



**WILLOW DENE SCHOOL**  
**Strategic Development Plan 2020-21**

**To further develop teaching, learning and curriculum knowledge for all staff by fully utilising the role of subject leads**

**Overall aims**

- To further extend curriculum guidance and support so that all school members are confident in using guidance within the classroom
- To ensure there is suitable contingency for learners in the event of school closures
- To evaluate and extend current practice and guidance in relation to early learners

| Strategic Aim   | Key tasks  | Accountability | Timescales |    |    |    |    |    | Desired impact |  |
|---|--|----------------|------------|----|----|----|----|----|----------------|--|
|   |  |                | T1         | T2 | T3 | T4 | T5 | T6 |                |  |
| To further extend curriculum guidance and support so that all school members are confident in using guidance within the classroom | <ul style="list-style-type: none"> <li>• Continue to review curriculum guidance for teachers so that teachers confidently use the curriculum to plan and assess children's learning</li> </ul>   | KD/MR          | X          | X  |    |    |    | X  |                | <ul style="list-style-type: none"> <li>• Curriculum guidance is clear and its appropriate use can be seen in planning</li> <li>• Teachers are confidently using the curriculum to plan and assess children's learning- evident through planning</li> <li>• Support staff are confident in the use of the curriculum and how the progression framework can be used to plan learning</li> <li>• Planning formats have been reviewed and teachers are using the new format</li> <li>• Through teachers planning, progression throughout a unit of work is evident</li> <li>• Progression frameworks for EFL are live and teachers are using this system to record progress</li> <li>• Subject leads have ambitious plans for their role which has been supported by curriculum leads</li> <li>• Unit plans have been completed with relevant details and input from teachers/adaptations have been made</li> <li>• There is evidence of support given to teachers by subject leads</li> <li>• Literacy and numeracy teaching in the school has developed through training opportunities, the sharing of up to date guidance and the sharing of specific strategies/learning tools for teachers</li> <li>• Research in the area of maths and literacy has been undertaken and has informed current practice</li> </ul> |
|   | <ul style="list-style-type: none"> <li>• Further disseminate and embed curriculum guidance for teaching assistants so that they are able to best support teachers and learners</li> </ul>  | KD/MR          |            | X  | X  | X  | X  | X  |                |  |
|   | <ul style="list-style-type: none"> <li>• Review planning formats to ensure that they show a clear level of progression throughout a unit of work</li> </ul>  | KD/MR          | X          |    |    |    |    |    |                |  |
|   | <ul style="list-style-type: none"> <li>• Use Efl as a tool for teachers to record children's overall curriculum progress</li> </ul>  | KD/MR/CBr      |            | X  | X  |    |    |    |                |  |
|   | <ul style="list-style-type: none"> <li>• Extend the role of subject leads, offering direction and forging links and training opportunities so that they are best able to support teachers including supporting curriculum leads with the formulation and preparation of unit maps</li> </ul> | KD/MR          | X          | X  | X  | X  | X  | X  |                |  |
|   | <ul style="list-style-type: none"> <li>• Develop the teaching of literacy and numeracy through providing more training opportunities, exploring guidance and specific strategies / learning tools for teachers</li> </ul>  | KD/CW          |            | X  | X  | X  | X  | X  |                |  |
|   | <ul style="list-style-type: none"> <li>• Conduct research in the area of maths and literacy in order to ensure best outcomes for pupils</li> </ul>   | KD/CW          |            | X  | X  | X  |    |    |                |  |

|   |   |              |          |          |          |          |          |          |  |
|---|---|--------------|----------|----------|----------|----------|----------|----------|--|
| <p>To ensure there is suitable contingency for learners in the event of school closures</p> | <ul style="list-style-type: none"> <li>• <b>Enhance and further structure our current online learning offer in the event that pupils are unable to attend school</b></li> </ul>   | <p>KD/MR</p> | <p>X</p> | <p>X</p> |          |          |          |          | <ul style="list-style-type: none"> <li>• There is a plan in place for online learning which takes into account different learning profiles</li> <li>• There is a clear route for learning for children who are self-isolating at home</li> </ul> |
| <p>To evaluate and extend current practice and guidance in relation to early learners</p>   | <ul style="list-style-type: none"> <li>• <b>Develop a strong understanding of the diverse needs of early concept and how to support teachers to deliver appropriate learning opportunities</b></li> <li>• <b>Extend and adapt guidance for FS and develop guidance to support learners working on SO</b></li> <li>• <b>To, through research and training opportunities, provide additional guidance for teachers on how to provide best support for early learners</b></li> </ul> | <p>KD</p>    |          |          | <p>X</p> | <p>X</p> |          |          | <ul style="list-style-type: none"> <li>• Curriculum leads have a strong understanding of the diverse needs of early concept and have used this information to support teachers to deliver appropriate learning opportunities</li> </ul>          |
|   |   | <p>KD/MR</p> |          |          | <p>X</p> | <p>X</p> |          |          | <ul style="list-style-type: none"> <li>• Guidance for FS and SO has been extended and adapted in order to best support teachers</li> </ul>   |
|   |   | <p>KD/MR</p> |          |          |          |          | <p>X</p> | <p>X</p> | <ul style="list-style-type: none"> <li>• Additional guidance has been given to teachers on how to provide best support for early learners</li> </ul>   |