESG expenditure	F&B	Report to FGB as part of PESG review	Provision of:- <ul style="list-style-type: none"> <li>Inclusive and active play environment</li> </ul> Marked improvement in <ul style="list-style-type: none"> <li>Opportunities for active &amp; creative play at lunchtime</li> <li>Self confidence in staff &amp; children</li> </ul>
3.2	Improve lunchtime play provision by the introduction of Activity leaders and Scrapstore 'PlayPods'. Stage 2) Observe play & begin training for staff & governors + Parents info session Stage 3) Build & stock PlayPod. Children's session & Launch	Autumn Term 2020	CT/GM/KS	PESG expenditure	F&B	PESG & CPD Report to FGB- evaluating impact of training. Evidence of impact seen in lesson observations and learning walks.	<ul style="list-style-type: none"> <li>Confidence, skills &amp; motivation of lunchtime staff.</li> <li>Children's stamina, risk management &amp; problem solving</li> <li>Behaviour at lunchtimes &amp; reduction of incidents &amp; accidents</li> </ul>
3.3	Ensure continued sustainability of play improvements through effective staff training and mentoring. Stage 4) Training completed. Midpoint Review, Mentoring finishes. Loose parts top-up Stage 5) Exit interview. Continuing top ups & Annual Review.	Spring Term 2021	GM/KS	PESG expenditure Scrapstore PlayPods & CPD: £13,290.00	F&B		<ul style="list-style-type: none"> <li>Critical thinking skills &amp; enhanced engagement in lessons</li> </ul>
4.1	Schedule of Monitoring Visits and Key Questions for consideration on visits agreed and successfully completed by all governors.	Autumn Term  Termly	HT  All Governors	n/a	FGB	Monitoring visit /NLW reports discussed at FGB	Governors effectively and confidently hold all leaders to account for quality of education and training.

**Notes:**

**Objective 2: : Learning Opportunities: Developing a Creative and Inspirational Curriculum with a High Quality of Education for all.**

**Strategy: Embed our Philosophy for Learning across all subjects in curriculum ready for ‘Deep Dive’ Approach**

**Success Criteria: Our ‘Philosophy’ of Learning weaves through our curriculum making Rode and Norton School Federation a leader of innovative practice.**

- ✓ The school’s reputation as a centre of excellence for Arts and Creative Learning has been enhanced throughout the year.
- ✓ Curriculum Maps show a coherence between years, evaluations are against Ofsted framework and a deep dive of at least one STEAM subject
- ✓ Subject leads embed our philosophy of learning and ‘15 Things to do before you’re 9 ¾’ in all subjects across the curriculum, so inspiration, discovery, exploration and creativity become an integral part of all subjects
- ✓ Establish an effective evaluation procedure/policy to ensure that our Philosophy for Learning is delivering it’s aims. Use pupil voice and interviews to establish that children are inspired, and have opportunities to discover, explore, create and flourish.
- ✓ Artsmark Gold is successfully completed and awarded
- ✓ Drama for writing will be embedded
- ✓ P4C is introduced to encourage deep thinking, debate, reflection and critical thinking ensuring children can express themselves as confident members of the community
- ✓ Our STEAM Project is embedded successfully in Wild Things class and mapped into our Science Curriculum and its impact is evident for all pupils.

**Lead: Georgina Muxworthy (Arts & Drama into Writing), Kim Slade (RE & Philosophy for Children) STEAM (Claire Vowell)**

**Link Governors: - Kirstie Tozer, Philip Miller, Andrew Carr, Caroline Walker**

	<b>Action</b>	<b>Timescale</b>	<b>Person Responsible</b>	<b>Budget Implication</b>	<b>Monitoring</b>	<b>Review</b>	<b>• Success Criteria</b>
1.1	Curriculum Coordinator roles and responsibilities are further developed.	Autumn 2020	HT	n/a	FGB	Reports to FGB Discussion with coordinators	Middle leaders are empowered to lead curriculum areas. Senior leaders and middle leaders are supported, monitored and challenged to ensure they work effectively in developing an inspirational curriculum which meets all requirements in the Ofsted Framework 2019.
1.2	SLT support middle leaders through dissemination of up to date knowledge and research and practical support during PDMs and leadership time.	ongoing	HT	n/a	FGB	Reports to FGB Discussion with coordinators	Subject leads are clear on what creativity looks like in their subject area.
1.3	Mid-term plans are completed for Year A and Year B for all classes to ensure that all pupils experience ambitious	August 20	CT All co-	PDM time/twilig	FGB	Curriculum maps &	

