



Trust Interim SDP format 2020 – February 2021 (or later as required)

WHYBRIDGE JUNIOR SCHOOL

| Key area | Priority | Form of plan | Lead | Target date |
|----------------------------|--|--|---|-------------------|
| Model of learning: 2020-21 | Recovery curriculum for the well-being and mental health of pupils | <ul style="list-style-type: none"> • PSHE/ Wellbeing focus from the start of term in Sept 2020. • PSHE curriculum overview/progression • Additional resources ready for Sept • Wellbeing training for staff • Thrive support daily/ new Learning Mentor role introduced | SW DF – PSHE Lead AJ – Wellbeing Champion | 28.2.21 at latest |
| | Recovery curriculum for teaching and learning post lockdown | <ul style="list-style-type: none"> • Curriculum subject allocation of time reviewed to allow for 'back fill' • Recovery curriculum/ Back Fill training for staff • Subject Leaders to review key subject knowledge & opportunities for condensing • Teachers to plan back fill from gap analysis | TG Subject Leaders | 28.2.21 at latest |
| | Accelerated implementation of conferencing to 80% of marking | <ul style="list-style-type: none"> • See Conferencing plan July 2020 • Conferencing CPD for teachers and TAs • Conferencing Plan shared with all staff and a clear step-by-step approach implemented | SW | 31.12.20 |

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|-----------------|---|---|----------------|--------------------|
| | Implementation of AR: KS2 | <ul style="list-style-type: none"> • See AR Strategy/ Implementation Plan • AR training for all teachers and TAs • First focus year group – Y6, then Y5, Y4 and Y3 by February 2021 • Butterfly Room and Library re-organised and renovated. • Additional PCs purchased, ready for AR | DG | 31.10.20 |
| | Introduction and implementation of Google Classroom | <ul style="list-style-type: none"> • CPD for teachers and TAs • Implement plan for Google Classroom • Use Google classroom for Homework/ Home Learning by Oct 2020 | SW/AJ | 30.9.20 |
| | Introduction of Google as VLE base | <ul style="list-style-type: none"> • Staff to clean up files on staff-drive, ready for new VLE • | SW/AJ | 31.10.20 |
| | Ensure impact of monitoring and assessment | <ul style="list-style-type: none"> • Regular gap analysis tasks – July, end Sept, mid-Nov and Dec. • Target setting in September – pupils and staff Performance Management • Monitoring Plan re-instated and communicated to staff. • Conferencing plan reviewed regularly • Year group and MAT moderation exercises • Curriculum coverage reviewed through timetables and MTP • Increased rigour in monitoring use of Target Tracker statements for gap analysis. | SW TG DG | 1.10.20 |
| | Return to monitoring | <ul style="list-style-type: none"> • Monitoring foci <p>Core subjects/ back fill and regular gap analysis Foundation subjects – how key knowledge content is taught and developed over time.</p> | SW SLT | 1.10.20 |

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| Staffing development | Review of TLR roles and responsibilities | <ul style="list-style-type: none"> TLR roles reviewed to ensure they are linked to key areas of school development Opportunities provided for staff to develop areas of expertise/ leadership | SW | 31.10.20 |
| | Review of impact of UPS expectations | <ul style="list-style-type: none"> Embed the Trust expectations and audit within PM for staff on UPS. Ensure accountability, challenge and professional development are reflected in the UPS targets. | SW | 30.9.20 |
| | The role and impact of local SENCo | <ul style="list-style-type: none"> To monitor impact of Lead SENCo and group SENCo impact. Ensure SEND pupils make good progress from their starting points. | TG | 31.12.20 |
| | Develop lead practitioner potential | <ul style="list-style-type: none"> To identify any potential lead practitioner and develop them. | SW | 28.2.20 |
| | Embed NQT offer | <ul style="list-style-type: none"> Ensure NQTs receive an effective support and mentoring programme. Facilitate CPD opportunities for NQTs linked to their areas for development. | | 1.10.20 |
| | Expand middle leader networks | <ul style="list-style-type: none"> Enable all staff to develop within their subject leadership roles, both at WJS and across the Trust. Promote and facilitate subject leader network meetings across the trust. | SW | 31.10.20 |
| | Enact well-being Strategy | <ul style="list-style-type: none"> Offer mandatory CPD on Wellbeing for all staff at the beginning of term. Revise the curriculum offer to include a greater focus on wellbeing for pupils Use initiatives such as Thrive and Votes for Schools as part of an enhanced Wellbeing offer to pupils. | SW DF/AJ AJ | 1.10.20 |

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| School based priorities ¹ | Up to two local priorities | <ul style="list-style-type: none"> • Curriculum – deliver an ambitious knowledge-led curriculum linked to the development of language and vocabulary. • Enhance the home learning offer so that learning is extended at home through a blended-learning model. | SW | School agenda |

¹ Only if a key issue is identified