

Carlisle Infant School Development Plan 2020-2021 'Love Learning, Love Life'



Chair of Governors : Billy Day Headteacher : Zoe Brittain

Carlisle Infant School Development Plan 2020-2021

Key Priorities for 2020-2021

Priority 1: To develop and implement an inspiring and inclusive curriculum to improve the outcomes for all learners

Why was this chosen as a priority?

- Ofsted focus Quality of Education: 3 Is
- SIP visit feedback Spring 2020
- New teaching staff opportunity for change
- End of key stage data (progress/attainment) indicates inconsistencies for some groups

What will success look like by the end of this year?

- Carlisle curriculum will be progressive, broad and balanced
- Expectations of all children will be high and strategies put in place so that no child is left behind
- Children will be taught through a greater variety of inspiring topics
- Subject leaders will be able to answer 'Why this? Why now? What next?' in relation to the content of any lesson delivered across the school

What is our	How will we implement	When will it	What will the impact	Cost	How and when	Actual Impact		
intent?	it?	happen and who will it be completed by?	be/Success criteria?		will this be monitored?	Dec 20	April 21	July 21
To create a	Share SDP priorities	INSET Day(s) -	 All staff will know 	£0	Following the	Curriculum vision	Carlisle	
collaborative	Discuss 'curriculum' and	Sept 2020	Carlisle's curriculum		creation of	created by whole	Curriculum intent	
vision for our	collaboratively agree		intent		'Curriculum	staff.	statement added	
curriculum	what we want to offer in	ZB/DW to lead.	Teacher's will have a		Overviews' for	New curriculum	to website.	
with staff	a	All staff to	collaborative vision for		the first half	topic overviews	6 topics in each	
	Carlisle Curriculum	contribute to	future curriculum		term – subject	are in place for	yeargroup have	
		plans	developments		leaders to	Autumn linked to	been introduced	
	Shape a plan for our		 Begin shaping ideas for 		monitor and	NC/DM	and mew	
	overarching curriculum		curriculum		evaluate against	outcomes.	curriculum	
	'intent'.		design/developments		EYFS DM/		booklets	
		Jan 21 DW			Primary Nat		developed which	
	Collaborative vision from				Curric.		are shared with	
	year groups to be						parents and on	
	combined and added to						the website.	
	website.							

To develop	Establish a clear	By Friday 18 th	• Teachers will have clear	£0	SLT	Science CPD has	Continue in	Science
staff expertise	framework for the	September 2020	and progressive		Planning	supported staff	summer 21 due	progression map
and	teaching of science with	LH (in collab.	objectives to structure		Scrutiny	knowledge.	to impact of	in place.
confidence in	learning objectives which	with SLT)	lessons around		Book Looks	Science planning	school closure	Staff using
teaching	match the curriculums		• Teachers plan from and		Learning Walk	is being	Jan-March 21 and	progression map
science		2 x in Autumn	use resources that offer			supported by the	need to develop	and resources to
	Lead science CPD(s) to	Term	challenging and		November 2020	Science lead.	remote learning	support planning
	discuss expectations in	LH	inclusive lessons			Science	provision.	and teaching.
	science lessons and		Staff feel confident in			assessment to be	'	Specific feedback
	inspire effective practice		assessing pupil			a focus for Spring		by Science lead
		Feb 21	outcomes			21.		has led to
	Science lead to monitor		dateomes					improved staff
	planning and teaching							confidence and
	and support across the							outcomes.
	school.	Jan 21						
	Hamilton Trust planning							
	is used as a framework							
	for science planning to							
	ensure progression across							
	KS1.							
To develop	Establish a clear	By Friday 18 th	Teachers will have clear	£0	SLT	CPD for staff	Continue in	Computing lead
staff expertise	framework for the	September 2020	and progressive		Planning	focused on	summer 21 due	has worked to
and	teaching of computing	DW (in collab.	objectives to structure		Scrutiny	providing remote	to impact of	establish
confidence in	with learning objectives	with SLT)	lessons around		Book Looks	education	school closure	progression
teaching	which match the	,	• Teachers plan from and		Learning Walk	through google	Jan-March 21 and	document to
computing	curriculums	2 x in Autumn	use resources that offer			classroom.	need to develop	support staff
8		Term	challenging and		November 2020	CPD for teaching	remote learning	knowledge.
	Lead computing CPD(s) to	DW	inclusive lessons			Computing to be	provision.	Continue with
	discuss expectations in		Staff feel confident in			a focus Spring 21.		development of
	computing lessons and		assessing pupil			3 2 2 p		staff skills in
	inspire effective practice	Feb 21	outcomes					autumn 21.
	,		- Cattoffied					
	Audit of staff skills in							
	computing							