Action	Timescale	Person Responsible	Budget Implication	Monitoring	Review	Success Criteria
and creative activities. Mid-term plans reflect our Philosophy for Learning. Curriculum Coordinators carry out a review of the curriculum based on mid-term plans to ensure The Curriculum , lessons, schemes of work are sequenced and planned effectively so that pupils know more, can do more and remember more.		ordinators	hts		Subject maps shared with FGB & published on website	<ul style="list-style-type: none"> <li>Subject Curriculum mapping is complete.</li> <li>The exciting curriculum widens children's experience and horizons</li> <li>Pupils are inquisitive, enjoy learning and take pride in their work</li> <li>Subject leads embed our philosophy of learning and '15 Things to do before you're 9 ¾' in all subjects across the curriculum, so inspiration, discovery, exploration and creativity become an integral part of all subjects</li> </ul>
1.4 Coordinators audit curriculum areas to ensure our Vision, Philosophy for Learning and 15 Things to do before you're 9 ¾ are embedded within our curriculum. Triangulation of evidence in a 'deep dive': Conversations with SLT, curriculum leaders. Teachers & pupils Book looks Lesson observations Planning Data	Spring & Summer Term 2021	All co-ordinators	Dedicated leadership time/ PDM/ INSET time	SLT & FGB	Regular feedback to SLT and PDMs Reports to FGB	<ul style="list-style-type: none"> <li>We will be Ofsted ready, sure what we teach is:-</li> <li>Deep</li> <li>Broad &amp; balanced</li> <li>Cognitively challenging</li> <li>Aligned to National Curriculum</li> <li>Enjoyable &amp; engaging</li> <li>Ambitious.</li> </ul>
1.5 Any gaps in the pedagogical or subject knowledge of teachers are identified and CPD sourced either internally or externally.	Summer Term 21	All staff	tbc	SLT & FGB	Appraisal process. Lesson observations	All staff have the skills and knowledge to deliver an outstanding curriculum
2.1 <b>R.E.</b> Ensure that planning, teaching and learning embrace the Federation's innovative approach that is already successful. SIAMS 2019 This will include: <ul style="list-style-type: none"> <li>the introduction of Philosophy for Children (P4C) from EYFS to Y4 through our 'Become the Expert' model of CPD .</li> <li>A Project to develop Artwork/installations which represent our Vision at both Rode and Norton St Philip. This will include accessing additional funding through bids to the Methodist District and the School House Trust Funds and working with local artists to create installations that depict our Christian Vision.</li> </ul>	Spring & Summer Term 2021  Summer & Autumn Term 2021	KS  KS	Dedicated leadership time  tbc	SLT FGB	Reports to FGB NLW Book looks  Pupil voice Discussion with staff  Feedback from parents & children & stakeholders	<ul style="list-style-type: none"> <li>Our philosophy for learning is embedded within our RE curriculum, so inspiration, discovery, exploration and creativity become an integral part of the subject.</li> <li>P4C is introduced to encourage deep thinking, debate, reflection and critical thinking ensuring children can express themselves as confident members of the community</li> <li>Through RE &amp; CW children have opportunities to <ul style="list-style-type: none"> <li>explore their spirituality, to "look up to the stars", to wonder, and be playful, to ask questions and challenge themselves in order to become resilient and hopeful individuals.</li> <li>Flourish as independent, caring and responsible citizens, who have the ability, desire and compassion to change the world for the better.</li> </ul> </li> </ul>

