



Carlisle Infant School Development Plan 2020-2021

'Love Learning, Love Life'



Chair of Governors : Billy Day
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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 intent?	How will we implement it?	When will it happen and who will it be completed by?	What will the impact be/Success criteria?	Cost	How and when will this be monitored?	Actual Impact		
						Dec 20	April 21	July 21
To create a collaborative vision for our curriculum with staff	Share SDP priorities Discuss ‘curriculum’ and collaboratively agree what we want to offer in a Carlisle Curriculum Shape a plan for our overarching curriculum ‘intent’. Collaborative vision from year groups to be combined and added to website.	INSET Day(s) – Sept 2020 ZB/DW to lead. All staff to contribute to plans Jan 21 DW	<ul style="list-style-type: none"> • All staff will know Carlisle’s curriculum intent • Teacher’s will have a collaborative vision for future curriculum developments • Begin shaping ideas for curriculum design/developments 	£0	Following the creation of ‘Curriculum Overviews’ for the first half term – subject leaders to monitor and evaluate against EYFS DM/ Primary Nat Curric.	Curriculum vision created by whole staff. New curriculum topic overviews are in place for Autumn linked to NC/DM outcomes.		

<p>To develop staff expertise and confidence in teaching science</p>	<p>Establish a clear framework for the teaching of science with learning objectives which match the curriculums</p> <p>Lead science CPD(s) to discuss expectations in science lessons and inspire effective practice</p> <p>Science lead to monitor planning and teaching and support across the school.</p> <p>Hamilton Trust planning is used as a framework for science planning to ensure progression across KS1.</p>	<p>By Friday 18th September 2020 LH (in collab. with SLT)</p> <p>2 x in Autumn Term LH</p> <p>Feb 21</p> <p>Jan 21</p>	<ul style="list-style-type: none"> • Teachers will have clear and progressive objectives to structure lessons around • Teachers plan from and use resources that offer challenging and inclusive lessons • Staff feel confident in assessing pupil outcomes 	<p>£0</p>	<p>SLT Planning Scrutiny Book Looks Learning Walk</p> <p>November 2020</p>	<p>Science CPD has supported staff knowledge. Science planning is being supported by the Science lead. Science assessment to be a focus for Spring 21.</p>		
<p>To develop staff expertise and confidence in teaching computing</p>	<p>Establish a clear framework for the teaching of computing with learning objectives which match the curriculums</p> <p>Lead computing CPD(s) to discuss expectations in computing lessons and inspire effective practice</p> <p>Audit of staff skills in computing</p>	<p>By Friday 18th September 2020 DW (in collab. with SLT)</p> <p>2 x in Autumn Term DW</p> <p>Feb 21</p>	<ul style="list-style-type: none"> • Teachers will have clear and progressive objectives to structure lessons around • Teachers plan from and use resources that offer challenging and inclusive lessons • Staff feel confident in assessing pupil outcomes 	<p>£0</p>	<p>SLT Planning Scrutiny Book Looks Learning Walk</p> <p>November 2020</p>	<p>CPD for staff focused on providing remote education through google classroom. CPD for teaching Computing to be a focus Spring 21.</p>		

<p>To develop shared expectations for planning and teaching so that no child is left behind</p>	<p>Collaboratively create expectations for all lessons that are used by all 'What a Carlisle lesson looks like...' (Top Ten or Fundamental Five)</p> <p>Focus on inclusivity and scaffolding sessions so all children achieve the same learning objective in maths</p>	<p>INSET Day(s) – Sept 2020</p> <p>ZB/DW to lead. All staff to contribute to plans</p> <p>DB to lead - What will this look like the classroom? What will we see from planning?</p>	<ul style="list-style-type: none"> •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 	<p>£0</p>	<p>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</p>	<p>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.</p>		
<p>To ensure there is a cohesive well-planned 7-year curriculum in place across the federation.</p>	<p>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</p>	<p>Sept onwards- with termly reviews</p>	<ul style="list-style-type: none"> •Engaging and inclusive programmes of study in place for all subjects that are fully aligned to statutory requirements and supportive to positive federation outcomes. 	<p>£</p>	<p>Subject leader action plans/ reviews. Year group termly curriculum reviews.</p>	<p>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.</p>		

						Continue in Spring 21		
To develop diversity across our curriculum-initial focus English, Art, History.	<p>SLT to identify what is working well and what areas need further development</p> <p>YGLs to ensure texts being used as key texts and during story time reflect more diversity</p> <p>History lead to</p>		•					

