



ICKNIELD SCHOOL DEVELOPMENT PLAN (2022-2025)

SECTION 1: Quality of education					
TARGET	ACTION	WHO	WHEN	IMPACT	EVIDENCE
What we are aiming to do?	What we are going to do?			What will improvement look like?	Where will we find evidence?
QOE1. DEVELOP A BESPOKE 'ICKNIELD CURRICULUM MODEL' <p>Develop a curriculum model that facilitates the greatest impact on P.P.I.C.C. development of pupils at all levels, allowing them to have the greatest impact and influence on their own lives.</p>	<p>a. SLT to create a clear five step plan for creating their own curriculum and assessment model. Share with teachers and governors for feedback & finalise plan for publishing.</p> <p>b. Above plan to include: Creating capacity for change; Producing assessment frameworks for all areas of PPICC; Clarification on curriculum principles & pedagogy; Creating long & medium term curriculum plans.</p> <p>c. Decide on curriculum content of new curriculum, curriculum area names and curriculum area leads.</p> <p>d. Ensure curriculum development plans include curriculum and assessment, where appropriate, in them & that this ties into the 'bigger vision'.</p> <p>e. Review middle leadership structure and consider alternative models for the future, e.g. Leads in PPICC.</p> <p>f. Create working parties to action the plan for curriculum and assessment development, e.g. writing new assessment frameworks & reviewing assessment practices.</p> <p>g. Add curriculum & assessment into teacher meeting schedule to ensure all staff team have input, are up to date with developments and reflect & review sessions of implementation can take place.</p> <p>h. Share curriculum developments and changes with all stakeholders.</p> <p>i. Curriculum policy to be updated involving SLT and teacher contributions, presented to governors for approval.</p> <p>SLT strategic day annual plans to include curriculum development with invitations to key staff for this, e.g. Literacy lead for phonics.</p>	<p>a. SLT</p> <p>b. PH</p> <p>c. SLT</p> <p>d. SLT & middle leaders</p> <p>e. SLT</p> <p>f. PH</p> <p>g. PH</p> <p>h. SLT and teachers</p> <p>j. SLT</p>	<p>a. Sept 22</p> <p>b. Sept 22</p> <p>c. 2023-24</p> <p>d. HT3 2024</p> <p>e. 2024-24</p> <p>f. Sept 22</p> <p>g. 2022-25</p> <p>h. ongoing</p> <p>i. 2024</p> <p>j. Each summer when schedule & foci plan created.</p>	<p>1. A long-term vision in place for the Icknield Curriculum, with clear short-term steps towards this, that is known and understood by the staff team (5 Step Plan)</p> <p>2. The above happens whilst maintaining a balanced workload for our staff team. Clear strategy in place for creating capacity for this work to occur.</p> <p>3. Consistent implementation and longevity of any curriculum developments supported by clear documentation, e.g. policy documents and how to guides (all created with staff input & governor checking).</p> <p>4. Teaching staff supported in the creation of their bespoke class curriculum with clear structured documentation, that includes guidance on curriculum content based on the learning pathway a pupil / group is following, alongside half-termly planning meetings with their area lead (AHT).</p> <p>5. Subject leads will have produced curriculum development plans that compliment these whole plans for curriculum development. Subject leads supported by AHTs with these plans to ensure all moving in the same direction.</p>	<p>1. Copy of 5 Step Plan: U:\SDP & SEF</p> <p>2. Verbal feedback from staff at department meetings.</p> <p>3. Copy of latest curriculum policy and any how to guides relating to this: T:\POLICIES_LATEST POLICIES T:\EVIDENCE FOR LEARNING\How To Guides\Teacher How To Governor minutes: H:\Governors</p> <p>4. Teacher meeting programme: T:\Minutes of Meetings\Schedule & Foci</p> <p>5. Subject lead curriculum development plans: T:\SDP & SEF & CDP\2023-24</p>
YEAR 1 REVIEW & NEXT STEPS		YEAR 2 REVIEW & NEXT STEPS		YEAR 3 REVIEW & NEXT STEPS	
<ul style="list-style-type: none"> Action A&B: Five Step plan created. Shared with teachers over multiple meetings and amended following their feedback. Please this is a joint vision & plan. Action C/I: Will be working on this in line with review of curriculum policy. SLT will produce a draft to be shared with teachers, amended following their feedback and then presented to governors for further feedback. Action D: Working on this 2023-24. No subject development plans requested 22-23 from middle leaders as knew curriculum was changing. Action E: Looking at this in future. Likely 2024-25. Action F: Working parties completed a range of work including: Creating a new rationale for assessment at Icknield; Reviewing current assessment practices; Creating an overview for a new assessment model; Creating a 		<ul style="list-style-type: none"> Action A: 5 Step plan revisited by SLT. Timelines and actions adjusted in line with the needs of the school. Action D: SLT strategic day used to provide feedback to all subject leads on the curriculum development plans. Action E: Staff changes – therefore this task is on hold. Some work still to do with adjusting subject leadership in line with newly named curriculum areas having moved away from the “My....” subject titles. Action F: Working party for literacy assessment paused as we identified that more time was needed to implement key parts of the new phonics scheme. Aim for Engage & Emerge framework to also be completed before the summer. 		<ul style="list-style-type: none"> ? ? ? 	

<p>bespoke numeracy framework. These will all inform the creation of the new curriculum by providing clarity on the end points for learning.</p> <ul style="list-style-type: none"> Action G/H: See meeting schedule and foci. Has been included in all meeting schedules and AM training for LSA's so they are up to date with development also. 	<ul style="list-style-type: none"> Action G: All teachers involved with Evidence for Learning monitoring within teacher meeting programme. Action H&I: Updated curriculum policy drafted by SLT on SLT strategic day. Draft shared with teachers for feedback. Adjustments made following this feedback. Adjusted version shared and approved by governing body. Action J: Literacy lead invited to SLT strategic day meetings to plan, deliver and review a deep dive of the new ELS phonics programme. 										
<p>QOE2.</p> <p>IMPROVE ASSESSMENT AT ICKNIELD, ENSURING WE EVIDENCE P.P.I.C.C. DEVELOPMENT & ENHANCE THE IMPACT OF ALL ASSESSMENT.</p> <p>Review all areas of assessment at Icknield, ensure that we are evidencing what we value and that the time given by staff to assessment is proportionate to the impact it has on our pupils.</p>	<ul style="list-style-type: none"> a. SLT to create a clear plan, with timescales for creating their own assessment model for PPICC. b. Teaching team to undertake activities to help create a rationale for assessment at Icknield and begin shaping an assessment model. c. Working parties set up in order to begin writing our own assessment frameworks for PPICC. d. Teacher meeting time and follow up working party sessions to assess current assessment model and practices against new rationale. Action plan from this presented to SLT & Governors. e. Update assessment policy to outline new model and practices that will be in place. Focus being impact being proportionate to input (teacher workload). f. Ensure appropriate monitoring in place to ensure implementation of new policy has been effective. g. Develop EFL tagging to support with monitoring. h. Create a format for evidencing pupil attainment and progress on a half-termly basis & use this consistently across the school. Training for teachers, LSAs and update shared with parents. i. Review the current recording and reporting process, and quality of PLGs and their assessment and the use of next steps. j. Create a format for high quality, consistent PLGs for all areas of P.P.I.C.C which are reviewed and assessed three times a year. k. Monitor parental engagement with PLG reviews – return of reply slips and raise understanding of this at parents evening. 	<table border="1"> <tr> <td data-bbox="82 316 1041 1612"></td><td data-bbox="1041 316 2089 1612"></td><td data-bbox="2089 316 3087 1612"></td></tr> <tr> <td data-bbox="82 1612 1041 1641"> YEAR 1 REVIEW & NEXT STEPS </td><td data-bbox="1041 1612 2089 1641"> YEAR 2 REVIEW & NEXT STEPS </td><td data-bbox="2089 1612 3087 1641"> YEAR 3 REVIEW & NEXT STEPS </td></tr> <tr> <td data-bbox="82 1641 1041 2086"> <ul style="list-style-type: none"> Action A: Five step plan created & assessment is part of this. Action B: Completed. New rationale created by teaching team & shared with governors. Basic assessment model created, looking at both frameworks for each area of PPICC as well as a new way of looking at: PLGs; Next Step Targets; Evidence entries on EFL and Review cycles. Action C: Numeracy framework created and ready for use in 2023-24. Action D: Tasks undertaken in teacher meetings to review current practice and answer important questions around whether impact was proportionate to effort from staff and whether what we were doing met the rationale. Decision made to: <ul style="list-style-type: none"> - Remove next step targets completely from assessment cycle; - Make writing of annual PLG's more consistent across school – producing a guide to do this; </td><td data-bbox="1041 1641 2089 2086"> <ul style="list-style-type: none"> Action A: 5 Step plan revisited by SLT. Timelines and actions adjusted in line with the needs of the school. Action C: Working party for literacy assessment paused as we identified that more time was needed to implement key parts of the new phonics scheme. Aim for Engage & Emerge framework to also be completed before the summer. Thought needs to go into baselining and workload and careful scheduling of this. Action E: Assessment policy worked on by SLT, shared with teachers and adapted following feedback. Approved by governors. Action E: Adjustment to policy in terms of volume of evidence produced following feedback from staff. Felt could still achieve with evidence what we wanted to, whilst reducing the requirement for evidence entries to two per pupil (from three), when undertaking PLG reviews. </td><td data-bbox="2089 1641 3087 2086"> <ul style="list-style-type: none"> ? ? ? </td></tr> </table>				YEAR 1 REVIEW & NEXT STEPS	YEAR 2 REVIEW & NEXT STEPS	YEAR 3 REVIEW & NEXT STEPS	<ul style="list-style-type: none"> Action A: Five step plan created & assessment is part of this. Action B: Completed. New rationale created by teaching team & shared with governors. Basic assessment model created, looking at both frameworks for each area of PPICC as well as a new way of looking at: PLGs; Next Step Targets; Evidence entries on EFL and Review cycles. 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<ul style="list-style-type: none"> - Adjust the assessment cycle to meet teacher needs rather than annual reviews – assisting with standardising and logistical issues; - New 4 Point Likert Scale (replacing 3 point scale) to support with demonstrating progress. - Review of how we are using the Engagement Model. Decision moving forward with this is pending, but will be made by Oct 2023. <ul style="list-style-type: none"> • Action E: Assessment policies have been drafted for current practice as it is with changes made, but one has also been drafted for how we believe assessment will look in the future to aid with future work. • Action G: Not complete – will be completed when new curriculum design is in place. • Action H: Trial run of this has been undertaken in HT6 2022-23. Teachers to feedback and final version for use to be introduced for 2023-24. Trial has been based on half-termly evidence format currently used at the FE Centre. • Action I/J: Not complete – will be actioned in 2023/24 	<ul style="list-style-type: none"> • Action F: Broad range of monitoring undertaken this year regards assessment. Quality of evidence produced using new format; Annual PLG writing; PLG review writing. Standards across the board very high. Small amount of staff needed support with reducing what they produce to support their own workload. Feedback provided to staff throughout all monitoring. • Action G: New tagging system implemented. This has created a small issue with students working in the informal learning pathway and this requires addressing for 2024-25. • Action I: Completed. Next step targets removed from our assessment and reporting process. Quality of PLG writing vastly improved and how to guide is in place for current and future staff to ensure this continues. • Action J: PH worked with EFL tech team. Target complete. • Action K: 90% return on reply slips and still chasing others (01-04-24). Every parent at Icknield is signed up to the EFL parent app and has access to half-termly evidence of their child's learning and their reports. 	
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SECTION 1: Quality of education (continued)					
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QOE3. TO FURTHER IMPROVE OUR ABILITY TO DEVELOP THE COMMUNICATION SKILLS OF OUR PUPILS To create an infrastructure to facilitate a strategic and effective approach to creating a total communication environment for all pupils, which in turn will improve the communication skills of all pupils in our school.	a. Appoint a teacher with expertise in communication and AAC. Devising clear job descriptions which state role responsibilities. b. Train all staff with the use AAC strategies such as communication books, ALDs, high tech speech generating devices, Makaton and any other deemed relevant by the communication lead. c. Purchase resources required for staff to implement training, focusing on interventions. d. Regularly refresh training for staff joining the team. e. Communication learning walk. f. Development of relationship between Hampshire and NHS SaLT team and School via the communication lead. g. Purchase resources required to develop use of technological devices across the school h. Appoint a LSA with expertise in communication and AAC to support with creating resources and delivering interventions i. Support parents through training and resources (e.g. Makaton signs, communication training etc.) j. Develop the effective storage of physical and electronic resources to share best practice, improve consistency of resources and reduce staff workload. k. Develop and implement resources to be used across the school.	a. SC and SLT Team b. BR c. BR d. BR e. BR f. BR g. BR & SLT h. BR & SLT i. BR j. BR k. BR	a. Sept 2023 b. ongoing c. ongoing d. ongoing e. Spring 2023 f. ongoing g. ongoing h.ongoing i.ongoing ongoing k.ongoing	1. Total communication environment evident across school, with ALDs, communication books and high-tech devices (where appropriate) seen in all classes. 2. All staff to have a level of competence using Makaton and signing regularly to all pupils. 3. All staff feeling confident to use a range of AAC devices, understand and demonstrate the integral role that modelling plays in the process of language development. 4. Pupils are able to communicate their wants, needs, thoughts and ideas at a level and using a method appropriate to them and their individual needs.	1. ? 2. ? 3. ? 4. ? 5. ?
YEAR 1 REVIEW & NEXT STEPS		YEAR 2 REVIEW & NEXT STEPS		YEAR 3 REVIEW & NEXT STEPS	
<ul style="list-style-type: none"> • ACTION A: Teacher appointed (September 2022) • ACTION B: Makaton Level 1 training delivered – November 2022 and January 2023 for school staff. Staff INSET and AM training on Makaton and ALDs delivered by external SaLT and BR. Next Steps: Next steps: Continue to upskill staff on the use of AAC. • ACTION C: Resources purchased for communication books. Additional funding required for Year 2. 		<ul style="list-style-type: none"> • ACTION A: On hold due to maternity leave • ACTION B: AM training (Jan 2024). Using aided language. • ACTION C: Resources purchased for communication books. • ACTION D: On hold due to maternity leave • ACTION E: On hold due to maternity leave • ACTION F: Meeting with external Hampshire SaLT (Jan 2024) to prioritise cases for Spring term. 		<ul style="list-style-type: none"> • ? • ? • ? 	