	Action	Timescale	Person Responsible	Budget Implication	Monitoring	Review	• Success Criteria
2.2	<p>“To develop the delivery of daily worship with the same high level of creativity evident in other areas of the curriculum and to ensure that pupils have full opportunity to mature as leaders.” SIAMS 2019</p> <p>This will include a review of our Collective Worship Policy and ensuring worship is invitational, creative and owned by the children. This will include the introduction of whole Federation assemblies, child planned and child-led assemblies, active assemblies, the use of a variety of locations for collective worship and Church Forest assemblies.</p>	Spring & Sumer Term 2021	KS/ CW	tbc	Foundation Governors	Pupil voice	Collective worship ignites a creative spark for children, illuminating new possibilities, hidden potential and big dreams; enhancing their unique adventures towards life in all its fullness.
2.3	Establish formal mechanisms for the joint networking of the Methodist and Church of England partners so that the network is sustained in the long term	Summer/ Autumn Term 2021	CW/CWh WJ/GS	n/a	FGB	Report to FGB	Successful partnership working is sustainable and not dependant on individuals.
3.1	<p><b>The Arts:</b></p> <p>Increase opportunities to develop engagement with other cultures, challenging arts and real art and artists.</p>	ongoing	GM	tbc	FGB	Pupil voice Website	The school’s reputation as a centre of excellence for Arts and Creative Learning has been enhanced throughout the year.
3.2	<p>Improve the planning and evaluation of our arts curriculum by:-</p> <ul style="list-style-type: none"> <li>✓ Developing tools to measure the impact of our arts provision on children</li> <li>✓ Mapping out coverage and progression in arts skills and knowledge across our arts curriculum</li> </ul>	Spring & Summer Terms	GM	Dedicated leadership time	FGB	Reports to FGB Planning	<p>Artsmark Gold is successfully completed and awarded</p> <ul style="list-style-type: none"> <li>✓ More artists in school and planned visits to galleries and performances</li> </ul>
3.3	<p>Measure the impact of children’s engagement in the arts by using the Artsmark Quality Principles</p> <p>Consider introducing the Arts Award and develop the use of Arts Journals and video to track progression.</p>	Summer & Autumn Term	GM	Arts Award costs tbc	SLT FGB	Book looks Pupil voice	<ul style="list-style-type: none"> <li>✓ Children will be self-aware of their own personal progression through the arts</li> </ul>
3.4	<p>Raise the profile of our unique creative curriculum offer and further develop opportunities in more alternative arts.</p> <ul style="list-style-type: none"> <li>✓ Ensure our most successful projects of the past become part of our curriculum plans for the future</li> <li>✓ Position the arts at the top /centre of all curriculum planning documents</li> <li>✓ Provide children with regular opportunities to evaluate projects</li> <li>✓ Develop further alternative opportunities e.g.</li> </ul>	Spring Term	GM	Open Day Film £750 Festival 2021?	SLT FGB	Planning Evaluations Pupil voice Website/newsletter	<ul style="list-style-type: none"> <li>✓ The Arts are accessed and enjoyed by all.</li> <li>✓ Increased diversity in Arts opportunities</li> <li>✓ Increased staff confidence in a variety of Arts areas</li> <li>✓ Sustainable links made with local arts &amp; cultural sites</li> </ul>

Action	Timescale	Person Responsible	Budget Implication	Monitoring	Review	• Success Criteria
<p>through puppets, festivals, film-making, animation, textiles, comic strips and associated artists</p> <p>✓ Embed Drama into writing into our curriculum</p> <p>3.5 Audit staff CPD needs in the arts and develop knowledge through skill-sharing within our school community</p>	Spring & Summer Term	GM	Dedicated leadership time	FGB	PDM planner & minutes Discussion with staff Audit results	
3.6 Develop sustainable partnerships with local arts providers and cultural organisations e.g. Black Swan Art Gallery, Holbourne Museum, American Museum. Pete Moorhouse, Jamma de Samba, Frome DanceFest	ongoing	GM	FRANS Enthuse Bids etc.	SLT FGB	Planning Evaluations Pupil voice Website/newsletter	
3.7 Ensure our provision for the Arts is both equitable and diverse by developing a tool to measure the impact on children's PSED	Autumn Term 21	GM	Dedicated leadership time	SLT FGB	Reports to Governors	
4.1 <b>STEAM:</b> Through our 'Become the Expert' model of CPD staff in every year group from EYFS-Y4 will begin to develop expertise in using STEAM to enhance our curriculum.	Spring/ Summer Term	CV	Dedicated leadership time	HT FGB	Calendar shows where/how staff shared expertise Staff self-reflection & evaluation. Pupil Voice Book looks Staff evaluations & discussions. Lesson observations Book looks Planning	STEAM is embedded successfully in Wild Things class and mapped into our Science Curriculum and its impact is evident for all pupils.  Teachers will become more reflective and collaborative practitioners so improving individual performance and enhancing pupil outcomes from EYFS-Y4. Staff will be confident to lead STEAM sessions within their class as a tool to increase children's engagement in cross curricular learning and problem solving. A clear progression in skills and knowledge meets all Ofsted requirements, ready for a 'deep dive'.
4.2 By providing high quality coaching and mentoring, demonstrating effective practice and providing advice and feedback teachers will 'Become the Experts'	Spring/ Summer Term	CV	Dedicated leadership time	HT FGB	Curriculum meets Ofsted	
4.3 Science, Maths, DT and Art curriculum leaders will be supported, monitored and challenged to include STEAM in curriculum plans and maps.	Spring/ Summer Term	CV	Dedicated leadership time	HT FGB		