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 intent?	How will we	When will it happen	What will the impact	Cost	How and when will this be	Actual Impact
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	implement it?	and who will it be completed by?	be/Success criteria?		monitored?	Dec 19	April 20	July 20
To establish the new year group teams, ensuring they are working collaboratively towards the shared vision for their year group	<p>Team building sessions built into CPD plan for autumn.</p> <p>Year group leads are supported in developing vision to share with team.</p> <p>Research into effective teams shared with staff</p>	<p>ZB/DW Inset on 3rd/4th Sept and part of CPD Plan for autumn term.</p> <p>SLT -September 1:1 sessions with ZB</p> <p>ZB/DW to research-Sept Share with staff-Oct</p>	<ul style="list-style-type: none"> 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	YGLs have clear action plans responding to the needs of the children in their teams and have developed shared visions with their teams. YGLs supported by research from Making Feedback Work E Holland		
To begin to develop a coaching culture	<p>Attend Spark Coaching course-cascade approach to SLT</p> <p>YGLs/SENCO/DH have regular 1;1 slots with ZB</p> <p>Subject Leads to have regular 1:1 slots with DW</p>	<p>By end of Dec 2020 ZB/DW/others as appropriate</p> <p>YG leader time 1:1 every 2 weeks</p> <p>Subject leaders to meet DW each half-term</p>	<ul style="list-style-type: none"> 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 M Burns and A Griffith. SLT using creative and defensive cycle as support when working with team. Regular slots in place for staff to meet with ZB/DW		

To ensure leaders are clear and confident with the expectations and responsibilities of their roles and are able to support others	<p>Training for SLT developing a school culture</p> <p>All staff are aware of roles and responsibilities structure in school- to support who they go to when.</p> <p>Job descriptions, roles and responsibilities clarity through Performance Management</p>	<p>October 2020</p> <p>ZB to create information for Sept inset.</p> <p>November 2020</p>	<ul style="list-style-type: none"> • Team feel supported by their leader- outcomes are improved for the children • Leaders are solution focused • Communication is clear as evidenced in staff survey 	£ ? From CPD budget	<p>Use of google survey 5 questions /360 for leaders</p> <p>Learning walks/performance management</p> <p>Staff survey</p>	<p>YGLs clear about expectations- monitoring is focused on supporting team and identifying next steps.</p> <p>Coach David Gumbrell met with ZB to plan SLT training for Spring 21.</p>		
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Priority 3: To develop a culture of wellbeing so it positively impacts on the physical and emotional health of the Carlisle community

<p>Why was this chosen as a priority?</p> <ul style="list-style-type: none"> • 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 <p>What will success look like by the end of this year?</p> <ul style="list-style-type: none"> • 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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		completed by?						
To obtain the 'Rights Respecting Schools' Bronze Award	<p>Meet to view training materials and understand responsibilities for obtaining the award</p> <p>Create action plan - agree process and strategies for completing actions. Review progress termly.</p> <p>CPD to inform all staff of RRSA and share action plan.</p>	<p>DW/ZB</p> <p>DW/ZB and SLT</p> <p>DW/ZB</p>	<ul style="list-style-type: none"> • Staff and children will be aware of 'Right Respecting Schools' and the elements we need to develop in order to achieve the award • The award is achieved by Summer 2021 • Carlisle children will be more aware of their rights and responsibilities 	£600 (Paid)	Termly – Action plan reviews	ZB/DW attended RRS training. Whole staff CPD took place Nov 20. Working group formed to lead on this.		
To establish a wellbeing working party to lead on developing a collaborative wellbeing policy for all stakeholders	<p>Invite members of staff, parents, and a governor (CS) and school council to form wellbeing working party. Arrange first meeting.</p> <p>Create and disseminate a wellbeing survey for staff and parents/children</p> <p>Discuss what wellbeing means to individuals and results of survey.</p> <p>Create action plan and wellbeing policy for stakeholders</p>	<p>Working party established October 2020</p> <p>October 2020</p> <p>Wellbeing party November 2020</p> <p>Wellbeing party Spring 2020</p> <p>Wellbeing party Spring 2020</p>	<ul style="list-style-type: none"> • A wellbeing party is effectively set up including stakeholders from the Carlisle community • A survey is carried out to gain an insight into the feelings regarding wellbeing from our Carlisle community • An action plan is in place to develop wellbeing effectively • A policy is established to outline the structures in place to support and improve wellbeing for all 	£0	Termly – Action plan reviews Outcomes of meetings	Wellbeing staff survey set up. Wellbeing committee established Nov 2020.		
To use 'zones of regulation' and language related to emotions to better express and regulate feelings	<p>Lead CPD on 'Zones of Regulation' for staff</p> <p>Staff to lead lessons on feelings to their classes</p> <p>Promote ideas around</p>	<p>Deb October 2020</p> <p>Teachers (Following DB training) November 2020</p>	<ul style="list-style-type: none"> • Children are able to express their feelings using a greater range of language to describe their emotions • Children (and adults) have a greater toolkit of regulators for their emotions 	£0	End of Autumn Term -Staff CPD evaluation -Responses from children -Display (and it's	All staff accessed CPD. Impact has been seen with y2 children,		

	<p>expressing feelings in assemblies</p> <p>Create corridor display around feelings for reference</p>	November 2020	<ul style="list-style-type: none"> • 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 		use)	continue to embed for YR and Y1 in Spring 21.		
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).	<ul style="list-style-type: none"> • 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.		