<ul style="list-style-type: none"> ACTION D: INSET and AM training AAC delivered. Next steps: Implement mandatory communication training for new staff and ensure that staff attend AM training. ACTION E: Learning walk completed in October 2023. Next steps: Next learning walk in Year 2. ACTION F: Working in partnership with NHS & Hampshire team to deliver internal training. Next steps: To continue to develop partnership with new Hampshire SaLT in Year 2. ACTION G: Not complete due to funding. ACTION H: Not complete due to recruitment difficulties ACTION I: 'Signs of the week' in newsletter. Communication book training delivered to parents in Summer 2023. Next steps: Provide ALDs to support curriculum vocabulary. Makaton parent training. ACTION J: Organised communication resources on the system. Templates created to support consistency. All SaLT reports, letters and referrals are saved in Pupil Information folders. Next steps: Continue to create CB and ALD templates. ACTION K: Symbol dictionary, ALDs, class communication books, support for transport, environmental symbols, lanyards, assembly format, swimming resources, visual timetables, countdown cards, signs of the week, Makaton dictionary and lunchtime placemats implemented. Next steps: Implement servery ALDs, high-tech communication aids, re-apply for Makaton friendly status, purchase core vocabulary direct access board for the playground and implement symbolised Restorative Justice/reflection packs. 	<ul style="list-style-type: none"> ACTION G: 20 Grid for ipad licenses purchased. 9 ipads available for internal use. 3 ipads implemented in lower school for trial with identified pupils. Began to personalise and create templates on system. ACTION H: Not complete due to recruitment difficulties ACTION I: Signs of the Week in weekly newsletter ACTION J: Communication book templates available for teachers to access – staff meeting – Jan 2024. Resources for transport created. ACTION K: Servery ALDs in process of being created. Ipads implemented in lower school. 																																	
<p>QOE4.</p> <p>TO DEVELOP THE PROVISION OF PHYSICAL EDUCATION AT ICKNIELD SCHOOL</p> <p>To ensure that there is clarity of intent and effective implementation of a plan to provide a consistent programme of PE, to all pupils, at all levels at Icknield.</p>	<ol style="list-style-type: none"> Assess and review the current provision of Physical Education and My Physical sessions at Icknield school through learning walks and lesson observations; understanding how this currently looks for all pupils including hydrotherapy and physiotherapy as part of our PE offer. Create a physical assessment framework which can be used to assess all areas of Physical Education. Create a curriculum framework which ensures coverage across the year for all areas of the school, including bespoke areas for EYFS, PMLD and FE which are appropriate for their unique curriculums. Create a curriculum supporting document to assist and guide teachers with their lesson planning and differentiation to meet the needs of all pupils. Purchase additional resources to support the curriculum. Fund training for teachers as and where appropriate. Review the line management and liaison process with the Physiotherapy and Occupational therapy teams. Create actions based on the above to ensure a robust and agreed process to meet the needs of our pupils on both sites. Analyse the historic use of the PE premium, plan and assess the impact on the funding annually to support the curriculum development and access to physical development for lower school pupils. 	<table border="1"> <tr> <td>a. KB and SLT Team.</td><td>a. Academic year 2023-24</td><td>1. Yearly rolling programme completed and available to teachers covering six different PE areas.</td><td>1. 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<ul style="list-style-type: none"> ACTION A: PE Lead and FE lead met to discuss the physical provision at FE. PE Lead conducted an EfL moderation to identify areas of development and areas of good practise. Informal observation of hydrotherapy conducted and PE Lead met with PMLD class teacher to develop hydrotherapy provision; following the meeting training needs identified, buoyancy aids assessed and incontinence swimwear purchased. Further liaison with the physiotherapy team required. Will continue to be actioned in 2023/24 ACTION B: Not complete - will be actioned in 2023/24 ACTION C: Curriculum coverage complete and shared with teaching staff. Monitored through medium term plans and will be updated to reflect topics as the curriculum develops. ACTION D: Supporting document format has been created with four levels of differentiation to guide teachers to deliver the six areas of the PE curriculum. This will be completed in 2023-2024. ACTION E: Variety of resources have been purchased to make PE more accessible for our pupils, this action is ongoing as needs identified and the curriculum develops. ACTION F: Teachers and LSAs have attended PE training in the following areas: Sherborne Developmental Movement, First Aid, Special Yoga, Outdoor Leader training, School Swimming for SEN. All courses have been implemented into school, observations of these sessions show high level of pupil engagement and achievement. This will be an ongoing action. ACTION G/H: Not complete - will be actioned in 2023/24 ACTION I: Previous PE premium looked at and areas of strength and improvement identified. PE premium agreed and implemented for the 22-23 year. See PE premium impact document, available in Physical Education folder. 	<ul style="list-style-type: none"> ACTION A: Learning walks conducted by PE Lead accompanied by SLT and teachers. Areas of good practise and improvement identified, feedback shared with teachers as requested and information gathered will inform training in the Spring Term 2024. ACTION B: ACTION C: Reviewed as needed when the curriculum is updated. Departments have completed yearly curriculum coverage for daily movement sessions, some are still due to be completed – this will be done by the end of the academic year. ACTION D: ACTION E: Further resources have been purchased to make PE more accessible for our pupils, this action is ongoing as needs identified and the curriculum develops. ACTION F: Teachers and LSAs have attended Sensafloat, School Swimming for SEN, Boogie Mites training and Sherborne Developmental Movement (enhanced). This will be an ongoing action. ACTION G/H: Line management process reviewed, and the physio liaison now reports to the PE Lead. PE Lead and Physio liaison have regular meetings to discuss the pupils under the care of physiotherapy and hydrotherapy. PE Lead, physio liaison and Physio/OT have met to agree a process for pupil referral and review. PE Lead is now cc'd in all emails relating to the physio team and conducts regular check ins to ensure concerns and the needs of our PMLD and PD pupils are being addressed in a timely manner. Therapy 'appointments' are now being logged in the school diary to ensure all staff are aware. ACTION I: PE premium proposal written for 2023-2024 academic year written, approved by governors and head. 	<ul style="list-style-type: none"> ? ? ?

