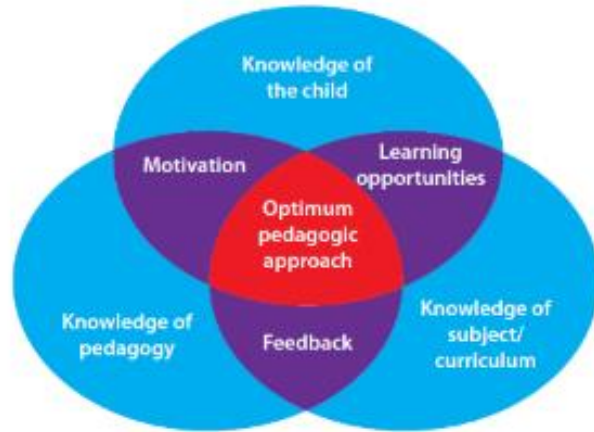


# Fishbourne Church of England Primary School – 2022 – 2023 School Development Plan



## EEF Model of Implementing Change: Explore – Prepare – Deliver – Sustain

### Rationale:



All development at Fishbourne CE Primary School builds towards achieving an optimum pedagogic approach for learning. At each stage of implementing any change, we recognise the need to explore, prepare, deliver and sustain to ensure that the changes are embedded and impactful in the long term.

As a result, this SDP should be read in conjunction with the 'journey towards..' documents:

<https://www.fishbourneprimary.co.uk/attachments/download.asp?file=916&type=pdf>

<https://www.fishbourneprimary.co.uk/attachments/download.asp?file=917&type=pdf>

Each stage of our development has sought to secure an optimum pedagogic approach – meaning the best possible way to lead the learning taking place within our classrooms. In doing so, we recognise the importance of our:

- knowledge of the child (our WHY!)
- knowledge of pedagogy (our HOW!)
- knowledge of subject/curriculum (our WHAT!)

and equally the role of:

- feedback
- motivation
- opportunities

MOTIVATION

FEEDBACK

LEARNING OPPORTUNITIES

During this academic year, the leadership team have been in the EXPLORE phase of the new priorities, reading widely, attending CPD events to support their knowledge of subject in the key areas and reflecting strategically together.

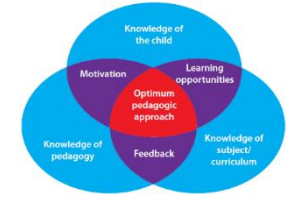
Priority 1	Priority 2	Priority 3	Lines of Enquiry
<p><b>PHONICS</b></p> <p>To deliver <b>high quality phonics teaching</b> across the school that leads to increased automaticity and decreased cognitive load for children as readers and writers, resulting in accelerated progress.</p> <div style="display: flex; flex-direction: column; align-items: center; gap: 5px;"> <div style="background-color: #00AEEF; color: white; padding: 5px; border-radius: 10px; width: 80%;">KNOWLEDGE OF PEDAGOGY</div> <div style="background-color: #00AEEF; color: white; padding: 5px; border-radius: 10px; width: 80%;">KNOWLEDGE OF SUBJECT</div> <div style="background-color: #00AEEF; color: white; padding: 5px; border-radius: 10px; width: 80%;">KNOWLEDGE OF CHILD</div> </div>	<p><b>READING</b></p> <p>To deliver consistently <b>high quality teaching of reading</b> across school that immerses children in high quality texts prior to the teaching of narrative inspired writing learning experiences.</p> <div style="display: flex; flex-direction: column; align-items: center; gap: 5px;"> <div style="background-color: #00AEEF; color: white; padding: 5px; border-radius: 10px; width: 80%;">KNOWLEDGE OF PEDAGOGY</div> <div style="background-color: #00AEEF; color: white; padding: 5px; border-radius: 10px; width: 80%;">KNOWLEDGE OF SUBJECT</div> <div style="background-color: #4B0082; color: white; padding: 5px; border-radius: 10px; width: 80%;">LEARNING OPPORTUNITIES</div> </div>	<p><b>SUBJECT LEADERSHIP</b></p> <p>To equip subject leaders with the skills to <b>quality assure the non-core curriculum</b> through Pupil Led Book Study that allow them to assess the impact of teaching and learning and leads to change in practice informed by cognitive science.</p> <div style="text-align: center; margin-top: 20px;"> </div>	<p>Professional reading for whole staff team: Rosenshine's Principles in Action</p> <div style="text-align: center; margin-top: 20px;"> </div>



Priority 1: To deliver **high quality phonics teaching** across the school that leads to increased automaticity and decreased cognitive load for children as readers and writers, resulting in accelerated progress.