To develop shared expectations for planning and teaching so that no child is left behind To ensure there is a cohesive well-planned 7-year curriculum in place across the federation.	Collaboratively create expectations for all lessons that are used by all 'What a Carlisle lesson looks like' (Top Ten or Fundamental Five) Focus on inclusivity and scaffolding sessions so all children achieve the same learning objective in maths Identify gaps in subject area programmes of study and amend/enhance as needed. Liaise with HHJS curriculum leaders to ensure a cohesive approach from EY through KS1 to KS2	INSET Day(s) – Sept 2020 ZB/DW to lead. All staff to contribute to plans DB to lead - What will this look like the classroom? What will we see from planning? Sept onwardswith termly reviews	 All staff can discuss the content of "What a Carlisle lesson looks like" The Mastery approach (Maths Hub) is adopted into all lessons at Carlisle to ensure no child is left behind Staff are equipped with a variety of strategies that can help scaffold sessions, so all children achieve Engaging and inclusive programmes of study in place for all subjects that are fully aligned to statutory requirements and supportive to positive federation outcomes. 	£	Following the creation of 'Curriculum Overviews' for the first half term – subject leaders to monitor and evaluate against EYFS DM/ Primary Nat Curric. and agreed 'What a Carlisle lesson looks like' expectations Subject leader action plans/ reviews. Year group termly curriculum reviews.	DB has led CPD on inclusive practice. SLT have created shared vision for what learning looks like at Carlisle to be reviewed by staff Spring 21. Focus on Maths scaffolding in Spring 21. Subject leads making links with HHJS. YGLs have identified gaps in learning and addressed these as part of the autumn planning for their year group. Continue in Spring 21	DW led CPD on Effective Lessons FUNdamental Five and Progression in learning. VT led CPD on inclusive practice in the classroom. Positive feedback from staff. These now need to be embedded in summer term. Continue in summer 21 due to impact of school closure Jan-March 21 and need to develop remote learning provision.	DW/ZB are producing a Teaching and Learning Policy that will be launched in the Autumn Term 2021 to outline expectations for all sessions and specifics for each subject area. Most subjects now have a clearly outlined progression document to outline the Carlisle Curriculum. Subject leads to compare and fully establish 7 year federation curriculum by end of Autumn Term 2021.
To develop diversity across our curriculuminitial focus English, Art, History.	SLT to identify what is working well and what areas need further development	Jan onwards	 YGLs are promoting diversity within team planning sessions and ensuring a range of diverse texts are used with children. 	£80 AfC cours e	Planning scrutiny Pupil voice Learning Walk	NA	Diverse texts and role models/people studied evident in assemblies and in English and	YGLs actively considering adjustments to topics and studied figures to reflect greater diversity.

YGLs to ensure texts	Curriculum content is	History	Established link
being used as key texts	reviewed in YG teams	curriculum.	with parent
and during story time	and adapted to ensure		'diversity
reflect more diversity	children are		champion'- plans
	experiencing a more		to support
	diverse range of		Carlisle with
	historical		research and
	figures/artists/texts		'language' related
	Assemblies promote		to diversity/Staff
	diversity and use		CPD. Continue as
	stories/real life		core priority in
	examples to develop		2021-2022.
	children's		
	understanding		

Priority 2: To build and strengthen effective teams which provide support and challenge.

Why was this chosen as a priority?

- Changes in staffing have taken place in all year group teams.
- New YG leader in year one
- To upskill leaders in providing colleagues with support
- To create a more solution-focused mindset amongst staff

What will success look like by the end of this year?