SECTION 1: Quality of education (continued)						
TARGET What we are aiming to do?	ACTION What we are going to do?	WHO	WHEN	IMPACT What will improvement look like?	EVIDENCE Where will we find evidence?	
QOE5. TO DEVELOP THE PROVISION OF ICT TEACHING AT ICKNIELD SCHOOL To ensure that there is clarity of intent and effective implementation of a plan to provide a consistent programme of ICT teaching, to all pupils, at all levels at Icknield.	a. Review the current ICT provision across the whole school at all levels within the teacher meeting schedule. b. Research curriculum coverages in similar schools. c. Audit of curriculum ICT equipment and create a strategic and long-term plan to replace and update equipment, share and include with governors and Business Manager to make a financially viable spending plan. d. Investigate fundraising opportunities to support Action C. e. Develop an ICT curriculum framework appropriate to the needs of all pupils across the school. f. Update the curriculum coverage and curriculum policy in lines with the ICT development and actions above. g. Identify an appropriate curriculum lead. h. Liaise with the ICT management company to ensure any changes to the curriculum and equipment can be fluidly implemented.	a. Teachers b. Teachers c. Curriculum lead (CuL) d. SG e. CuL and teachers f. CuL and SLT. g. SLT h. SG	a. 24-26 b. 24-26 c. 24-26 d. 24-26 e. 24-26 f. 24-26 g. 24-26 h. 24-26	1. We will have an ICT curriculum based upon best practice that meets the needs of our pupils 2. ICT will be accessible and useful to our students 3. Where budget allows – our equipment will be updated and be an asset to the users 4. A curriculum leader can be identified to drive forward ICT for the school	1. Curriculum review carried out by working parties but guided by teachers 2. ICT audit carried out by the SBM and ICT provider 3. Lead for 4.	
YEAR 1 REVIEW & NEXT STEPS		YEAR 2 REVIEW & NEXT STEPS			YEAR 3 REVIEW & NEXT STEPS	
<ul style="list-style-type: none"> New ICT placed in to the new build and some re-distribution of machines has occurred across the school Re-negotiated our internet connection, filtering and monitoring with Agile Moved all phones and telephony to a digital service Moved the connection to the broadband as part of the new build New whiteboards and pc's installed in new classrooms New Teacher workspace created in the new build with hub connectivity 		<ul style="list-style-type: none"> School Business manager and HT have reviewed our current hardware and already ordered a number of replacement desktop and laptop machines Review and tender put out for our ICT maintenance contract – currently still working with Morph ICT on part h Funding will come from capital projects No action on part e at the present time as we focus on Phonics and Numeracy No action on part g until staffing has settled Update Optibeam and Magic Carpet • ? • ? • ? 				
QOE6. TO FURTHER ENHANCE THE IMPACT OF PHONICS TEACHING ACROSS THE SCHOOL To ensure there is clarity of intent, strong leadership in this area and effective implementation of any next steps required to achieve what is intended.	a. Appoint a new lead for phonics and provide appropriate support from SLT to work on this target. b. Make a decision regards the 'Icknield Alphabet' & if we continue with current scheme, improving assessment & resourcing or buy into a new package. c. Update reading policy following the above decision. Teacher feedback. Update & present to governors for approval. d. Update resources, books, assessment, following the above decision. e. Training programme – whatever decision, continue with substantial whole school input in AM programme / INSET. Ensure new staff are fully inducted into the chosen scheme. f. Discussion to be had in each area of the school about streaming. Make a decision if we wish to proceed with this. g. Increase parental engagement with phonics & reading. Decide on strategies & action this.	a. SLT b. SLT & SF c. SF & SLT d. SF e. PH & SF f. SF & Teaching team. g. SF & SLT	a. HT6 2022-23 b. HT6 2022-23 c. 2023-24 d. 2023-24 e. HT 2023-24 f. 2023-24 g. 2024-25	1. We will have a phonics scheme in place (Essential letters and sounds) for teachers to follow when teaching and delivering phonics lessons. 2. All staff will receive initial training and regular refreshers. 3. Staff will feel confident and knowledgeable to teach phonics to the children in their class. 4. Staff will be able to assess pupils progress using phonics tracker and with the help of the reading lead make plans to move pupils progress forward. 5. Resources will be used consistently across the school to show fidelity to the phonics scheme. 6. Pupils will have access to decodable reading books which are matched well to their phonics level. 7. Parents will help their children to learn to read by giving them opportunities to practise reading their decodable books at home. 8. Pupils will see themselves as readers and get pleasure from looking at, sharing, or reading books.	1. ELS T:\ELS 2. Phonics Deep Dive and Learning Walk observations U:\WHOLE SCHOOL MONITORING\2023-24\Deep Dive Spring 2024 – Phonics 3. Staff training programme T:\Minutes of Meetings\Schedule & Foci 4. Class environments, learning walk, library, oxford owl e-book subscription.	

				9. All stakeholders, including Governors, will understand how the school is moving forward with the teaching of phonics and reading.	
YEAR 1 REVIEW & NEXT STEPS	YEAR 2 REVIEW & NEXT STEPS	YEAR 3 REVIEW & NEXT STEPS			

- Action A: Steph Forsyth appointed at Easter given responsibility for development of literacy and phonics. Supported by PH (AHT) and GS (established teacher at Icknield. SF has previous experience as a phonics lead and introducing a new phonics scheme into a school).
- Action B: SF & GS given time to discuss current phonics provision & investigate new schemes. Review meetings with PH.
- Action B: 3 schemes investigated further and piloted.
- Action C: Draft reading policy written – more decisions to be made before finalising, e.g. curriculum allocation, assessment, reading at home requirements. Decision made to go with Essential Letters & Sounds (ELS).
- Action D: Current book provision being looked into. Researching prices of a new reading scheme.
- Action E: Roll out of scheme and training to deliver it to be written in AM training programme and teacher meeting programme for Aut Term 2023-24.
- Action E: Phonics to be included in whole school monitoring programme.
- Action F & G: No work done on either of these yet. Roll over into 2023-24.

- Action A: SF continues to lead phonics, and is being supported by SLT with this new role. Completing training provided by ELS for reading leads.
- Action B: Completed. Icknield alphabet no longer being used, replaced with alphabet frieze produced by ELS, our new scheme.
- Action C:
- Action D: Grapheme cards and alphabet friezes purchased. Other resources available to download via Oxford owl website. Subscription of eBook library purchased and first stage of decodable books have been purchased and being used by pupils. Phonics tracker being used for assessment but further decisions to be made in regards to this.
- Action E: All staff have been trained using the training programme provided by ELS. New teachers given time to complete the training also. Staff meeting time and future morning meeting is scheduled to refresh and address and training needs.
- Action F: At teacher's meeting it was discussed that if teachers felt that particular students would benefit from joining another classes phonics session then this could happen. No formal streaming to happen, address needs of individual pupils.
- Action G: Discussion with governors in curriculum committee to gage parental feeling. Plans underway in regards to WBD to highlight our new phonics scheme along with commitment to reading.

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ICKNIELD SCHOOL DEVELOPMENT PLAN (2022-2025)

SECTION 2: Behaviour & Attitudes					
TARGET	ACTION	WHO	WHEN	IMPACT	EVIDENCE
What we are aiming to do?	What we are going to do?			What will improvement look like?	Where will we find evidence?
BA1. TO ENSURE WE MAINTAIN EFFECTIVE BEHAVIOUR FOR LEARNING AT ICKNIELD WHILST TRANSITIONING BETWEEN TEAM TEACH & PRICE BEHAVIOUR MANAGEMENT SYSTEMS Ensure that pupils who require support with their behaviour continue to receive high quality support that is consistently applied throughout the school.	a. Train and refresh four members of staff as PRICE trainers. They will attend annual PRICE trainer training to ensure knowledge and skills are kept up to date to meet statutory requirements and certification. training – short- and long-term plan. Who, when and trainers b. Transfer IBMP to new BSP document which reflects our new PRICE strategies and techniques, ensuring a focus on de-escalation strategies and communicative intent. c. Develop a regular review process for BSPs. BSPs will be written at the start of the academic year and reviewed twice throughout the year. Parents will be offered the BSP to review and comment before agreement. d. Regular trainings throughout the year to refresh practical and theoretical PRICE strategies and principles. e. Create a consistent process and expectations for recording incidences of behaviour. f. Create a recognised process for the functioning of the behaviour team. g. Introduce and embed the zones of regulation across the school.	a. SLT b. Behaviour Team c. Behaviour Lead d. Behaviour team e. Behaviour lead f. Behaviour lead g. Behaviour lead	a. Annually b. Autumn 2023 c. ongoing d. ongoing e. Autumn 2023 f. Spring 2024 g.ongoing	1. Minimum incidences of physical intervention, these will be clearly recorded and demonstrate that it was used as a last resort. 2. Staff will feel confident to use de-escalation primary and secondary strategies. 3. Pupils will learn to regulate their own emotions and behaviour; staff will understand how to support this. 4. Pupils will have robust BSPs which allow for consistency.	1. PRICE training T:\Behaviour\Price Training 2. Other training T:\Behaviour\Trainings 3. Zones of Regulation resources and training T:\CURRICULUM MAPPING & PLANNING\Zones of Regulation T:\Minutes of Meetings\Tuesday Morning Training 2022-2023 4. BSPs T:\PUPIL INFORMATION 5. Behaviour logs and PI forms – CPOMS
YEAR 1 REVIEW & NEXT STEPS <ul style="list-style-type: none"> ACTION A: Currently we have three trained PRICE trainers; two LSAs and one teacher. Staff have completed refreshers as required. An additional teacher will be identified next academic year to support the team. This is due to a change in personnel. ACTION B: New BSP document has been created and used for a year. There is a clear focus on Primary and Secondary de-escalation strategies and communicative intent. The document format will be regularly reviewed to ensure it is fit for purpose. ACTION C: BSPs are reviewed twice a year and a clear system has been set up for this which enables staff and parents to see changes that have been made. ACTION D: Half termly behaviour time is scheduled in the AM training program. ACTION E: No action yet taken. ACTION F: No action yet taken. ACTION G: Zones of Regulation training conducted and some classes have started to implement. 		YEAR 2 REVIEW & NEXT STEPS <ul style="list-style-type: none"> ACTION A: A second teacher has been identified to complete her PRICE training in Summer 1. Staff will continue to complete refreshers as required. ACTION B: Continued use of the new BSP document. All BSPs are reviewed by the behaviour support team; clarity is sought and professional challenge offered to ensure that the communicative intent is clear. Where teachers have needed support to write these documents to unpick pupil behaviour, a member of the behaviour support team has assisted. Next, we will consider how to expand the number of pupils who are able to contribute to their BSP and consider how to do this sensitively and meaningfully. ACTION C: Review process has continued. Two copies of the BSP are now sent home, one for agreement and return and another for parents to refer to as needed. Next, we will consider how to ensure parents feel confident to comment or question the BSP. Some parents choose to contact school whilst others do not. ACTION D: Continuation of half termly behaviour time is scheduled in the AM training program; these break down as 1 x practical refresher, 1 x BSP review, 2 x theoretical practise. The emphasis on theory shows our school ethos and focus on de-escalation strategies and commitment to reduce restraint. The content of the theory is decided as bespoke to our cohort and using the PRICE TNA completed at the start of the academic year. We continue this process. ACTION E: Process and expectations for recording incidences of behaviour created and implemented. Staff given whole school training and a supporting 		YEAR 3 REVIEW & NEXT STEPS <ul style="list-style-type: none"> ? ? ? 	