Problem (Why?)	Intervention Description (What?)	
<p><b>Teaching:</b> There is variability in the quality and consistency in our approach to teaching phonics/spelling that results in children not using phonological awareness to write which increases cognitive load, impacting on writing development. Teacher subject knowledge of phonics in KS2 is limited and <b>all</b> staff need high quality CPD.</p> <p><b>Leadership:</b> Lack of CPD in phonics + lack of Phonics Champion + insufficient tracking of children's progress + not having a 'keep up-catch up' strategy.</p> <p><b>Children:</b> Children typically (pre-pandemic) make good progress in phonological awareness across KS1 although outcomes in 21/22 show Crocodile/Hippo classes will need continued, additional high quality phonics instruction. Children do not effectively apply phonics knowledge to spelling. Automaticity is low, cognitive load is high.</p> <p><b>Families:</b> Not all families know how to support their children as readers and writers at home. Post pandemic, families have not had the capacity to continue supporting learning at home.</p>	<p>Active ingredient 1: Strategic Leadership 21-22 – Leadership team read widely, explored CPD opportunities and resources/programmes available. Phonics Champion role modelled by member of the SLT with other members of staff shadowing</p> <p>Active ingredient 2: High quality CPD for the whole staff team – throughout the school year followed by deliberate practice of elements of the approach.</p> <p>Active ingredient 3: Pedagogy on a page – results in clarity &amp; consistency in expectations throughout school.</p> <p>Active ingredient 4: Assessment quickly identifies children not making expected progress and timely intervention ensures that they catch-up and keep-up.</p> <p>Active ingredient 5: Partnership Outreach to families about WHY and how they should support their children's learning at home.</p>	
Implementation activities (How?)	Implementation outcomes (How well?)	Quality assurance (How do you know?)
<p><b>2021-2022: EXPLORE STAGE</b> <i>*Leadership team read and explore extensively, leading to purchase of 'Song of Sounds' SPP, additional books for reading progression, Barrington Stoke for KS2, RWI Spelling and Letter Join. *KS1 staff attended training with Phonics Champion, introduced to pedagogy on a page, observed high quality phonics instruction and had time to prepare resources ahead of autumn term.</i></p> <p><b>CPD:</b> *All staff have attended a full day of training from Charlotte McKechnie in Sep 22 – focus on memory, retention, schema, history of alphabet, code knowledge, NC expectations, disadvantage gap, fluency. *Further training for all staff from Charlotte McKechnie in Feb 23 – decoding and encoding HFW and CEW *All staff have completed RWI training *Introduction to phonics strategy and programmes across school.</p> <p><b>Monitoring:</b> Lesson study (autumn) to reflect collaboratively on impact of the SSP and RWI. Half termly Closing the Gap meetings identify children who need additional support. Ongoing discussion with parents of vulnerable learners. Quality assurance and reflections from external sources mid-year (CP/LA)</p> <p><b>Coaching/mentoring:</b> Staff targeted for support from Phonics Champion if identified through lesson study or monitoring of progress.</p> <p><b>Partnership working:</b> High expectations of family engagement when practising for automaticity at home. Development opportunities for parents.</p>	<p><b>Short term (by Christmas)</b> *Leadership team have high levels of confidence in the strategy being used to develop phonics and can articulate the WHY, WHAT and HOW. *All staff have increased subject knowledge about phonics. *Staff who need additional support have been identified and work with Phonics Champion. *Phonics/spelling is being taught daily across school and protected in the timetable. *Children have been identified who need additional support and daily intervention is resulting in them being able to keep up / catch up. *Parent workshops well attended, resulting in increased levels of confidence and engagement. *Follow up calls to families not engaging take place during Curtis time result in increased engagement.</p> <p><b>Medium term (by Easter)</b> *Ongoing assessment rapidly identifies children not making expected progress, feeds into C the G meet. *Timetable allows for <u>daily</u> keep-up (LSA led) and catch-up (teacher led) intervention for phonics. *Phonics/reading/writing focus for Challenge Partner Review in March 23. *Families not supporting their children's learning at home are identified and contacted directly by the school.</p> <p><b>Long term (by Summer)</b> *External quality assurance confirms high quality teaching and learning of phonics/spelling across school. *Robust pedagogical approach to teaching of phonics/spelling embedded across school and moving into SUSTAIN for 23/24. *Most families have ongoing high levels of engagement in supporting their children's deliberate practice beyond the classroom. *Children have increased automaticity and decreased cognitive load when writing. *TARGETS have been met for phonics screening and spelling NFER/ GPS / writing (see accompanying target setting document)</p>	<p>*Staff report that they have received excellent CPD and follow up support and that they have improved subject knowledge for teaching phonics/spelling.</p> <p>*Parents report that they have had workshop opportunities.</p> <p>*Phonics Champion reports half termly on the no. of children who are: expected, keeping-up, catching up.</p> <p>*Quality assurance through Challenge Partners who focus on SDP priorities through school.</p> <p>*Improved outcomes in phonics screening for Y1, catching up phonics for Y2/3 and spelling NFER. Improved outcomes in writing as a result of spelling KPIs.</p> <p>*Improved outcomes in writing as a result of reduced cognitive load.</p>

