

# Federation Development Plan – Shute Primary School

## 2024 - 2025

<b>Quality of Education</b>	Identify and sequence the essential knowledge that pupils need to know and remember across all foundation subject curriculums.	Ensure that curriculum plans are ambitious and implemented consistently in all subjects.  Publish Music development plans.	Use assessment across the wider curriculum with precision to effectively check what pupils have learned.	Ensure that assessment in the wider curriculum identifies gaps in prior knowledge so that subsequent learning builds on what pupils already know and remember.	Continue to develop Maths Mastery approach.  Continue to develop handwriting in line with Little Wandle letter formation.
<b>Behaviour &amp; Attitudes</b>	Attendance maintained at National or above. Work with DCC to improve attendance where necessary.	Develop Cultural Capital by continuing to give forest schools, music, PE and trips a priority in the curriculum to give pupils a wealth of experiences, build confidence, self-esteem and experience of working in groups.		Explore and share approaches to inclusion and supporting an increasingly high level of need in some schools.	Behaviour expectations are reviewed in all schools. Support staff training and deployment is reviewed and adapted to meet increased behaviour challenges.
<b>Personal Development</b>	Embed EH4MH strategies to support pupils' wellbeing and continue to promote positive mental health for all pupils.			Continue to provide a variety of in-school and after-school clubs.	
<b>Leadership &amp; Management</b>	School leaders, including those responsible for governance, check the impact of curriculum development for the wider curriculum.	Develop and adapt school to school support across the federation to improve standards achieved in teaching and learning and opportunities for pupils.	Leaders and governors to ensure that subject leaders have the expertise and knowledge to ensure the wider curriculum is implemented as intended.  Support coordinators to be clear on expectations of their role. What is required in files, evidence of teaching and learning, monitoring evidence etc.	Leaders and governors to strengthen staff subject knowledge, where necessary, to teach the wider curriculum effectively.  Further develop working groups at senior and Middle leader level to monitor and improve teaching, learning and assessment in the wider curriculum.	Continue to support new and recently appointed Heads of School to become effective leaders.

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<p><b>Early Years</b></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 – some schools to use Drawing Club.</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 and curriculum development.</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, Shute and Clyst Hydon.</p>
<p><b>SEND</b></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 develop a SENDCo support and development group across the Federation.</p> <p>Support new SENDCo’s and facilitate regular Federation SENDCo meetings.</p> <p>New SEN gov to meet with all SENDCo’s.</p>