	<p>visual flow chart created to ensure consistent recording. Next, we will ensure all new staff understand this process and continue to review our recording procedures.</p> <ul style="list-style-type: none"> • ACTION F: A process has been created by the behaviour lead and shared with SLT and the behaviour team who have agreed it. Roll out of this has been paused with teachers due to consideration of workload and overwhelming of new processes. Following the addition of a new PRICE trainer, the behaviour team will review the process, delegate responsibilities and then share with teachers. This will likely fall in Autumn 2024. • ACTION G: Further classes have implemented the Zones of Regulation and the ELSA team have started to incorporate into their sessions. Further training will be delivered in the Summer term to ensure all staff feel confident to implement Zones of Regulation with any child. All classes will be expected to have implemented ZoR by the end of the Autumn term 2024. 				
<p>BA2.</p> <p>TO DEVELOP STAFF KNOWLEDGE & UNDERSTANDING OF PLAY SKILL DEVELOPMENT</p> <p>To help staff understand and decode behaviours, as well as target set in this area, enhance their knowledge and understanding of the 6 stages of play skill development.</p>	<p>a. Deliver training to all staff on the stages of play</p> <p>b. Develop a play framework that can be used to set targets in this area</p> <p>c. Agree, as a teaching team, sample student behaviours that may require a play target to be put in place. Cascade this down to class teams.</p> <p>d. All class teachers to include play targets for students when relevant</p> <p>e. Review progress on targets written to ensure the play framework is effective and comprehensive given the needs of the school</p>	<p>a. Emma</p> <p>b. Emma</p> <p>c. Teachers</p> <p>d. Teachers</p> <p>e. Emma</p>	<p>a. July 2024</p> <p>b. July 2023</p> <p>c. Autumn 2024</p> <p>d. Autumn 2024</p> <p>e. Autumn 2025</p>	<p>1. All staff to be aware of the 6 stages of play and able to identify where students in their class may be developmentally in terms of play</p> <p>2. Student progress in play skills will be more accurately assessed</p> <p>3. Teachers will have a better understanding of which behaviours may indicate a need for play targets</p> <p>4. Student progress in play skills will be more systematic</p> <p>5. The play framework will be comprehensive and fit for purpose</p>	<p>1. Inset day training, class meetings</p> <p>2. EfL</p> <p>3. Teacher's meeting minutes</p> <p>4. PLGs and PLG reviews</p> <p>5. Play framework review</p>
<p>YEAR 1 REVIEW & NEXT STEPS</p> <ul style="list-style-type: none"> • ACTION A: No action taken yet. • ACTION B: Trial play framework written and implemented in Drum class by EP. Fully functioning on EfL for use in assessment activity. Trial will remain and feedback given to SLT next academic year. • ACTION C: No action taken yet. • ACTION D: No action taken yet. • ACTION E: No action taken yet. 	<p>YEAR 2 REVIEW & NEXT STEPS</p> <ul style="list-style-type: none"> • ACTION A: Training sessions placed in draft plan for next year's training. • ACTION B: Verbal feedback given to SLT about how our bespoke play framework has worked in Drum. Initial discussions about how this may become part of the Personal assessment framework and the Engage & Emerge framework. • ACTION C: No action taken yet. • ACTION D: No action taken yet. • ACTION E: No action taken yet. 	<p>YEAR 3 REVIEW & NEXT STEPS</p> <ul style="list-style-type: none"> • ? • ? • ? 			

SECTION 2: Behaviour & Attitudes (continued)

TARGET	ACTION	WHO	WHEN	IMPACT	EVIDENCE
	What we are going to do?			What will improvement look like?	Where will we find evidence?
BA3. TO FURTHER IMPROVE THE ABILITY OF OUR STUDENTS TO STAY SAFE To assess the impact of our current RSHE programme and teaching of personal safety and seek ways to further increase its impact.	a. ? b. ? Develop independence framework to assess this. c. ? RSHE lead review and feedback. d. ? learning walks / EFL review e. ?	a. b. c. d. e.	a. b. c. d. e.	1. ? 2. ? 3. ? 4. ? 5. ?	1. ? 2. ? 3. ? 4. ? 5. ?
YEAR 1 REVIEW & NEXT STEPS	YEAR 2 REVIEW & NEXT STEPS		YEAR 3 REVIEW & NEXT STEPS		
<ul style="list-style-type: none"> • ? • ? • ? 	<ul style="list-style-type: none"> • ? • ? • ? 		<ul style="list-style-type: none"> • ? • ? • ? 		



ICKNIELD SCHOOL DEVELOPMENT PLAN (2022-2025)

SECTION 3: Personal Development					
TARGET	ACTION	WHO	WHEN	IMPACT	EVIDENCE
What we are aiming to do?	What we are going to do?			What will improvement look like?	Where will we find evidence?
PD1. TO HAVE A STRATEGIC APPROACH TO THE DEVELOPMENT OF PERSONAL ATTRIBUTES IN OUR PUPILS <p>To create a bespoke assessment framework for 'Personal', from PPICC and be clear in planning documentation across the curriculum, on how to achieve development in this area.</p>	<p>a. Establish an assessment working party for the development of a 'Personal' assessment framework that spans the breadth of ability in our school.</p> <p>b. Produce first draft of personal assessment framework.</p> <p>c. Present draft in teachers meeting for reviewing, feedback and finalise.</p> <p>d. Work with EFL tech team to add this to our EFL platform.</p> <p>e. Make a decision on baselining and how this sits in the assessment programme for the year, giving consideration to teacher workload.</p> <p>f. 3rd ELSA trained up. Develop the span of ELSA impact with group work complimenting the work of the RSHE curriculum.</p> <p>g. Share developments with key stakeholders: Update assessment policy to include this & share with governors; Share with LSAs as part of the morning training programme.</p>	<p>a. SLT and teachers</p> <p>b. PH and SLT</p> <p>c. SLT</p> <p>d. PH to work with EFL</p> <p>e. SLT</p> <p>f. GS, ELSA's (KT/MW) and SLT</p> <p>SLT</p>	<p>a. 2024-25</p> <p>b. 2024-25</p> <p>c. 2024-25</p> <p>d. 2024-25</p> <p>e. 2024-25</p> <p>f. 2023-24</p> <p>g. 2024-25</p>	<p>1. A bespoke and long-term vision for the development of pupils personal attributes, which will highlight our schools key values and intentions to deliver throughout the school day</p> <p>2. A consistent assessment format that is matched to the Icknield curriculum and our other assessment frameworks. Offering valid and reliable information to support the progression of all pupils within our school</p> <p>3. All stakeholders are fully aware of the progression in the 'personal' area of our curriculum and have a clear understanding of how this is supported within our documents across the school, including governors</p> <p>4. Current and future teachers will have clarity of what, when and how to assess the 'personal' area of the curriculum</p> <p>5. A larger team trained to be able to support our pupils needs and support pupil progression with ELSA group work being run effectively across the school with staff aware of referral process</p>	<p>1. Minutes for meetings – working parties</p> <p>2. Assessment policy</p> <p>3. Assessment frameworks found on EFL</p> <p>4. Peer and SLT monitoring cycle</p> <p>5. Feedback from AM and any other training sessions</p> <p>6.</p>
YEAR 1 REVIEW & NEXT STEPS		YEAR 2 REVIEW & NEXT STEPS		YEAR 3 REVIEW & NEXT STEPS	
<ul style="list-style-type: none"> • ACTION A – No action yet taken • ACTION B – No action yet taken • ACTION C - No action yet taken • ACTION D - No action yet taken • ACTION E - No action yet taken • ACTION F - No action yet taken • ACTION G - No action yet taken 		<ul style="list-style-type: none"> • ACTION A – Teachers have had first meeting to look at example from across similar cohorts of schools to establish what we would like to have included in our bespoke assessment framework and what matters most for our pupils. Further assessment working party sessions to be established • ACTION B – No action yet taken • ACTION C – No action yet taken • ACTION D – No action yet taken • ACTION E – No action yet taken • ACTION F – Current ELSA program being reviewed and ELSA's working together to support group work – ensuring consistency is happen with the current ELSA provision • ACTION G – No action yet taken 		<ul style="list-style-type: none"> • ? • ? • ? 	
PD2. TO RE-ESTABLISH AND DEVELOP OUR PROGRAMME OF PUPIL INTEGRATION <p>To develop the range and quality of opportunities for both internal and external integration of our pupils.</p>	<p>a. Identify previous integration opportunities, if these continue to be suitable and how we can re-establish these if suitable.</p> <p>b. Identify and implement opportunities for pupil integration within school, e.g. Sports day, PE events, topic days and others. Ensuring that any integration is age appropriate, meaningful and beneficial for all pupils involved.</p> <p>c. Identify and implement opportunities for pupil integration outside of school, e.g. after school clubs with local schools, visiting community groups and others. Ensuring that any integration is age appropriate, meaningful and beneficial for all pupils involved.</p> <p>d. Nominate staff responsible for different integration events to ensure they are maintained</p>	<p>a. SLT and teachers</p> <p>b. SLT and teachers</p> <p>c. SLT and teachers</p> <p>d. SLT and teachers</p>	<p>a. 2023-2024</p> <p>b. ongoing</p> <p>c. ongoing</p> <p>d. ongoing</p>	<p>1. Regular internal and external opportunities throughout the year.</p> <p>2. An increased school presence in the local community.</p> <p>3. Age appropriate and meaningful integration.</p> <p>4. Positive pupil, staff and community feedback.</p> <p>5. Teachers and LSAs taking ownership of opportunities.</p>	<p>1. A rolling programme of events.</p> <p>2. Photos T:_PHOTOS\2023-24\Whole School</p>

	year on year and to reduce workload for one person.					
YEAR 1 REVIEW & NEXT STEPS <ul style="list-style-type: none"> ACTION A: Past events include: Farleigh after school club, Dance performance with Winton School, inter-school PE events organised by Hampshire SGOs. All events remain suitable and as possibilities for future integration. ACTION B: Internal integration this year: Sports day, reading together, pancake day races, topic days as houses, upper school departmental integration based on the Upper School topic (e.g. World War 2, Great Fire of London, Bonfire night), after school clubs. Continue to look for future opportunities, including FE and Upper School social integration relevant to ability, PE workshops with combined age groups or ability supporting each other. ACTION C: External integration this year: Farleigh after school club, offsite PE events. Continue to look for opportunities. ACTION D: PE lead responsible for sports day, teacher identified as being responsible for topic days next academic year, Literacy lead to ensure continuation of reading together. 		YEAR 2 REVIEW & NEXT STEPS <ul style="list-style-type: none"> ACTION A: Complete Year 1 ACTION B: Internal integration this year: Sports day, reading together, pancake day races, topic days as houses, upper school departmental integration based on the Upper School topic (e.g. World War 2, Great Fire of London, Bonfire night), after school clubs. Continue to look for future opportunities, including FE and Upper School social integration relevant to ability, PE workshops with combined age groups or ability supporting each other. ACTION C: External integration this year: Farleigh after school club, offsite PE events. Continue to look for opportunities, possibilities include: trampoline after school club with local secondary, elderly community groups, dance workshop with local secondary, volunteering opportunities, disabled community groups. ACTION D: Responsibilities continued as last year; staff to be identified once opportunities set up. 			YEAR 3 REVIEW & NEXT STEPS <ul style="list-style-type: none"> ? ? ? 	

