



L.S.G. Primary Department Development Plan 2016-2017

Target Areas
<p style="text-align: center;">Teaching and Learning Development</p> <ul style="list-style-type: none">a) Develop thematic planning with English at the heart of the curriculumb) To implement NNC Literacy strategyc) Continue to research, implement and evaluate new curriculum initiatives- English and Arabic curriculad) To explore and implement innovative L&T strategies to raise standards of learning and teaching in all subjects, Vision 2021 embracede) Use data effectively to monitor progress and enhance student learning across the curriculum by implementing appropriate intervention strategies when requiredf) Develop ACE feedback culture through evidence-based PM and CPDg) To improve the transition between secondary and primary
<p style="text-align: center;">ICT Development</p> <ul style="list-style-type: none">h) Further embed the use of Engage & plan for further developmenti) Review the deployment and management of iPadsj) Launch pupil support project via the Moodle and school webpage
<p style="text-align: center;">Adapting Student Provision</p> <ul style="list-style-type: none">k) Review the school environment, staffing and timetable based on growing student numbersl) Adapt curriculum provision to meet changing student needs




Whole School SDP
Primary Overview 2016-2017

Target Areas	2016-2017	2017-2018
<p>Teaching and Learning Development</p> <p>a) Develop thematic planning with English at the heart of the curriculum</p> <p>b) To implement NNC Literacy strategy</p> <p>c) Continue to research, implement and evaluate new curriculum initiatives- English and Arabic curricula</p> <p>d) To explore and implement innovative L&T strategies to raise standards of learning and teaching in all subjects</p> <p>e) Use data effectively to monitor progress and enhance student learning across the curriculum by implementing appropriate intervention strategies when required</p> <p>f) Develop ACE feedback culture through evidence-based PM and CPD</p> <p>g) To improve transition between secondary and Primary</p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p> <p>→</p>
<p>ICT Development</p> <p>h) Further embed the use of Engage & plan for further development</p> <p>i) Review the deployment and management of iPads</p> <p>j) Launch pupil support project via the Moodle and school webpage development</p>	<p>→</p> <p>→</p> <p>→</p>	<p>→</p> <p>→</p> <p>→</p>
<p>Adapt Student Provision</p> <p>k) Review the school environment, staffing and timetabling based on growing student numbers</p> <p>l) Adapt curriculum provision to be more in line with changing student needs</p>	<p>→</p> <p>→</p>	<p>→</p> <p>→</p>

Teaching and Learning Development

Target Area and Action Points	Staff Responsible	Success criteria	Start date listed (completion date - June 2017 for all aspects unless otherwise stated)
<p>a) Develop a creative and thematic planning with English at the heart of the curriculum</p> <p>b) To implement NNC Literacy strategy</p> <p>c) Continue to research, implement and evaluate new curriculum initiatives- English and Arabic curricula ; continue supportive CPD / PM systems accessing internal and external PD</p>	<p>a) All staff led by Phase Leaders led by HoP</p> <p>b) Literacy Subject leader with all class teachers and LAs</p> <p>c) All staff</p>	<p>a)</p> <ul style="list-style-type: none"> • Write and publish term 1 translated plans to parents • write term 2 and 3 respectively and publish translated versions to website - accessible to parents - promoted in beginning of year mothers' meetings • Themes start with an open ended big question and have a product/ experience/ focal point as an outcome- to monitor- in place KS1 • curriculum subject allocation redefined to enable NNC English- raising profile of grammar teaching and speaking and listening as a discrete, supported by SfL staff - weekly lesson <p>b)</p> <ul style="list-style-type: none"> • Planning overview set in term 3 summer 2016; • implemented from term 1 20-16-17 academic year- focal point raised expectations for English teaching started; • staff training completed pre term week and on going in dpts. Re Sp&L and Grammar development and sharing of good practice <p>c)</p> <ul style="list-style-type: none"> • Evaluate new curriculum initiatives - NNC Numeracy and science, PSHE, Guided reading and Big writes and NNC Literacy- through book looks and planning scans; • new MOE Arabic and Islamic curriculum, external testing introduced; • developing quality of learning and teaching as the focal point of CPD and PM systems using Pobble 365; • drop ins and observations, shared observations, team teaching utilised by staff to reflect on improvement • audit sets next steps and actions followed up; Subject audits actioned; • external courses are clearly prioritised and impact on school development; • internal training is scheduled and focused on the dpt needs in line with SDP; • flipped learning is introduced and developed • Vision 2021 SMSC development embedded into the curriculum development • Innovative teaching researched and pilot projects developed and championed- Innovation Day / STEM project (term 1) 	<p>a)</p> <ul style="list-style-type: none"> • Term 1; Term 2; Term 3- phased in <p>b)</p> <ul style="list-style-type: none"> • June 2016 • September 2016 • September 2016 <p>c)</p> <ul style="list-style-type: none"> • Term 1 and 3 • Sept 2016 on going • Sept 2016 on going • As monitoring cycle • Jan 2017 • Sept 2016 • Sept 2016 • Sept 2016 • Oct 2016

