Ferndown Middle School Development Plan 2019-2020

Aims for Ferndown Middle School
To provide an excellent standard of education by providing a stimulating educational environment, which enables people to reach their full potential, encourages a sense of self-respect and promotes values based on respect for others. We believe that everyone has the right to feel safe, learn and achieve.

Values
At Ferndown Middle School we value community, diversity and high quality education.

Learning attitudes
We aim for all of our pupils to promote the values of our school and demonstrate the following attitudes to their learning: resourcefulness, resilience and motivation.

Priorities
The following priorities are based on the Ofsted report January 2018 as well as a result of the school monitoring and assessment.

1) **Teaching and learning focus:** to provide targeted vocabulary instruction in every subject.
2) **Curriculum development:** to ensure that the curriculum is broad balanced, coherent and prepares pupils for the future.
3) **Attachment Awareness**: to train staff to understand attachment and to then implement good practice across the school to support attachment disorder.

<u>Plans that are also available</u>

- Pupil Premium Planned Spend
- Catch Up Funding
- SATS Preparation Plan
- Sports Premium Planned Spend

Priority 1				
Teaching and Learning: to improve teaching and learning across the school.				
Lead : Assistant Head - P Darch **The following action has been identified to improve writing as well as speaking skills across the curriculum. The training is based on research 'Education Endowment Foundation'.**				
Action	**Target date**	**Resources /costs**	**Monitoring**	**Success criteria (what will the success look like and how do you know that it has been achieved).**
Assistant head to review work on vocabulary from the previous year and to then set expectations for teaching vocabulary across the curriculum for this academic year.	10th September	Staff meeting	Learning walks Book scrutiny	All staff are clear about the strategies and techniques to be used for teaching vocabulary across the curriculum.
Assistant head to deliver training for staff. How do we ensure that vocabulary is effectively integrated into class teaching in all subjects? Training for staff to understand how to develop deeper understanding of the words. Staff understand the importance of etymology and how to develop this understanding with pupils. To focus teaching and learning – to identify ways of removing barriers to learning in language rich classrooms.	Staff meeting 10th September 2019 9th October 2019	Staff meeting	Learning walks to focus on strategies used in the classroom Work in pupils books SLT and English subject leader	Learning walks demonstrate that staff are using the strategies to develop the use of vocabulary in all subjects. Pupils can articulate the importance of vocabulary. There is evidence in books of the use of extended vocabulary (the key vocabulary words are underlined).
Training for staff on how to develop and model structured talk within the classroom.	January 2020	Staff meeting	Learning walks, pupil discussions	Pupils are able to answer questions and to provide verbal feedback that is coherent and fluent. Pupils are able to talk with confidence demonstrating an expanded vocabulary.
Assistant head to attend training course with Poole Teaching School Alliance. Focus defining excellence and deepening learning. To be able to articulate what excellence in the classroom looks like and how to hone practice accordingly. Also to refine the progression to deeper knowledge and understanding.	1st October training	Course £420 total	PD to feedback to SLT	Assistant head to have the knowledge and skills to be able to plan and develop a coherent training programme for start of academic year 2020. Plan training for staff training identifying clear criteria and action points for moving teaching forward.

Curriculum Development				
Priority 2				
Curriculum development: aim to map the curriculum to ensure that it is broad and balanced with clear progression. Progression needs to be within the subject and also across other subjects demonstrating important links. To ensure that the curriculum meets the needs of the pupils at Ferndown Middle School and that it prepares the pupils for the future. To ensure that the work is based on research as well as the latest OFSTED guidance.				
Lead: Assistant head – D Lawford				
Action	**Target date**	**Resources /costs**	**Monitoring**	**Success criteria (what will the success look like and how do you know that it has been achieved)**
Check and review all the updated ARE documents and the long term curriculum overviews for each subject.	9th September 2019	Meeting time	DL and Ht to meet and look at all documents	All documents meet the OFSTED criteria: The school's curriculum sets out the knowledge and skills that pupils will gain at each stage. Documents show that skills and knowledge are planned and sequenced. The long term overviews aligns with the subject ARE documents.
Prepare draft curriculum intent in preparation for curriculum Leaders meeting.	9th September 2019	Meeting time, resource material from previous training	Present draft at SLT	The draft curriculum Intent is completed in preparation for the Curriculum Leaders' meeting. It is clearly set out and demonstrates progression through the subjects.
Curriculum Leaders meeting. Present draft Curriculum Intent - discuss and agree the curriculum intent for the school.	18th September 2019	Meeting time	Ht to present to governors	Final Curriculum Intent is produced and made available to all staff. The document is then discussed with staff to ensure that all staff are involved and able to embed across the school.
To revisit the role of the curriculum leader.	18th September 2019	Meeting time	SLT to monitor completion of tasks via appraisal line management	Subject Leaders have a clear understanding of the role and they are able to use the framework provided to guide them with completing their role.
Curriculum Leaders to meet and review medium term plans.	16th October 2019 10th December 2019	Meeting time	Ht to review progress to date	Medium term plans are aligned with long term plans and ARE documents. All documents reflect the Curriculum Intent.
Start mapping out enhancement for each subject.	29th January 2020	Meeting time	Ht to review the progress to date	There is a balanced curriculum with fair access for all year groups. To enhance curriculum supports Cultural Capital as well as enhancing the curriculum.

Monitoring the delivery of the curriculum 'Curriculum in action'. During lesson observations and book scrutiny, there will be checks for curriculum coverage. Does the curriculum meet the needs of the pupils? Is the curriculum being delivered in the intended way? Are pupils making progress and being challenged?	On-going	Monitoring schedule Including governor visits	SLT, subject leaders and governors	Lesson observations demonstrate curriculum coverage as expected. The curriculum meets the needs of the pupils and teachers are differentiating the curriculum to meet the needs of the pupils.
Total amount:				

Priority 3				
Attachment Aware School. The aim is for the school to work with Dorset Council, through an approved provider, Kca - Knowledge that changes lives. To train staff to understand attachment disorder and to use this understanding and knowledge to provide an attachment awareness environment.				
Lead: Headteacher – G Allen				
Activity	**Target date**	**Resources /costs**	**Monitoring**	**Success criteria (what will the success look like and how do you know that it has been achieved)**
Launch attachment awareness training for the lead team. For the lead team to understand the theory of attachment. Suggested team to include: Ht LH, year Leaders and 4 tutors. Lead team to identify 4 pupils, one from each year group and to provide a case study for the training on the 23rd September.	23rd September 2019 Training day	No cost for training	Ht/LH to monitor training and progress from the session	Lead team have a greater awareness of the attachment needs in children and how adults meet these needs. Lead team will know how to spot signs of toxic stress which a child may exhibit. Understand how adults can help to develop pupil well- being by working together to form a 'resilience network'. To have a completed action plan for each identified case study child.
Lead team to complete identified training modules. To attend session 2 training on 25th October.	Identified meeting times	Meeting time	Ht/LH to monitor the progress with the case study action plans	Action plans are completed and relevant information is gathered in preparation for the next training session.
Delivering information to year team from attachment awareness training.	20th January 2020	Training day	Ht/ LH to monitor	All staff to have a greater awareness of attachment and to begin to plan how to embed the theory into practice across the school. LH/Ht to prepare action plan for implementation for whole school approach.
Total amount: £				