SECTION 3: Personal Development (continued)

TARGET What we are aiming to do?	ACTION What we are going to do?	WHO	WHEN	IMPACT What will improvement look like?	EVIDENCE Where will we find evidence?
PD3. TO INCREASE THE IMPACT OF OUR TOPIC DAY PROGRAMME To produce a 3 year topic day programme that has both breadth and increased impact on our pupils.	a. Consult pupils and staff for feedback on past topic days, the running, preparation, format and topic focus. b. Decide on objectives for topic days as this will then inform topic focus and format. c. Decide and trial an agreed format for topic days that balances teacher workload and benefit to pupils. d. Decide on a three-year programme for topic focus. e. Ensure topic days are in the calendar at the start of the academic year, as well as time to plan and prepare topic days to reduce workload. f. Seek feedback on topic days regularly to ensure they continue to be beneficial and fit for purpose.	a. Topic day lead b. teachers c. teachers d. teachers e. SLT f. Topic day lead	a. 2022-23 b. 2023-24 c. 2023-24 d. 2023-24 e. Yearly f. Yearly	1. An agreed format will be in place after trialling different formats and seeking pupil and staff feedback. 2. All staff will be aware of the purpose of topic days. 3. Teacher workload for planning and preparing topic days will be reduced. 4. Topic days will be a regular fixture in the school calendar. 5. Pupils will achieve / work towards the agreed upon objectives through topic days.	1. Planning, preparation and feedback from topic days T:\Topic Days 2. Photos T:\PHOTOS\2023-24\Whole School
YEAR 1 REVIEW & NEXT STEPS		YEAR 2 REVIEW & NEXT STEPS		YEAR 3 REVIEW & NEXT STEPS	
<ul style="list-style-type: none"> ACTION A: No action yet taken. ACTION B: No action yet taken. ACTION C: No action yet taken. ACTION D: No action yet taken. ACTION E: Topic days, planning and preparation time is scheduled for the 2023-2024 academic year. ACTION F: No action yet taken. 		<ul style="list-style-type: none"> ACTION A: School council focus during the Spring term sought feedback from pupils from all classes. All staff were given the opportunity to feedback during class meeting time and this was sent to the topic day lead. 	<ul style="list-style-type: none"> ? ? ? 		
PD4. TO ENHANCE AND DEVELOP OUR WORK EXPERIENCE PROGRAMME To develop the range and quality of work experience opportunities for our pupils.	a. Appoint a new LSA responsible for work experience in FE. b. Write a job description for this role with a clear overview of requirements throughout the c. Support work experience lead through process, creating a folder for all communications and paperwork so easily accessible in the future. d. Review work experience placement impact – pupil & parental feedback.	a. PH b. PH c. PH d. PH/HA	a. 2022-23 b. 2022-23 c. 2022-23 d. 2022-23	1. Less reliance on FE lead to deliver work experience placements and greater autonomy for whoever leads on work experience. 2. Clarity on role and its requirements with whoever leads it. 3. Pupils having meaningful and impactful work experience placements. 4. Pupil and parent satisfaction with work experience placements.	1. Job description and planner saved here: T:\Careers file - Work Exp Lead 2. Job description and planner saved here: T:\Careers file - Work Exp Lead 3. Evidence for learning evidence entries. 4. Verbal feedback from parents' evening.
YEAR 1 REVIEW & NEXT STEPS		YEAR 2 REVIEW & NEXT STEPS		YEAR 3 REVIEW & NEXT STEPS	
<ul style="list-style-type: none"> Action A: Helen Arnold (FE LSA) appointed. Action B & C: Job description produced. Yearly planner created and accompany folder with resource available to complete the tasks on the planner. 		<ul style="list-style-type: none"> Action A: Helen has moved class teams (necessary to redistribute experienced staff across the school), at the point where she was going to organise the placements for the two Yr14 pupils. Another person needs to undertake this role. 	<ul style="list-style-type: none"> ? ? ? 		

<ul style="list-style-type: none">• Action D: Informal feedback received through parents evening. More effective process could do with being put in place next year. Could use Surveyhero to gather info on this.	<ul style="list-style-type: none">• Within this particular cohort there are pupils who would benefit from more than one work experience. This needs to happen with whoever is picks up this responsibility.• ?	
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ICKNIELD SCHOOL DEVELOPMENT PLAN (2022-2025)

SECTION 4: Leadership & Management					
TARGET	ACTION	WHO	WHEN	IMPACT	EVIDENCE
What we are aiming to do?	What we are going to do?			What will improvement look like?	Where will we find evidence?
LM1. ENHANCE THE QUALITY & IMPACT OF PROFESSIONAL DEVELOPMENT <p>To ensure professional development is aligned with the school curriculum, the school development plan and results in better learning experiences for our pupils.</p>	<p>a. Change the format for recording performance management to scaffold meetings in a more consistent way, recognising and rewarding exceptional effort and development and identifying areas for development and strategising support for this. Give additional time in meeting / INSET programme for performance management meetings to ensure <u>quality</u> time with line manager.</p> <p>b. Act upon termly feedback on the AM training programme and decrease breadth and increase the depth of the training programme as well as creating opportunities for training that is bespoke to class teams.</p> <p>c. Deliver training to all class teachers on the effective leadership of class teams, taking opportunities to share best practice and to provide technical psychological understanding of teams and leadership of teams.</p> <p>d. New staff induction programme re-evaluated , revised and enhanced.</p>	a. PH b. PH c. PH d. SC and SG	a. 2023 b. 2023 c. 2024 d. 2023	<p>1. Performance management template that ties into LSA pay grade noting additional responsibilities (e.g. Leading lessons, Minibus driving, First Aiders, Water Safety & other mandatory online training). Also to include other additional extras involved with, e.g. Fete, Carnival, Clubs, Makaton training.</p> <p>2. AM training & INSET programme to reflect staff feedback on the previous year's training and to be focused on areas from the SDP.</p> <p>3. Teacher Meeting Programme to include leadership training delivered by its own staff (sharing best practice) and external staff if required.</p> <p>4. New staff having time for more formal induction.</p> <p>5. New staff have allocated time for induction tasks and meetings.</p>	<p>1. New performance management meeting template: T:\CAREER DEVELOPMENT MEETINGS</p> <p>2. AM training feedback forms and new training programme (Schedule & Foci spreadsheet): T:\Minutes of Meetings\Schedule & Foci</p> <p>3. Teacher meeting programme (Schedule & Foci spreadsheet). T:\Minutes of Meetings\Schedule & Foci</p> <p>4. New staff induction feedback</p> <p>5. School diary</p>
YEAR 1 REVIEW & NEXT STEPS <ul style="list-style-type: none"> Time allocated at strategic points in the year to allow for high quality meetings Time allocated in INSET to train staff Breadth of morning training extended after taking on board feedback from staff surveys and meetings New staff induction programme revised and enhanced 	YEAR 2 REVIEW & NEXT STEPS <ul style="list-style-type: none"> Career Development meetings implemented in 2023 to 2024 Time allocated at strategic points in the year to allow for high quality meetings Time allocated in the morning schedule of meetings for CDM Set up of folders on the Teachers drive for record keeping of CDM's Template created for CDM with a self-directed skills analysis tool • ? • ? • ? 	YEAR 3 REVIEW & NEXT STEPS			
LM2. DEVELOP LEADERSHIP SKILLS AT ALL LEVELS <p>To develop the knowledge, understanding and skills of those with leadership responsibilities to further increase their effectiveness and impact.</p>	<p>a. Promote and provide opportunities for external leadership training, e.g. NPQ (EY,ML,SLHT).</p> <p>b. Self-review of leadership skills to be included in new career development process to raise awareness of this area in our professional practice.</p> <p>c. Include contextual training about leading LSA's and subject leadership in teacher meeting & INSET programme. Leadership theory into practice.</p> <p>d. Gain feedback on our leadership skills – research and give consideration to a 360 leadership review questionnaire to be filled in by those we lead. Feedback to be used for career development meetings.</p> <p>e. Decide on and implement impact monitoring system to see how effective training was.</p>	a. SC (HT) b. PH c. SLT d. PH e. SLT	a. Yearly 2022-2025 b. 2022-23 c. 2024-25 d. 2024-25 e. 2024-25	<p>1. Teachers more knowledgeable about leadership research and theory and apply this to their work.</p> <p>2. Teachers have a 'tool kit' of strategies to reduce potential issues occurring within their team and strategies to address them when they do.</p> <p>3. Career development meetings used more effectively for the development of staff.</p> <p>4. Staff welfare positively impacted by more effective leadership.</p>	<p>1. Training materials & examples of impact on career development documentation.</p> <p>2. Training materials, including a 'tool kit'.</p> <p>3. Career development documentation of LSAs, Teachers & SLT.</p> <p>4. Staff welfare questionnaire.</p>
YEAR 1 REVIEW & NEXT STEPS <ul style="list-style-type: none"> Action A: NPQ leadership opportunities emailed to our teaching team. Action A: PH (AHT) – Enrolled on NPQH course. Start date Oct 2023. Action B: New CDM format created and will be used 2023-24 meetings. Action C: Training programme full with current priorities. Include in 2024-25 training programme / INSET. 	YEAR 2 REVIEW & NEXT STEPS <ul style="list-style-type: none"> Action A: PH (AHT) has begun NPQH. Positive outcomes in terms of already applying some of his learning within his work. Action B: Inclusion of leadership skills in teacher and SLT career development meetings has prompted some meaningful conversations about this. Action D&E: Not started. Action in 2024-25. • ? • ? • ? 	YEAR 3 REVIEW & NEXT STEPS			

- Action D & E: Not started. Action in 2024-25.