<p>d) To explore and implement innovative L&T strategies to raise standards of learning and teaching in all subjects; conduct Innovation audit; subject audits completed - environment, curriculum provision, reourcing, data etc; start to develop flipped learning</p> <p>e) Use data effectively to monitor progress and enhance student learning across the curriculum by implementing appropriate intervention strategies when required</p>	<p>d) All staff</p> <p>e) All staff led by Phase Leaders, AHoP and HoP</p>	<p>d) see ICT -</p> <ul style="list-style-type: none"> • linked to CPD also; linked to data collation and impact; • linked to assessment and differentiation in planning systems <p>e)</p> <ul style="list-style-type: none"> • Use existing in-house data more effectively to monitor progress and enhance learning via intervention strategies (Internal entry and EY learning Journeys, Rising Stars) and track SEN and intervention systems to maximise impact of staffing and groupings including G&T • Adjust implemented systems to suit our needs- state in policy for clarity of expectations and understanding for all staff and students- eg Rising Stars data and assessments • Raising Standards through continuous appraisal of both individual cohorts and general patterns in achievement the focus on bringing our curriculum and standards increasingly in line with UK expectations through: <ul style="list-style-type: none"> - Age-appropriate curriculum maintained as appropriate to needs in all year groups - Continue to remove scaffolds from summative and formative assessment processes - Tracker in place to ensure year group norms against UK expectations and utilised by staff in recording and reporting systems, including Arabic curriculum - Formative assessment systems established and informs planning - Arabic summative assessments reviewed in line with raised expctations and MoE objectives / pitch • Student tracker used to inform reporting - aligned with raised expectations- parents meetings in place to launch and support parental understanding • MOE standards in place for Arabic and Islamic curriculum and used in assessment processes • Further developing assessment without levels systems across all subjects using milestones and continuums in all subjects- review term 3 • Summative assessment systems maintained and reflective feedback sought to inform future 	<p>d)</p> <ul style="list-style-type: none"> • Sept 2016 • Sept 2016 <p>e)</p> <ul style="list-style-type: none"> • Sept 2016 • Sept 2016 on- going • Sept 2016 on- going • Sept 2016 on- going • Sept 2016 on- going • Term 3 - completiong September 2017 • Dec 16 and
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<p>f) Develop ACE feedback culture through evidence-based PM and CPD</p>	<p>f) All staff led by HoP</p>	<p>needs and developments- Arabic dpt included</p> <ul style="list-style-type: none"> English NNC development including assessment systems to inform reporting and recording, formative and summative Monitoring cycle established and adhered to, linked to curriculum subjects curriculum subjects planning monitored as part of staff-meeting system Impact of any intervention strategies adopted is evaluated and documented Quality of learning and teaching improved - RSB and internal monitoring systems maintained as deemed appropriate Reflective development of assessment systems to inform the reporting system <p>ii) Use external assessment (GL Baseline (YR), GL PTs KS1 and 2, CAT4 Y3 and 5) data to inform teaching and learning approaches.</p> <ul style="list-style-type: none"> External data analysis highlights areas for development - these are monitored and acted upon by all staff <p>f) FLT</p> <ul style="list-style-type: none"> Feedback training implemented and action plan put in place - Year 1 of cycle FLT only training disseminated to MM in dpts- used in PD and monitoring by FLT- Year 2m of cycle <p>PLT</p> <ul style="list-style-type: none"> Monitor and evaluate effectiveness of the Primary Leadership Team through PM targets and monitoring with PM Team Leader; progress is evident, celebrated and built on. Professional Development of admin and LA team continued Teaching team lead TA PM as mentors/ facilitators (Teaching staff own PM target - option) <p>MM</p> <ul style="list-style-type: none"> Phase Leaders continue to develop the use of GL assessment data in their department and track (documented) how this is used to monitor individual progress and initiate personalised intervention strategies receive training in feedback strategies- from HoP and AHoP from FLT training <p>Subject Leaders- including SFL Arabic and Islamic</p> <ul style="list-style-type: none"> Monitor and evaluate Subject Leaders role with a view to enabling greater distributed leadership through PM systems Data driven analysis to inform dpt improvement Phase Leaders and HoDs receive appropriate management time in timetables Subject leaders analyse data for subject specifics maintaining a whole school overview 	<p>on going</p> <ul style="list-style-type: none"> Sept 16 on going Sept 16 on going Sept 16 on going Termly - SFL As decided Term 1 - on going Sept 2016 on-going Sept 16 on going <p>f)</p> <ul style="list-style-type: none"> n/a Primary Year 1 cycle 2017-18 cycle year 2 Sept 2016 on going 
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g) To improve the transition between secondary and primary	Roz, PEB, BBH, NIL and Year 7 staff, core subjects leaders secondary (E,M,Sc and A)	g) <ul style="list-style-type: none"> • Ensure data is accurate and gives a true picture for secondary to act upon- remove scaffolding from writing etc, implementation of GL assessments as external grading • Share Y6 practice and pitch with secondary staff - term 3 • Liaison meetings in all subjects • Moderation meetings between core subject staff • Review transition policy with the above in mind 	g) <ul style="list-style-type: none"> • Sept 26 on going • Term 3 2017 • Sept on going • Sept on going • Nov 2016
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ICT Development			
Target Area and Action Points	Staff Responsible	Success criteria	Completion Target
h)Further embed the use of Engage & plan for further development	h) Yvonne - working with HoP and CTs/ LAs	h) Engage used to: <ul style="list-style-type: none"> - Generate timetables - Generate reports - pastoral comments and information (Daybook) - Staff are comfortable using the extended Engage functions required for their job. - HoDs/ Ph Ls to monitor use of Daybook to record and track student issues. - Security testing of Engage portal access. 	h) <ul style="list-style-type: none"> • End of term 1 and on going
i)Review the deployment and management of iPads	i) BBH with Vikki and Allison/ Sherry/ Phase Leaders	i) <ul style="list-style-type: none"> • Bring in 1:1 initiative to Y5 and re allocate remaining iPads • Look at iPad development through to Y6 accumulating from Y5 and then into secondary the following year- action plan KS2 1:1 • Develop SAMR model and use to monitor dpt progression and development • Establish Digital Leaders- extend program 2016-17 • Establish buddy system for staff - staff Digital leaders also • Set sufficient focused staff meeting time aside for ICT development • Access to iPads for relevant staff also 	i) <ul style="list-style-type: none"> • Jan 2017 • Sept 2017 • April 2017 • Term 3 2017 • Sept 2016 • Sept 2016 • Sept 2016 • Jan 2017