- Leaders are better equipped to support colleagues and each other
- Communication within and between teams is strong and supports consistency in approach
- A coaching culture is supporting staff

What is our	How will we	When will it	What will the	Cost	How and when will this		Actual Impact	
intent?	implement it?	happen and who will it be	impact be/Success criteria?		be monitored?	Dec 19	April 20	July 20
		completed by?						

To establish the new year group teams, ensuring they are working collaboratively towards the shared vision for their year group	Team building sessions built into CPD plan for autumn. Year group leads are supported in developing vision to share with team. Research into effective teams shared with staff	ZB/DW Inset on 3 rd /4 th Sept and part of CPD Plan for autumn term. SLT -September 1:1 sessions with ZB ZB/DW to research-Sept Share with staff- Oct	 Year group teams have shared vision. Roles and responsibilities are clear in each year group team. Teams are more effective across the school. Members of teams feel valued in their roles. 	£0	Learning walks-October December Performance Management-October Monitoring of action plan-November	clear action plans responding to the needs of the children in their teams and have	YGLs have ensured consistency of remote learning offer and monitored learning of children across YG.	
To begin to develop a coaching culture	Attend Spark Coaching course- cascade approach to SLT YGLs/SENCO/DH have regular 1;1 slots with ZB	By end of Dec 2020 ZB/DW/others as appropriate YG leader time 1:1 every 2 weeks	 Leaders are able to support each other and team more effectively Leaders are better equipped to cope with challenge/change 	Spark credits from 2019- 20	Performance Management Feedback from staff Evidence in progress against action plans	ZB working with SLT on effective teams using The Learning Imperative -by N Burns and A Griffith. SLT using creative and defensive	in summer 21 due to impact of school closure	YGLs accessed training from Emma Smith SIP to support teams. This has increased
To ensure leaders	Subject Leads to have regular 1:1 slots with DW Training for SLT	Subject leaders to meet DW each half-term October 2020	• Team feel	£?	Use of google survey 5	cycle as support when working with team. Regular slots in place for staff to meet with ZB/D YGLs clear abou	W Continue	confidence coaching staff.
are clear and confident with the	developing a school culture		supported by their leader-outcomes		questions /360 for leaders	expectations- monitoring is	in summer	have undertaken

expectations and			are improved for	From		focused on	21 due to	Performance
responsibilities of	All staff are aware	ZB to create	the children	CPD	Learning	supporting team	impact of	Management
their roles and are	of roles and	information for		budget	walks/performance	and identifying	school	for teaching
able to support	responsibilities	Sept inset.	 Leaders are 		management	next steps.	closure	`assistants,
others	structure in school-		solution focused				Jan-	engaged in
	to support who					Coach David	March 21	monitoring
	they go to when.					Gumbrell met	and need	and
						with ZB to plan	to	contributed
	Job descriptions,	November 2020	 Communication is 		Staff survey	SLT training for	develop	to SLT. All
	roles and		clear as evidenced			Spring 21.	remote	are clear on
	responsibilities		in staff survey				learning	their role-
	clarity through						provision.	external
	Performance							feedback
	Management							from
								training.

Priority 3: To develop a culture of wellbeing so it positively impacts on the physical and emotional health of the Carlisle community

Why was this chosen as a priority?

- Response to Covid-19 pandemic Emotional/mental health a high priority for all the community
- Children have been away from school for a long period of time and will need support in adjusting to the 'new normal' changes
- Relationships Education statutory from September 2020

What will success look like by the end of this year?

- Children can use varied language related to feelings and can discuss ways to regulate their emotions
- Staff feel valued and can recognise ways in which the Carlisle community consider the wellbeing of all stakeholders
- Carlisle community has adjusted to the new structures put into place following the coronavirus 'lockdown'
- Relationships Education policy is in place and stakeholders are aware of changes and how it will be taught at Carlisle

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intent?	it?	happen and who will it be	be/Success criteria?		will this be monitored?	Dec 20	April 21	July 21
		completed by?						