- Action E: Need to include leadership on welfare questionnaire.

SECTION 4: Leadership & Management (continued)						
TARGET	ACTION	WHO	WHEN	IMPACT	EVIDENCE	
What we are aiming to do?	What we are going to do?			What will improvement look like?	Where will we find evidence?	
LM3. TO FURTHER IMPROVE OUR ABILITY TO SUPPORT STAFF WITH THEIR WELL-BEING To create an infrastructure to facilitate a strategic and effective approach to promoting staff wellbeing.	a. Facilitate supportive conversations in class teams allowing staff to discuss and evaluate how the school are currently supporting staff well-being and share ideas on steps to move forward to support well-being b. Training for key staff members on supporting staff well-being c. Develop a well-being team with members from each area of school. Offering regular support sessions for all staff d. Work with external trainers to support staff on undertaking their own well-being and activities that can support this moving forward e. ½ termly training session focusing on well-being and highlighting where support is available within school and externally	a. SLT, teachers b. LS and MW c. LS and MW d. LS e. LS and MW	a. 2023-24 b. 2023-24 c. 2024-25 d. Ongoing e. Ongoing	1. Icknield will have a well-being team that is focused in supporting all staff and building a bank of internal and external resources to support staff 2. Staff will feel valued and have their well-being as a priority of the leadership team 3. Staff will have a greater understanding of their own responsibility for well-being and what tools they can use to support maintaining a good level of well-being	1. Training feedback 2. Inset training 3. Staff questionnaires	
YEAR 1 REVIEW & NEXT STEPS <ul style="list-style-type: none"> ACTION A – No action as yet ACTION B – MW attending well-being training and completed weekly well-being support in the weekly staff bulletin. Initially offering drop in sessions after school to support staff member. Summer 1 – LS employed as SLT to support and lead on well-being to highlight the importance to staff on well-being ACTION C – No action as yet ACTION D – No action as yet ACTION E – Well-being sessions placed on the AM training schedule 	YEAR 2 REVIEW & NEXT STEPS <ul style="list-style-type: none"> ACTION A – Spring 1 class team meetings placed in AM training with questions to gain an understanding on staff well-being and how staff wanted this area of school moved forward. This was followed up with action points to create a well-being team and used to inform future AM training sessions ACTION B – Training to be researched and LS to attend ACTION C – Planning with LS and MW to ensure we create a full well-being team across the school building on strengths of current staff members. To reinstate drop-in sessions to allow all staff to be able to access ACTION D – Jon Le Feve – coach and mentor worked with LS to deliver an Inset training session based on the PERMA model and allowing staff to work on their well-being and providing tools to support staff in the areas they feel they need to work on. This will be built upon and placed within the well-being half termly AM training to build upon individual tool kits and reflect on the impact any of the tools may have had. ACTION E – ½ termly training is in the yearly schedule and is to be carefully planned to ensure building on the successes from the Inset (PERMA model) and using staff expertise and knowledge to support staff who may need external support • ? • ? • ? 	YEAR 3 REVIEW & NEXT STEPS				
LM4. TO INCREASE THE IMPACT OF OUR ENGAGEMENT WITH PARENTS ON THE PROGRESS OF OUR PUPILS To find more opportunities to work with parents and to explore ways of increasing the impact of our current interactions with them.	a. Parents evening reaching most parents as we offer face to face or online meetings at a variety of times. b. Teachers reach out to parents who do not attend c. All parents invited to the annual EHCP review – excellent attendance at these meetings is achieved d. Opportunity to reflect on targets, progress and use of EFL and a chance to provide feedback. e. All EHCP reviews attended by the Head Teacher f. All MTP's are put on the web site each half term for parents to follow g. All parents have access to EFL h. Home learning suggested on EFL and the web site MTP. Parents evening guide / prompt sheet for consistency of message and impact in same areas	a. SLT and teachers b. Teachers c. Admin d. HT e. HT f. Teachers and admin g. PH h. Teachers i. PH	a. Oct 2023 b. Oct 2023 c. All year d. All year e. All year f. Half termly g. All year h. Half termly i. Oct 2023	1. Over 90% attendance achieved but strive for 100% 2. See above 3. Over 98% success rate 4. All that attend 5. See above 6. All visible on our website and parents are able to engage in their child's learning 7. 100 % access 8. Access to all 9. More consistent conversations across the whole school	1. Attendance data 2. Attendance data 3. Attendance data 4. See EHCP reviews and EFL 5. Attendance data and EHCP review documents 6. Web site 7. EFL admin 8. Web site and EFL 9. See guide	

YEAR 1 REVIEW & NEXT STEPS	YEAR 2 REVIEW & NEXT STEPS	YEAR 3 REVIEW & NEXT STEPS
<ul style="list-style-type: none"> Highly successful and well attended parents evening – reach out early to the ones who struggle to attend Annual review process working well and a better spread of reviews now occurs across the school calendar Teachers told a year in advance of all review dates Use of the HUB for new EHCP's EFL evidence is more meaningful – we need better engagement from some parents 	<ul style="list-style-type: none"> EFL evidence is more meaningful – we need better engagement from some parents Highly successful and well attended parents evening – reach out early to the ones who struggle to attend • • ? 	<ul style="list-style-type: none"> • ? • ? • ?



ICKNIELD SCHOOL DEVELOPMENT PLAN - Early Years (2022-2025)

SECTION 1 – EARLY YEARS: Quality of education					
TARGET What we are aiming to do?	ACTION What we are going to do?	WHO	WHEN	IMPACT What will improvement look like?	EVIDENCE Where will we find evidence?
Quality of Education (EY1). TO CONTRIBUTE TO THE DEVELOPMENT OF THE BESPOKE ICKNIELD CURRICULUM MODEL & ASSESSMENT FRAMEWORKS SO E.Y. IS INCORPORATED WITHIN THEM	<ul style="list-style-type: none"> a. Trial our own play framework on EFL b. Add the play framework into the new PERSONAL framework c. Ensure the statutory educational programs from the EYFS are incorporated into the new Engage & Emerge framework 	<ul style="list-style-type: none"> a. Emma b. Paul c. Emma & Paul 	<ul style="list-style-type: none"> a. Autumn term 2023 b. 2024-25 c. 2023-24 	<ul style="list-style-type: none"> 1. Progress with play skills within the EY cohort will be evidenced 2. There will be EY representation in the Working Party focusing on the Engage & Emerge framework. 3. Play will be a focus within the school's Personal aim, for teaching and PLGs 4. EY will use the new Engage & Emerge framework to evidence progress whilst meeting the statutory requirements of the EYFS 	<ul style="list-style-type: none"> 1. Drum Class Autumn 2 (2023-24) RSHE EFL evidence 2. Engage & Emerge framework 3. Drum class EFL evidence
YEAR 1 REVIEW & NEXT STEPS		YEAR 2 REVIEW & NEXT STEPS		YEAR 3 REVIEW & NEXT STEPS	
<ul style="list-style-type: none"> • Action A: Created by Emma after own research. LSA feedback when using this has been very positive, with the main positive being that for our SEND setting, it allows us to capture progress with play skills that we could not previously as the EYFS play criteria were 'too wide' and 'too high'. Great way of evidencing the excellent work in early years. • Action B: Play framework exists and is ready to use for this process. Emma is keen to be involved when it happens. Personal framework work beginning in 2024-25. • Action C: Emma has shared with SLT the statutory elements from 'Development Matters'. This will be incorporated in the E&E Framework and Emma will be asked for her feedback on this before anything goes live. Part of the longer term vision is use the E&E framework for Early Years, so they are in line with the rest of the school, making the use of assessment information far more efficient and effective when transitioning out of Early Years. 		<ul style="list-style-type: none"> • ? • ? • ? 		<ul style="list-style-type: none"> • ? • ? • ? 	
Quality of Education (EY2). TO FURTHER ENHANCE THE IMPACT OF PHONICS TEACHING – PARTICULARLY AT PHASE 1	<ul style="list-style-type: none"> a. Introduce a hands on and sensory based phonics phase 1 curriculum to cover the 7 aspects of phonics. b. Implement Essential Letters and Sounds phase 2 phonics with children ready for this level c. Effectively use Phonics Tracker to monitor and progress children through the aspects and phases 	<ul style="list-style-type: none"> a. Emma b. Emma c. Emma 	<ul style="list-style-type: none"> a. Autumn 2023 b. Autumn 2023 c. Spring term 2024 	<ul style="list-style-type: none"> 1. All children in EY will access phonics sessions at their level 2. Children at phase 1 will show progress within the 7 aspects of phase 1 phonics 3. There will be summative assessment data to show this progress, and that of children accessing phase 2. 	<ul style="list-style-type: none"> 1. Drum Class Autumn 1 (2023-24) Literacy EFL evidence 2. Phonics Tracker data for Drum Class
YEAR 1 REVIEW & NEXT STEPS		YEAR 2 REVIEW & NEXT STEPS		YEAR 3 REVIEW & NEXT STEPS	
<ul style="list-style-type: none"> • Action A: Excellent piece of collaborative work. Communication lead & EYFS lead to initiate this piece of work. The aspects covered so far have been successful. There is more work needed to cover all 7 aspects. Emma has a plan for this. • Action B: Awaiting ELS training in Autumn Term 2023-23. • Action C: Awaiting ELS training in Autumn Term 2023-24. 		<ul style="list-style-type: none"> • Action A: Sensory curriculum is in place for five of the seven aspects of phonics and is in use in Drum class. Essential Letters and Sounds have now produced a Foundation Stage which can be used to cover the last two aspects. • Action B: A small group of EY children are accessing Essential Letters and Sounds phase 2. • Action C: Phonics Tracker needs to be completed for phase 1 and 2 children when ready 		<ul style="list-style-type: none"> • ? • ? • ? 	