Priority 2: To deliver consistently **high quality teaching of reading** across school that immerses children in high quality texts prior to the teaching of narrative inspired writing learning experiences.



Problem (Why?)	Intervention Description (What?)
<p><b>Teachers:</b> Teachers teach reading well although there is not yet a consistent approach across school and teachers cannot articulate why they take the approach they do or how it makes a difference. Not all teachers are readers of children's literature and therefore struggle to promote reading for pleasure.</p> <p><b>Leadership:</b> Leadership develop a culture of reading for pleasure and high quality literature is embedded across the curriculum. However they have not yet developed teachers understanding about how to use their strength in the teaching reading effectively to support the development of writing.</p> <p><b>Children:</b> Children typically make excellent progress in reading throughout school, however their sophisticated understanding of vocabulary and sentence structure does not transfer into their writing. Children need greater opportunity to develop stamina, write at length and apply their understanding of great writing into their own.</p>	<p>Active ingredient 1: High quality CPD for the whole staff team – throughout the school year followed by deliberate practice of elements of the approach. .</p> <p>Active ingredient 2: To <b>prepare</b> a pedagogy on a page in collaboration with the staff team for the teaching of reading.</p> <p>Active ingredient 3: To <b>sustain</b> reading for pleasure across the curriculum.</p> <p>Active ingredient 4: Assessment quickly identifies children not making expected progress and timely intervention ensures that they catch-up and keep-up.</p>

Implementation activities (How?)	Implementation outcomes (How well?)	Quality assurance (How do you know?)
<p><b>2021-2022: EXPLORE STAGE</b> <i>*Leadership team read and explore extensively, including CPD from Christopher Such, Charlotte McKechnie Mrs P Teaches, Jane Considine and reading from C Such, Doug Lemov and Alex Quigley leading to purchase of Literacy Shed VIPERS question banks. *Baselining book looks completed by Reading Champion.</i></p> <p><b>CPD:</b> Autumn: *All staff have attended a full day of training from Charlotte McKechnie in Sep 22 – focus on fluency, followed by Key Stage focus areas: KS2 comprehension, KS1 whole class reading, CPD cascaded for Volunteer Army who hear children reading. *KS2 – LWW learning experience – first opportunity to plan differently for fluency, comprehension and immersion in pre-writing stage, followed by narrative LE. Spring: *CPD x 2 focusing on close reading (Doug Lemov) and extended reading (Chris Such) *Understanding how to effectively diagnose reading difficulties (Jo Angell) Summer: *CPD on extended reading (Chris Such)</p> <p><b>Monitoring:</b> *Lesson study (summer 1) to zoom in on areas of deliberate practice. *Half termly Closing the Gap meetings identify children who need additional support particularly with reading inspiring writing – these children are targeted by teachers during Curtis Time and through School Led Tutoring. *Ongoing discussion with parents of vulnerable learners. *Quality assurance and reflections from external sources mid-year (CP/LA)</p> <p><b>Inspiring RfP:</b> *Continuation of Patron of Reading, Sophy Henn, visits. *Continuation of Fishbourne Reads – a half termly newsletter. *Development of Book Areas throughout school and in classrooms. *Book Talk groups as part of our School Led Tutoring approach.</p> <p><b>Partnership working:</b> Supporting parents to support children</p>	<p><b>Short term (by Christmas)</b> *Staff will have a secure understanding of how to teach reading for fluency and have planned a sequence for whole class reading using VIPERS when planning for daily Book Talk. *Staff will have seen how they can use a Book Talk theme to inspire writing and seen the benefits of using the children's reading immersion experiences to inspire their narrative writing. *Children will have a daily reading fluency focus as part of their whole class reading and staff will have co-written a 'direct instruction' framework for the teaching of fluency and comprehension. *Fluency will have increased across school *Books will be promoted and available in all areas of the school and children will know to access them.</p> <p><b>Medium term (by Easter)</b> *Staff will have a secure understanding of the role of close reading and extended reading. *Staff will be plan a narrative inspired writing experiences using the whole class Book Talk texts. *Children who have been identified as needing to make accelerated progress will have been part of a School Led Tutoring Book Talk group led by teaching staff after school. *Phonics/reading/writing focus for Challenge Partner Review in March 23. *Staff will have an understanding of how to effectively diagnose reading difficulties and a toolkit of strategies to support children who need intervention.</p> <p><b>Long term (by Summer)</b> *Children with reading difficulties are identified rapidly and appropriate interventions are put in place. *Pedagogy on a page will have been completed for the teaching of reading. Staff will have deliberately practised all elements included in this pedagogy. *Families not supporting their children's learning at home are identified and contacted directly by the school. *Staff ready to DELIVER on 'reading themes' in 23/24 – all reading and narrative writing to be delivered through this vehicle. Staff will consider variety, pitch, diversity in their provision during the academic yr. *Writing scores across school on an upward trajectory as a result of the input</p>	<p>*Staff report that they have received excellent CPD and follow up support and that they have improved subject knowledge for teaching fluency and reading comprehension, leading to narrative writing.</p> <p>*Introduction of WPM assessments across school? TBC?</p> <p>*Learning Journals reflect the impact that being immersed in the narrative prior to the writing has on writing outcomes and progress is strong.</p> <p>*Quality assurance through Challenge Partners who focus particularly on the development of writing through school.</p> <p>*Improved writing outcomes and confidence/enjoyment of our children as writers across school.</p> <p>*</p>