j) Launch pupil support project via the Moodle and school webpage developed as source of information for parents	j) BBH with all Y6 staff - Michelle	j) <ul style="list-style-type: none"> Moodle launch preparation Sept 2016- Y6- launch Oct; to follow into Y5,4 and 3 respectively (timescale tbc) Moodle provides academic support for the students and parents- audit shows increased use over the year; bank of information sorted there for following year's access etc. School webpage developed to publish key information 	j) <ul style="list-style-type: none"> Oct2016; term 3 2017 Oct 2016 Oct 2016
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Adapting Student provision			
Target Area and Action Points	Staff Responsible	Success criteria	Completion Target
<p>k) Review the school environment, staffing and timetabling based on growing student numbers</p> <p>l) Adapt curriculum provision to be more in line with changing student needs</p>		<p>k)</p> <ul style="list-style-type: none"> Split year groups with higher numbers - Y1,2 and 3 - staffing managed FS2 - high numbers - staffing in situ for support Pods created to create classrooms in shared areas- furnished appropriately KS2 and UKS2 corridors - classrooms maintained (in place 2015-16 also) to create additional required teaching spaces Meeting with executive committee Visits from Abdala to evaluate situation and needs Proposals into Crown prince's office for new build- EY and KS1 <p>l)</p> <p>Pastoral and well-being reviewed and developed:</p> <ul style="list-style-type: none"> Dining experience Clubs provision- internal and external providers School Council - student voice- Student Leadership team Student independence and responsibility- Prefects, Librarians, Ambassadors, Monitors. Other roles sought and actioned Art exhibitions, poetry competitions etc Open door policy weekly focal points covering an range of needs - social, academic, sharing in the education experience of the girls etc Access to qualified coach, mentor - Kim Sfl Opportunities for entrepreneurial learning 	<p>k)</p> <p>All -Sept 2016 on going</p> <p>l)</p> <p>All -Sept 2016 on going</p>