SECTION 2 – EARLY YEARS: Behaviour & Attitudes						
TARGET What we are aiming to do?	ACTION What we are going to do?	WHO	WHEN	IMPACT What will improvement look like?	EVIDENCE Where will we find evidence?	
Behaviour & Attitudes (EY3). TO MAINTAIN EFFECTIVE BEHAVIOUR FOR LEARNING IN E.Y. WHILST TRANSITIONING BETWEEN TEAM TEACH & PRICE BEHAVIOUR MANAGEMENT SYSTEMS	<ul style="list-style-type: none"> a. Provide a learning environment that encourages effective behaviour for learning e.g. visuals in use, sensory processing tools if needed b. Ensure staff know that the PRICE Principles are the most important part, ensuring that restrictive intervention is rarely if ever needed c. Have effective Behaviour Support Plans in place for any children presenting ongoing behaviours d. Work with the Behaviour team to identify and learn safe ways to use holds, if needed, with the EY children given their small size 	<ul style="list-style-type: none"> a. Emma b. Emma c. Emma / Kelly d. Emma / Kelly 	<ul style="list-style-type: none"> a. Autumn term 2023 b. Autumn term 2023 c. Ongoing as needed d. Autumn term 2023 	<ul style="list-style-type: none"> 1. Behaviour incidences will be the exception not the rule 2. The learning environment will include tools to promote effective behaviour for learning e.g. visuals in use, sensory processing tools if needed 3. Behaviour Support Plans in place for those who need one 4. A clear understanding of what restrictive interventions might work with EY children if needed 	<ul style="list-style-type: none"> 1. CPOMS 2. Drum Classroom 3. Behaviour folder 4. Behaviour Support Plans / team meetings 	
YEAR 1 REVIEW & NEXT STEPS		YEAR 2 REVIEW & NEXT STEPS			YEAR 3 REVIEW & NEXT STEPS	
<ul style="list-style-type: none"> • Action A: All in place. Early years demonstrate exemplary practice in this area. • Action B: Some staff still await PRICE training (there is a programme in place for this). Behaviour is discussed during team meetings which allows further reinforcements of PRICE principles. • Action C: No pupils with BSP's 2022-23. Anticipating some in 2023-24 based on paperwork seen so far. • Action D: Emma met with behaviour lead. Has trialled some ideas demonstrated. Still working with behaviour lead and may need further support from PRICE. Relying on principles to minimise requirement for PI. 		<ul style="list-style-type: none"> • ? • ? • ? 			<ul style="list-style-type: none"> • ? • ? • ? 	

SECTION 3 – EARLY YEARS: Personal Development						
TARGET What we are aiming to do?	ACTION What we are going to do?	WHO	WHEN	IMPACT What will improvement look like?	EVIDENCE Where will we find evidence?	
Personal Development (EY4). TO SHARE BEST PRACTICE FROM E.Y. AND HELP STANDARDISE PRACTICE ACROSS SCHOOL IN ACTIVITIES PROMOTING PERSONAL DEVELOPMENT e.g Attention Autism, Play skills	<ul style="list-style-type: none"> a. Deliver whole school training on Attention Autism b. Monitor Attention Autism practice across the school c. Share the play framework with the rest of the school d. Offer in-reach sessions for staff in other classes to see Attention Autism / play strategies in use in EY e. Offer in-reach sessions for staff from other schools to see Attention Autism / SEND strategies in use in EY f. 	<ul style="list-style-type: none"> a. Emma b. Emma c. Emma d. Emma e. Emma 	<ul style="list-style-type: none"> a. January 2023 b. Spring term 2024 c. March 2024 d. Ongoing e. Ongoing 	<ul style="list-style-type: none"> 1. All classes will deliver best practice Attention Autism sessions 2. New or uncertain staff will have the opportunity to learn or revisit Attention Autism techniques 3. Play framework in use via Personal framework 4. All classes will be including play in their curriculum, at an appropriate level for their children. 5. All staff will have the opportunity, if appropriate to their current class, to observe play in EY, or spend time discussing play progression with Emma 	<ul style="list-style-type: none"> 1. Schedule and foci, Training powerpoint in Minutes of meeting folder 2. Career development records? 3. Personal framework / EFL observation 4. Class timetables 5. Emma's emails from Roman Way 	
YEAR 1 REVIEW & NEXT STEPS		YEAR 2 REVIEW & NEXT STEPS			YEAR 3 REVIEW & NEXT STEPS	
<ul style="list-style-type: none"> • Action A: 2 sessions delivered during AM training programme. There is a termly review of AM training and this training was mentioned in multiple classes as “very helpful” “well delivered” and “impactful”. • Action B: Not started. Happening 2024-25. • Action C: Plan to do this in 2024-25 training programme and as part of work on creating Personal Assessment framework. • Action D: Need to share with teachers in 2023-24. Would be a great thing to include in career development meetings. • Action E: Vigo Infant School visited – 2 staff observed Drum. Successful and well received. Planning to do more in 2023-24. 		<ul style="list-style-type: none"> • ? • ? • ? 			<ul style="list-style-type: none"> • ? • ? • ? 	

• NEXT STEPS – Add Attention Autism into induction programme. Needs to be included annually in training programme.		
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SECTION 4 – EARLY YEARS: Leadership & Management						
TARGET What we are aiming to do?	ACTION What we are going to do?	WHO	WHEN	IMPACT What will improvement look like?		EVIDENCE Where will we find evidence?
Leadership & Management (EY5). TO INCREASE THE IMPACT OF THE TRANSITION PROGRAMME INTO ICKNIELD E.Y.	<p>a. Liaise with Norman Gate Nursery throughout the year to be able to anticipate the children who may be transitioning to Icknield</p> <p>b. Nursery visits to children about whom HCC consult with us to ensure the right children are placed</p> <p>c. Summer term visits to nurseries to meet the children starting with us to gain up-to-date information</p> <p>d. Summer term stay and play sessions for new starters, one with parents and two without, to gain further information and start to get to know them</p> <p>e.</p>	<p>a. Emma / Sean</p> <p>b. Emma</p> <p>c. Emma</p> <p>d. Emma</p>	<p>a. Ongoing</p> <p>b. Ongoing</p> <p>c. Summer term each year</p> <p>d. Summer term each year</p>	<p>1. Icknield will know which children are likely to be coming to us in plenty of time</p> <p>2. Emma will have seen all prospective children in nursery to be sure the placement at Icknield is appropriate</p> <p>3. All confirmed children will have had a nursery visit in the summer term to gather up-to-date information to aid transition</p> <p>4. All confirmed children will have had 3 stay and play visits in the summer term to gather up-to-date information from parents to aid transition and a sense of what the children are like in class</p>		<p>1. School diary.</p> <p>2. School diary.</p> <p>3. School diary.</p> <p>4. School diary.</p> <p>5.</p>
YEAR 1 REVIEW & NEXT STEPS		YEAR 2 REVIEW & NEXT STEPS			YEAR 3 REVIEW & NEXT STEPS	
<ul style="list-style-type: none"> Action A: Diane Haslam liaised with Norman Gate. A talk was given to parents. Need to continue to liaise with Norman Gate to support them with early ID of pupils who may be transitioning to us. Action B: Consults received about 3 pupils. Face to face visits done, which supported a far more accurate judgments from our perspective. Action C: Visited Norman Gate for up to date info & children coming from mainstream nurseries. Emma attended a 6 month annual review. Action D: All done. All agreed pupils who were offered a place attended. Moving forward – decision to only do one child per session to be able to give pupils and parents more focus. 		<ul style="list-style-type: none"> • ? • ? • ? 			<ul style="list-style-type: none"> • ? • ? • ? 	



ICKNIELD SCHOOL DEVELOPMENT PLAN – Further Education (2022-2025)

SECTION 1 – FURTHER EDUCATION: Quality of education					
TARGET What we are aiming to do?	ACTION What we are going to do?	WHO	WHEN	IMPACT What will improvement look like?	EVIDENCE Where will we find evidence?
Quality of Education (FE1). TO CONTRIBUTE TO THE DEVELOPMENT OF THE BESPOKE ICKNIELD CURRICULUM MODEL AND ASSESSMENT FRAMEWORKS, ADJUSTING OUR LTP TO ENSURE CONTINUITY & PROGRESSION.	<ul style="list-style-type: none"> a. Have FE representation at all curriculum and assessment working party meetings. b. Share best practice from FE – half termly evidence template as possible way of standardising practice across school. c. Hold FE planning meeting between FE teachers to make any adjustments required to the FE curriculum. d. Share changes and updates with parents and on school website. e. Develop literacy & numeracy 3 year plans IL6+ f. Write a 3 year IL1-5 sensory curriculum plan and build resourcing for this. Visit other post 16 PMLD providers to gather further ideas. g. Ensure attendance of all phonics training for teachers & LSAs and implement actions as required for delivering the new ELS programme. h. Leadership level discussion about the future of ASDAN. Very expensive – money could have greater impact elsewhere! Find an alternative & discuss accreditation with parents. 	<ul style="list-style-type: none"> a. PH/GS b. PH/GS c. PH d. PH/GS e. PH/GS/CG f. All FE staff. 	<ul style="list-style-type: none"> a. 2022-2025. b. 2022-2025 c. As they happen d. 2024-2025 e. 2024-2025 f. 2023-2024 	<ul style="list-style-type: none"> 1. The FE curriculum will still maintain its structure and fundamental principles, but will have greater continuity with the content of the main school curriculum, ensuring that it builds upon the prior learning identified in the new Icknield curriculum. 2. All new assessment frameworks will achieve continuity between school and FE. FE will be able to utilise these frameworks to assess the learning that happens in FE and these assessments will be continuous from main school learning. 3. Transition between main school and FE will be more effectively supported by the use of assessment information provided by the new assessment frameworks. 4. All phonics teaching will follow the new ELS scheme and will be assessed using phonics tracker. Support staff will be adequately trained to support small group teaching. 5. Sensory learners working at IL1-5 will have a clear curriculum plan, that is well documented and resourced. This will sit alongside an already well established programme of integration and meeting of physical & medical needs. 	<ul style="list-style-type: none"> 1. FE Curriculum documentation: T:\CURRICULUM MAPPING & PLANNING 2. All frameworks can be found on the Evidence for Learning platform. https://web.evidenceforlearning.net/ 3. All assessment data can be found on the Evidence for Learning platform. https://web.evidenceforlearning.net/ 4. Info on training can be found on ELS website and meeting schedule & foci: T:\Minutes of Meetings\Schedule & Foci 5. FE Curriculum documentation: T:\CURRICULUM MAPPING & PLANNING
YEAR 1 REVIEW & NEXT STEPS		YEAR 2 REVIEW & NEXT STEPS		YEAR 3 REVIEW & NEXT STEPS	
<ul style="list-style-type: none"> • Action A: PH involved in all curriculum working party meetings. GS attended the majority of the working party meetings. • Action B: Huge success! This has now been adopted as whole school practice. ASDAN materials helped form part of the standardised formats we are now using across school. • Actions C & D have not happened yet and whole school works on this are currently still in process. • Action E has happened as an early draft. More work needs to be done, but this can only happen once numeracy and literacy frameworks are completed. • Action F has not happened yet, but needs to be preceded by the creation of the new Engage & Emerge (E&E) framework. Once in place will act on this. • Action G will occur once the new phonics scheme is selected. • NEXT STEPS: Continued work on actions B,C,D,E,F. • NEXT STEPS: FE teaching team & SLT need to review the role of ASDAN accreditation and how this is evidenced as from a workload point of view there is possible duplication here. 		<ul style="list-style-type: none"> • Action C&D&E (Literacy): School work continues with this. These actions will happen once that work is concluded. • Action F: See comment in year 1 review. Still applies. • Action G: All training attended. • NEXT STEPS: Action E - Icknield numeracy framework is complete. FE teaching team need to meet to adjust long term numeracy plans. • NEXT STEPS: Action G – Main school had some bespoke training from literacy lead to bring it into context of SEND. FE need to organise similar training. FE also has some fluent readers who are working beyond phase 5 phonics. Need to work with literacy lead to work out our plan for pupils with this profile now and in the future. • NEXT STEPS: Action H – Only two pupils this year. Very large cohort the following year. Meeting with HT needs to be scheduled to discuss either a plan to support staff with workload or alternative plans. 		<ul style="list-style-type: none"> • ? • ? • ? 	
Quality of Education (FE2). ENTERPRISE DEVELOPMENTS	<ul style="list-style-type: none"> a. Develop current programme of enterprise events (currently a Summer fair), to include a Summer Fair as well. b. Seek sponsorship for our enterprise events and potentially match funding as well. c. Engage local media in promoting our enterprise events as well as making more effective use of our own media – newsletter, Facebook etc. 	<ul style="list-style-type: none"> a. PH/GS b. PH c. PH 	<ul style="list-style-type: none"> a. 2022-2025 b. 2022-23 c. 2022-2023 	<ul style="list-style-type: none"> 1. Two profit making enterprise events – one at Christmas and one in the summer. 2. Increased profit making in order to fund FE projects and subsidising experiences for FE pupils. 3. Greater awareness of our events in the local community, resulting in greater footfall at these events. 	<ul style="list-style-type: none"> 1. School diary. 2. FE Accounts. 3. Examples of press / media coverages.