Action	Timescale	Person Responsible	Budget Implication	Monitoring	Review	• Success Criteria
4.4 High quality resources will be shared and effectively used by all.	Spring/ Summer Term	CV	Dedicated leadership time	HT FGB	Framework PDM mins  Pupil voice Teacher CPD evaluations	

**Notes:**

**Objective 3: Infrastructure Developments: Ensuring our buildings, environment and organisation enhance learning and enable the delivery of our Vision.**

**Strategy: Our Infrastructure Developments Working Party will create a Strategic Action Plan for our environments at Rode & NSP**

**Success Criteria: Our Working Party will**

- Consider all matters regarding the assets and buildings, grounds and environment of our two schools that are within our control.
- Consider the budget that is available for capital expenditure (Section 106 funds) or fundraising or Parish Council or other local Trusts and make recommendations to the Finance and Buildings Committee (F&B).
- Agree a Strategic Overview of both estates to enhance teaching and learning to Support the School’s Vision.
- Ensure the safety of all children and to create spaces that enhance their learning (age-related, develop potential, ensure inclusion., all abilities).
- Ensure that we continue to attract new families with our offer.
- Be mindful of statutory requirements for educational establishments.
- Liaise with other groups and stakeholders in the environment close to our schools.
- Future-proof our plans (possible Primary Status) and try to maintain flexibility.
- Consider our PE offer in the context of our limitations on space. Consider accessibility within the limitations of our buildings (some listed)

**Success Criteria: Our School Team will**

**Lead Governors: Caroline Whitehead & Philip Millar**

**Staff Leads: George Muxworthy**

	Action	Timescale	Person Responsible	Budget implications	Monitoring	Review	• Success criteria
1	Working Party will research all information needed to manage our land and building successfully including:- <ul style="list-style-type: none"> <li>• Tenure &amp; ownership</li> <li>• Condition of estate</li> <li>• Suitability and sufficiency</li> </ul>	Spring 2021	CW/PM GM	n/a	FGB	Reports to FGB	Consider all matters regarding the assets and buildings, grounds and environment of our two schools that are within our control. Be mindful of statutory requirements for educational establishments. Strategy will dovetail with Asset Management Plan & Maintenance Plan
3	Identify all health & safety & inclusion requirements and include these within the strategy.	Spring 2021	CW/PM GM	n/a	FGB	Reports to FGB	Ensure the safety of all children and to create spaces that enhance their learning (age-related, develop potential, ensure inclusion: all abilities and disabilities).
4	Agree levels of accountability at FGB and school level	Spring 2021	CW/PM GM	n/a	FGB	Reports to FGB	Lines of accountability and responsibility are clear and defined.
5	With Finance & Buildings committee	Spring 2021	CW/PM	n/a	FGB	Reports to FGB	Consider the budget that is available for

	Action	Timescale	Person Responsible	Budget implications	Monitoring	Review	Success criteria
	agree a budget plan for 3-5 years		GM F&B committee				capital expenditure (Section 106 funds) or fundraising or Parish Council or other local Trusts and make recommendations to the Finance and Buildings Committee (F&B).
6	Ensure there are transparent processes for identifying, defining, appraising and prioritising estate projects	Summer Term	CW/PM GM	n/a	FGB	Reports to FGB	
7	Liaise with other groups and stakeholders in the environment close to our schools.	Spring & Summer 2021	CW/PM GM	n/a	FGB	Reports to FGB	Our estate strategy will be supported and understood by all stakeholders.
8	Develop our Strategic overview and Estate Strategy for next 3-5 years	Summer Term 2021	CW/PM GM	n/a	FGB	Reports to FGB	<ul style="list-style-type: none"> <li>• Agree a Strategic Overview of both estates to enhance teaching and learning to support the School's Vision.</li> <li>• An action plan is created and agreed by Governors with achievable time-related outcomes</li> <li>• Ensure that we continue to attract new families with our offer.</li> <li>• Future-proof our plans (possible Primary Status) and try to maintain flexibility.</li> <li>• Consider our PE offer in the context of our limitations on space.</li> </ul>
9	Planned improvements are made to our buildings and estates which enhance teaching and learning	2021-2024	CW/PM GM	n/a	FGB	Reports to FGB NLW	Our buildings and environment are used more effectively.

