



Shute Development Plan Overview

2023 – 2024

<p>Quality of Education</p>	<p>Develop a consistent approach to writing in each school</p> <p>Explore and adopt an effective approach to spelling in each school</p> <p>Develop children’s use of quality vocabulary in their speaking and writing</p> <p>Adopt a consistent approach to handwriting linked to Little Wandle.</p>	<p>Develop Little Wandle ‘Keep Up’ and ‘Catch Up’ within each school</p> <p>Continue to develop a KS2 approach to reading which follows on from Little Wandle – library provision, extension of reading bands, individual Reading, class reading, individual catch-up and intervention, reading challenges so that every child has access to a rich and diverse diet of literature.</p>	<p>Implement a consistent Maths Mastery approach across all schools</p> <p>Review and adapt White Rose mixed age group Maths planning for our various sized schools</p>	<p>Fine tune the use of knowledge organisers in science, geography and history.</p> <p>Further develop approaches to retention of knowledge and retrieval skills across the curriculum.</p>	<p>Raise attainment in science and develop skills in science focusing on working scientifically</p> <p>Share good practice in science across schools</p> <p>Explore use of Developing Experts as a resource for science</p>
<p>Behaviour and Attitudes</p>	<p>Attendance maintained at National or above</p> <p>Implement new DCC approach to attendance</p>	<p>Continue to give forest schools, music, PE and trips more opportunities in curriculum to give pupils a wealth of experiences, build confidence, self-esteem and working in groups.</p>	<p>Explore and share approaches to inclusion and supporting an increasingly high level of need in some schools</p>	<p>Behaviour expectations are reviewed in all schools</p> <p>Staff training and deployment is reviewed and adapted to meet increased behaviour challenges</p>	



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<p>Personal Development</p>	<p>Embed EH4MH strategies to support pupils wellbeing and continue to promote positive mental health for all pupils to support post lockdown</p> <p>Develop use of PLUS app to monitor children’s health and wellbeing</p>		<p>Continue to provide a variety of in-school and after-school clubs</p>
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<p>Leadership and Management</p>	<p>Parental views feed into the development of the school – parent forums, questionnaires, informal and formal feedback (Kilmington, Shute, Upottery)</p>	<p>Develop and adapt school to school support across the federation to improve standards achieved in teaching and learning</p> <p>Continue to support new and recently appointed Heads of School to become effective leaders</p>	<p>Support coordinators to be clear on expectations of their role. What is required in files, evidence of teaching and learning, monitoring evidence etc</p>	<p>Further develop working groups at senior and Middle leader level to monitor and improve teaching, learning and progress Early years, Literacy, Maths, Science and Computing.</p>	<p>The governing body is provided with information it requires to regularly and robustly challenge school leaders, holding them stringently to account for the impact of their actions.</p>
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<p>Early Years</p>	<p>Continue to develop the EYFS Curriculum to meet the needs of children in each school</p>	<p>Develop children’s use of quality vocabulary in their speaking and writing across the curriculum.</p> <p>Develop use of assessment to track starting points in speech and language.</p>	<p>Further develop links between EYFS settings across the federation to share good practice and support each other in implementing Little Wandle</p> <p>Lympstone to lead as Champion Little Wandle school and develop their role across Devon and the SW</p>	<p>Development of EYFS environment at Copplestone, Kilmington and Shute</p>
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<p>SEND</p>	<p>All tracking SEND tracking data and provision to be submitted on set dates to a central portal</p> <p>Provision Maps in evidence in all classes and regularly updated</p>	<p>Explore and share approaches to inclusion and supporting an increasingly high level of need in some schools</p> <p>Staff training and deployment is reviewed and adapted to meet increased behaviour challenges</p> <p>Develop and share good practice in relational approaches</p>	<p>Embed book look and student voice into all schools through a termly programme</p> <p>To continue to develop the use of the EP through the clinic model</p>	<p>To develop a SENDCo support and development group across the Federation and Management Partnership schools</p>
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