YEAR 1 REVIEW & NEXT STEPS	YEAR 2 REVIEW & NEXT STEPS	YEAR 3 REVIEW & NEXT STEPS
<ul style="list-style-type: none"> Action A: Plans discussed and made within FE team for a Christmas Fair in 2023. Time incorporated into FE learning programme to produce items for sale and to prepare for the event. Action B: Discussions with Icknield Trust for support with this. Early stages. Action C: Internal sources used effectively again for promoting the summer fair - Newsletter and Facebook. 	<ul style="list-style-type: none"> Action A: Inaugural Christmas Fair held at the FE Centre. Happened after school hours. Well supported by pupils who stayed after school. £300 profit made. • NEXT STEPS: Action B&C – Work still needs to occur on these. 	<ul style="list-style-type: none"> • ? • ? • ?

SECTION 2 – FURTHER EDUCATION: Behaviour & Attitudes						
TARGET What we are aiming to do?	ACTION What we are going to do?	WHO	WHEN	IMPACT What will improvement look like?	EVIDENCE Where will we find evidence?	
Behaviour & Attitudes (FE3). TO MAINTAIN EFFECTIVE BEHAVIOUR FOR LEARNING IN F.E. WHILST TRANSITIONING BETWEEN TEAM TEACH & PRICE BEHAVIOUR MANAGEMENT SYSTEMS	<ul style="list-style-type: none"> a. AHT responsible for FE to ensure that when staffing classes that there is a PRICE trainer based at FE and if not create a plan to train a member of the team in PRICE. b. Allocate team meeting & FE INSET time to discussing new behaviour support plans. c. Implement new monitoring procedures and act upon any feedback we receive from the PRICE behaviour team. 	<ul style="list-style-type: none"> a. PH/SLT b. PH c. PH/GS 	<ul style="list-style-type: none"> a. 2021-22 b. 2023-24 c. 2023-24 	<ul style="list-style-type: none"> 1. FE staff will receive appropriate training to support the behavioural needs of its pupils. 2. BSPs will be effective functional documents that support the behavioural needs of the pupils in FE. 3. Monitoring formats provide a means of identifying trends / patterns of behaviour and these formats are used effectively by all FE staff. 4. FE staff will be well supported by the Behaviour Lead / Team in meeting the needs of FE pupils. 	<ul style="list-style-type: none"> 1. Meeting schedule & foci: T:\Minutes of Meetings\Schedule & Foci 2. Individual pupil's BSPs: T:\PUPIL INFORMATION 3. CPOMS 4. CPOMS 	
YEAR 1 REVIEW & NEXT STEPS		YEAR 2 REVIEW & NEXT STEPS				YEAR 3 REVIEW & NEXT STEPS
<ul style="list-style-type: none"> • Action A: Achieved RH (PRICE Trainer & LSA) in team. • Action B: This is part of the AM training programme. Achieved. • Action C: Early stages. Formats in place. Staff consistency needs to be worked on. • NEXT STEPS: More work on staff consistency with recording formats. • NEXT STEPS: Additional consideration and action is about knowing recording processes for different PI. Feedback to behaviour lead about the need for flow charts to support with this. 		<ul style="list-style-type: none"> • Action A: RH has moved to a class in a main school. The school has one less PRICE trainer at present, but a new person has been identified for this and training is being sought. FE has been very well supported by the Behaviour Lead during this transition. • Action B: Continues to be achieved. FE has been commended for the quality of its BSP writing by the Behaviour Lead. • Action C: New formats being consistently used and have been supportive in identifying patterns/trends. These are now being uploaded to CPOMS for one pupils. • NEXT STEP YEAR 1: Clear flow chart in place across school. It is being successfully used. 				<ul style="list-style-type: none"> • ? • ? • ?
Behaviour & Attitudes (FE4). TO DEVELOP FE REWARD SYSTEMS	<ul style="list-style-type: none"> a. To develop our own FE assembly to be hosted at the FE Centre (FE teachers and LSAs involved in creating this). Key points – age appropriate, engaging and clearer focus on PPICC targets. 	<ul style="list-style-type: none"> a. PH/GS 	<ul style="list-style-type: none"> a. 2022-23 	<ul style="list-style-type: none"> 1. Greater engagement in end of week assemblies from FE pupils, with a more meaningful and age appropriate experience. 	<ul style="list-style-type: none"> 1. FE Assembly plan: T:\Classes\FE\CELEBRATING SUCCESS SoW 2. FE PPICC Champion Certificates: T:\Classes\FE\CELEBRATING SUCCESS SoW 	
YEAR 1 REVIEW & NEXT STEPS		YEAR 2 REVIEW & NEXT STEPS				YEAR 3 REVIEW & NEXT STEPS
<ul style="list-style-type: none"> • Action A: Achieved. New FE assembly hosted at FE now in progress. Format is more age appropriate, negating previous issues of attempting to accounts for 3 to 19 years old in the same assembly. Still attend final assembly of half-term with rest of school to remain connected with main school. • NEXT STEPS: Better process for uploading and sharing photos. • NEXT STEPS: Review with staff & students and consider any further improvements. 		<ul style="list-style-type: none"> • Action A: Further decision for FE not to attend main school weekly assemblies any more. Will attend larger events, such as end of year assembly. • NEXT STEPS: FE & US lead to find alternative ways of achieving integration of pupils between the two sites. • NEXT STEPS: Feedback from LSAs about any further improvements to FE end of week assembly. 				<ul style="list-style-type: none"> • ? • ? • ?

SECTION 3 – FURTHER EDUCATION: Personal Development						
TARGET What we are aiming to do?	ACTION What we are going to do?	WHO	WHEN	IMPACT What will improvement look like?	EVIDENCE Where will we find evidence?	
Personal Development (FE6). ENHANCE THE QUALITY AND IMPACT OF PUPIL TRANSITION INTO & OUT OF FE	<p>a. Work with Upper School lead to find opportunities for US pupils to access the FE building and FE programme as part of a wider transition programme.</p> <p>b. Yr11 parent information evening. Discuss this idea with HT and US lead as part of the transition programme.</p> <p>c. FE teachers to visit potential college placements allowing them to give a clearer picture of post 19 provision during annual review meetings.</p> <p>d. FE teachers to visit potential social care options allowing them to give a clearer picture of post 19 social care provision during annual review meetings.</p> <p>e. Maintain link with John Hanson School to allow attendance of our pupils at their annual careers fair.</p>	a. PH/KB b. SLT c. GS/PH d. GS/PH e. PH	a. 2023-24 b. 2023-24 c. 2023-25 d. 2023-25 e. 2023-26	1. KS4 parents better informed about what FE learning programme would look like for their child if they continue at Icknield. 2. KS4 pupils more familiar with FE building and learning programmes for a smoother transition into FE. 3. KS5 parents better informed about life beyond Icknield will look like for their child and the options available to them. 4. Student aspirations remain high and pupils are aware of the options available to them as well as the entry requirements for future study.	1. Information from Parent Info Evening: T:\PARENTS EVENING 2. School diary. 3. Yr15 Surveyhero questionnaire: https://www.surveyhero.com/login 4. School diary.	
YEAR 1 REVIEW & NEXT STEPS		YEAR 2 REVIEW & NEXT STEPS			YEAR 3 REVIEW & NEXT STEPS	
<ul style="list-style-type: none"> Action A: Target set for next year. In previous year, KS4 class was based at FE Centre during building works so this was not required. Action B: Target set for next year as we have a large cohort due to join FE. Have been able to do this on an individual basis prior to this. Action C: No college visited yet. Difficult due to staffing levels. Action D: Visit to James' Place social care provision organised. Multiple trips with pupils organised and very positive experiences. One student joined there full time having been denied a college placement. Others have joined part time. Action E: Achieved. All pupils who were able to cognitively access this opportunity attended the John Hanson Careers Fair. 		<ul style="list-style-type: none"> Action E: Achieved. All pupils who were able to cognitively access this opportunity attended the John Hanson Careers Fair. NEXT STEP: Action A – Meeting between FE & US lead still needs to happen and plans to be scheduled for summer term. NEXT STEP: Action B – SLT to discuss this and decide on a date and content. NEXT STEP: Action C – Clearer plan on how to achieve this. Option would be to arrange this on FE INSET days to negate staffing issues. May mean adding additional FE INSET days next year. NEXT STEP: Action D – Info gathering required to find out what other options are available and set up visits to these. 			<ul style="list-style-type: none"> ? ? ? 	