Notes:

Useful documents:-

[DfE Fundamentals of Good Estate Management](#); [Self-evaluation tool](#); [Top 10 Estate checks for Boards](#); [Tufnell Park Primary School - Asset Management Plan](#)

**Objective 4: Explore and develop effective remote teaching strategies and techniques to ensure our blended learning offer effectively mirrors our vision and our philosophy for learning and meets DfE requirements.**

**Strategy: Development of continuity for learning strategy, which is robust, inclusive, realistic and built on proven pedagogy**

### Success Criteria: We will

- agree & use a curriculum sequence that **allows access to high-quality online and offline resources and teaching videos** and that is linked to our curriculum expectations and our Philosophy for Learning
- give **access to high quality remote education resources**
- select the **online tools that will be consistently used across the school** in order to allow interaction, assessment and feedback, and make sure staff are trained in their use
- **provide printed resources**, such as workbooks, **for pupils who do not have suitable online access**
- recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so we will **work with families to deliver a broad and ambitious curriculum**.
- Review and update practice to meet [DfE expectations](#):
- 'set activities so that pupils have **meaningful and ambitious work each day** in a number of different subjects
- teach a planned and well-sequenced curriculum so that **knowledge and skills are built incrementally**, with a good level of clarity about what is intended to be taught and practised in each subject
- provide **frequent, clear explanations of new content**, delivered by a teacher or through high quality curriculum resources and/or videos
- **gauge how well pupils are progressing through the curriculum**, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work
- enable teachers to **adjust the pace or difficulty** of what is being taught in response to questions or assessments, including, where necessary, revising material or simplifying explanations to ensure pupils' understanding
- plan a programme which includes regular contact with teachers'

**Lead Governors: Kirsty Tozer & Iestyn Lewis**

**Staff Leads: Georgina Muxworthy & Kim Slade**

	Action	Timescale	Person Responsible	Budget implications	Monitoring	Review	• Success criteria
1.	Write Continuity of Learning Strategy, adapting DfE guidance to suit our schools	By November 2020	CT	none	FGB	Report to FGB in December	Our Continuity of Learning Strategy is robust, inclusive, realistic and built on proven pedagogy
2.	Register for DfE funded grant & set up digital learning platform using Office 365. This will allow use of Sway, Forms, Voiceover PowerPoints and	By end of November 2020	CT	Funded through DfE	FGB	Report to FGB in December	We select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use We give access to high quality remote education resources

Action	Timescale	Person Responsible	Budget implications	Monitoring	Review	Success criteria
Teams. Work with SoftEgg to set up system to our requirements						
3. Staff training on the use of Sway, Forms, Voiceover PowerPoints and Teams.	INSET 2 <sup>nd</sup> November PDMs Online CPD	CT/KS/GM	none			Staff show increased confidence in using online tools as appropriate to their year group.
4. In the event of children working at home learning will continue in a seamless fashion.	Ongoing through 2020-21	KS/GM	None	FGB	Report to FGB in Spring & Summer	Teachers use proven pedagogy within their online learning to provide continued high quality learning. For example: <ul style="list-style-type: none"> <li>• set meaningful &amp; ambitious activities each day in a number of different subjects</li> <li>• teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally and clearly</li> <li>• provide frequent, clear explanations of new content</li> <li>• gauge how well pupils are progressing through the curriculum</li> <li>• set a clear expectation on how regularly teachers will check work</li> <li>• adapt learning as</li> <li>• have regular contact with children and their families</li> <li>• recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so we work with families to deliver a broad and ambitious curriculum.</li> </ul>
8 Monitor updates from DfE & SAPH and make changes to Remote Learning Strategy & practice when needed	ongoing	GM	none	FGB	FGB reports Spring & Summer 2020	We regularly review and update practice to meet <a href="#">DfE expectations</a> :

Notes:

Useful documents:-

<https://www.gov.uk/government/publications/remote-education-good-practice/remote-education-good-practice>

<https://www.gov.uk/guidance/remote-education-during-coronavirus-covid-19>

<https://nationalonlinesafety.com/guides/10-top-tips-remote-learning-for-teachers>

<https://unitedlearning.org.uk/remote-teaching-primary>