



## Summary of the School Development Plan for 2021/22

As part of our intention to use the most effective strategies to support our pupils, we produce a School Development Plan at the start of each school year. When developing this, we evaluate the previous year's School Development priorities and the effectiveness of initiatives we have introduced. From this we identify our next steps. Please find below a summary of our School Development Plan 2021/22. When writing this, we use information from a range of sources including our most recent Ofsted report, pupil progress meetings, lesson observations, performance management reviews, data analysis, governors' meetings and discussion with school council.

<p><b>Key priority 1</b> To build on existing approaches to support the wellbeing of the school community through introduction of the approaches used in trauma preceptive practice.</p>	<p>The behaviour and wellbeing support strategies which underpin 'Trauma Perceptive Practice' are founded on compassion, kindness, connecting with others and hope. This will continue the good progress made with our growth mind-set approach to learning and building self-esteem and our work on emotional understanding and self-regulation through the 'Zones of regulation'.</p>
<p><b>Key priority 2</b> To use the most effective strategies to support disadvantaged pupils. (Essex Disadvantaged Strategy)</p>	<p>Approaches used in the 'Essex disadvantaged strategy' will benefit all pupils with their learning. These include encouraging pupils to:</p> <ul style="list-style-type: none"><li>• see themselves as learners</li><li>• understand strategies which support independence</li><li>• be reflective about how they learn</li></ul> <p>Building on our previous school initiatives for improving vocabulary and language development, this strategy also focuses on giving all pupils the tools to be confident about talking about their thoughts and ideas articulately. We will also evaluate the equality of expectation and opportunity for all pupils and ensure that approaches support equal opportunity for all.</p>
<p><b>Key priority 3</b> To embed all aspects of quality first teaching so that all pupils make expected or better progress from their starting points. To further develop leadership skills through opportunities to lead on Quality First teaching throughout the school.</p>	<p>Alongside our partnership working with other schools, we will also be continuing to further develop our curriculum (we have been reviewing and re-modelling the curriculum for the past 2 years). This is an ongoing process to ensure that our curriculum reflects the best practice and meets to the needs of Messing School pupils. Subject leaders will be monitoring and evaluating the impact of the re-modelled curriculum. We will be also be using research-based evidence to identify the most effective teaching strategies and interventions to support progress.</p>



<p><b>Key priority 4</b> To introduce the new EYFS framework</p>	<p>We will be reviewing and updating our planning, lesson structure and approaches in light of the revised framework for EYFS to ensure we are meeting the requirements of the changes which have been introduced September 2021. This links closely with other strategies as there is an increased focus on language, communication and reading.</p>
<p><b>Key priority 5</b> To continue to embed effective strategies to support teaching of reading and independent reading.</p>	<p>We will be continuing our fluency intervention introduced in the Summer term and measuring its impact on comprehension skills. To ensure that the children experience a broad range of authors we will be tracking and reviewing our use of quality texts across the school and within curriculum subjects. We will also be surveying pupils to see how they feel about reading and strategies to further motivate and engage reluctant readers.</p>

If you would like further information about the School Development Plan, I will be very happy to meet with you

Mrs Jackie Halliday  
Headteacher