To obtain the	Meet to view training	DW/ZB	 Staff and children will be 	£600	Termly – Action	ZB/DW	Continue	RRS introduced
'Rights Respecting	materials and understand	5 00 / 25	aware of 'Right	(Paid)	plan reviews	attended	in summer	to staff, and
Schools' Bronze	responsibilities for		Respecting Schools' and	(. a.a,	pianievievis	RRS	21 due to	children.
Award	obtaining the award		the elements we need to			training.	impact of	Launch day and
		DW/ZB and SLT	develop in order to			Whole	school	communication
	Create action plan - agree	,	achieve the award			staff CPD	closure	to parents
	process and strategies for		•The award is achieved by			took place	Jan-March	July21 .
	completing actions.		Summer 2021			Nov 20.	21 and	Apply for
	Review progress termly.		Carlisle children will be			Working	need to	award autumn
		DW/ZB	more aware of their rights			group	develop	21 due to other
	CPD to inform all staff of		and responsibilities			formed to	remote	priorities.
	RRSA and share action					lead on	learning	
	plan.					this.	provision.	
To establish a	Invite members of staff,	Working party	A wellbeing party is	£0	Termly –	Wellbeing	Wellbeing	Wellbeing
wellbeing working	parents, and a governor	established	effectively set up		Action plan	staff	Committee	Committee
party to lead on	(CS) and school council to	October 2020	including stakeholders		reviews	survey set	set up.	shared analysis
developing a	form wellbeing working		from the Carlisle		Outcomes of	up.	Wellbeing	and actions.
collaborative	party.	October 2020	community		meetings	Wellbeing	staff	Wellbeing
wellbeing policy	Arrange first meeting.		 A survey is carried out to 			committee	survey	focus on
for all		Wellbeing party	gain an insight into the			established	developed.	mental health
stakeholders	Create and disseminate a	November 2020	feelings regarding			Nov 2020.	You said	as part of
	wellbeing survey for staff		wellbeing from our				we did	Summer CPD.
	and parents/children		Carlisle community				analysis	
		Wellbeing party	 An action plan is in place 				shared	
	Discuss what wellbeing	Spring 2020	to develop wellbeing				with staff	
	means to individuals and		effectively				from	
	results of survey.		 A policy is established to 				previous	
		Wellbeing party	outline the structures in				survey.	
	Create action plan and	Spring 2020	place to support and					
	wellbeing policy for		improve wellbeing for all					
	stakeholders							
To use 'zones of	Lead CPD on 'Zones of	Deb	Children are able to	£0	End of Autumn	All staff	Continue	Well
regulation' and	Regulation' for staff	October 2020	express their feelings		Term	accessed	to embed.	embedded
language related	Claff Lalamil	T.	using a greater range of		-Staff CPD	CPD.	Across	across the
to emotions to	Staff to lead lessons on	Teachers	language to describe their		evaluation	Impact has	school as	school.
better express	feelings to their classes	(Following DB	emotions		-Responses from	been seen	children	Informal
		training)			children	with y2	return	monitoring and

and regulate feelings	Promote ideas around expressing feelings in assemblies Create corridor display around feelings for reference	November 2020	 Children (and adults) have a greater toolkit of regulators for their emotions Children have seen/heard a variety of stories to normalise their emotions Children become more resilient and able to cope when things don't go as expected 		-Display (and it's use)	children, continue to embed for YR and Y1 in Spring 21.	from school closure.	in class observations show children use language from Zones confidently and show understanding of actions to help them with regulating their feelings. Emotional health Service have run a successful workshop to all pupils.
To ensure systems are in place to identify/ highlight and respond to pupil well-being issues-individually and cohort based.	Ensuring a cohesive and thorough transition and induction programme for all pupils- with any CV19 implications addressed.	Autumn (EYFS) through to spring/ summer term (KS1).	All pupils are supported to feel prepared for their next stage of education.	£0	Pupil and parent voice.	Rec entry survey feedback highlighted 87% of parents were happy with their child's experience of starting school.	Parent and pupil feedback related to return to transition back to school has been positive.	Transition feedback between y2 and y3 teams has been very positive. Children are well prepared for transition.