Priority 3: To equip subject leaders with the skills to **quality assure the non-core curriculum** through Pupil Led Book Study that allows them to assess the impact of teaching and learning.

Problem (Why?)	Intervention Description (What?)
<p><b>Subject leaders:</b> *Subject leaders know their curriculum areas exceptionally well having planned for the key knowledge and skills progression throughout the year. However, they are not yet able to assess the impact that these detailed maps have had on our learners as artists, historians, theologians etc. *Subject leaders have not yet had the opportunity to feedback to staff about their subject areas and plan high quality CPD to increase the impact that teaching and learning has.</p> <p><b>Teachers:</b> *There has not been time in non-core areas to assess how much the children can recall from the knowledge taught. *There is not always sufficient emphasis on the children being able to recall key knowledge taught during a learning experience and staff do not have a contemporary knowledge of cognitive science to make adaptations to their practice.</p> <p><b>Children:</b> *Children don't always 'remember/recall' the key knowledge and skills being taught. *Children don't have opportunities to revisit key knowledge and skills during the year.</p>	<p>Active ingredient 1: CPD for all about quality assuring the curriculum through Pupil Led Book Study (PLBS) delivered by leadership team members who have already piloted the approach (ND/CR/ST)</p> <p>Active ingredient 2: Professional reading for the whole teaching team about Rosenshine's Principles of Instruction.</p> <p>Active ingredient 3: Subject leaders have a go at Pupil Led Book Study (with a focus on their subject in their own classroom), reflecting on what this tells them about their own practice and that of their colleagues.</p> <p>Active ingredient 4: Staff work collaboratively to identify ways in which they can provide opportunities to support children to remember more.</p>

Implementation activities (How?)	Implementation outcomes (How well?)	Quality assurance (How do you know?)
<p><b>2019-2022: EXPLORE STAGE</b> <i>*Leadership team read Rosenshine's Principles in Action and identified that there were ideas that could strengthen our pedagogical approach but felt first we needed to strengthen the non-core curriculum progression. *During 21-22, the middle leadership team were introduced to Alex Bedford's Pupil Led Book Study and the RE and Science leaders piloted it when reflecting on the impact of their curriculum maps. They felt this reflection, particularly when working with their own class helped them to identify for themselves adaptations that would strengthen their own practice.</i></p> <p><b>Leadership:</b> Pupil Led Book Study leaders will have designed CPD for the staff team for Spring 23.</p> <p><b>CPD:</b> Pupil Led Book Study leaders will deliver training for all class teachers about how to quality assure the non-core curriculum with a focus on their own area of the curriculum. Professional Reading groups set up to share Rosenshine's Principles in Action. Inquiry Question approach will give staff the opportunity to deliberately practice a principle and measure impact (23/24)</p>	<p>Short Term: (by Christmas) *Pupil Led Book Study leaders (CR/ST) will have carried out a third book study, filming the process for CPD purposes. *ND will have planned CPD for the spring term which will include the films above.</p> <p>Medium Term: (by Easter) *All teaching staff will have been introduced to the PLBS methodology and know that during the summer term they will carry out a PLBS focused on their own curriculum area in their own class. *All teaching staff will plan in where they will carry out their PLBS during the summer term. *All teaching staff will have been introduced to Rosenshine's principles and have an increasing knowledge about cognitive science and what it can teach us about learning...</p> <p>Longer Term: (by Summer) *PLBS takes place across the school in all classes. *All teaching staff will have continued to study Rosenshine's principles. *Subject leaders will be able to measure the impact of the non-core curriculum map on the children in their own class's ability to be able to recall key learning. *Staff record their reflections and these are shared collaboratively.</p> <p>Projecting ahead to 23/24: Inquiry Questions will focus on Rosenshine's Principles and give staff the opportunity to measure the impact of a change in practice for children as learners.</p>	<p>*Staff are engaged and can value the WHY behind the PLBS methodology.</p> <p>*Staff recognise the importance of taking time to reflect on pedagogy and what cognitive science teaches us about how we remember.</p> <p>*Ultimately, longer term – our staff will know how much the children have learnt and our children should be able to remember more of the knowledge content that they have been taught as a result of the staff increased understanding about cognitive science.</p>

Key activity schedule	Autumn		Spring		Summer	
	1	2	1	2	1	2
<p><b>Priority 1 Phonics</b> To deliver <b>high quality phonics teaching</b> across the school that leads to increased automaticity and decreased cognitive load for children as readers and writers, resulting in accelerated progress.</p>	<p>INSET CPD – whole staff on fluency - Charlotte McKechnie</p> <p>INSET CPD – teachers on RWI spelling</p> <p>Parent workshop</p> <p>Phonics assessments</p>	<p>Lesson Study – phonics and spelling</p> <p>Phonics assessments</p>	<p>NFER's in spelling</p> <p>Phonics assessments <i>Including a trial screening with Y1.</i></p>	<p>INSET CPD – Charlotte McKechnie on decoding and encoding.</p> <p>CHALLENGE PARTNERS REVIEW – quality assurance and next steps</p> <p>Phonics assessments</p>	<p>Phonics Champion(s) identified to take over role from EH.</p> <p>Phonics screening</p> <p>Phonics assessments</p>	<p>Phonics assessments</p>
<p><b>Priority 2 Reading</b> To deliver consistently <b>high quality teaching of reading</b> across school that immerses children in high quality texts prior to the teaching of narrative inspired writing learning experiences.</p>	<p>INSET CPD – whole staff on fluency</p> <p>KS2 whole class text LWW used to introduce VIPERS</p>	<p>KS2 learning experience – LWW – focused on how to use high quality texts to inspire narrative writing.</p>	<p>NFER's in reading</p> <p>School Led Tutoring – Book Talk and writing focus</p>	<p>CHALLENGE PARTNERS REVIEW – quality assurance and next steps</p>	<p>Lesson study to focus on areas of deliberate practice inspired by reading SDP.</p> <p>NFER's/SATS in reading</p>	<p>Staff prepare to deliver reading through themes including fiction, non-fiction and poetry in six week blocks.</p> <p>Staff plan for variety, pitch, diversity across the academic year.</p>
<p><b>Priority 3 Non-Core</b> To equip subject leaders with the skills to <b>quality assure the non-core curriculum</b> through Pupil Led Book Study that allows them to assess the impact of teaching and learning.</p>		<p>ST/CW complete a pupil led book study (PLBS) and film it for use in staff training.</p> <p>ND puts together staff CPD</p>	<p><b>Staff CPD in PLBS</b></p>	<p>Rosenshine's Principles professional reading ongoing</p>	<p>All teachers to carry out PLBS with their own class with a focus on their own subject leadership.</p> <p>Rosenshine's Principles professional reading ongoing</p>	<p>Setting the scene for IQ in 23/24.</p> <p>Rosenshine's Principles professional reading ongoing</p>



