



# School Development Plan (SDP)

July 2019 – July 2020

## Developments which may have in-year impact on this SDP.

### 1. National level

Political situation chaotic.

Rising costs and continuing cuts.

### 2. Local authority level

SEND 2020, SEND Remodelling, Transformation Plan.

HT working with LA as Special Schools' Phase Chair, notably SEND partnership board and Safeguarding Partnership Board.

Continuing pressure on high needs budget and schools' budgets in general.

Failure of Children's Services: Impact of radical reform of systems, plus Ofsted focus on safeguarding children.

Admissions protocols and transport cuts impacting admissions on an ongoing basis.

### 3. School level

Managing increasingly complex cohort, especially Year 9-11 SEMH and autism through school.

SEND remodelling process.

School estate not fit for purpose.

School to School support – considering relationships (formal and informal) with LA, other schools etc.



## School development plan 2019-20

<b>Strategic Objective</b> Develop a meaningful and manageable assessment system referenced against the Gosden Toolkits.					
<b>Link Governor/s:</b> Linda Jasper			<b>Lead SLT</b> EM		<b>Budget:</b> £450
<b>Vision:</b> Assessment will be used to inform progress and planning against the Toolkits, in Primary and Secondary. Assessment practices will be more efficient and relevant to learners, and simpler and more meaningful for staff. Progress and learning will be shared with parents in such a way as to inform and promote home learning. Data drops will enable SLT to track progress of individual learners and will highlight the need for intervention in a timely manner.					
<b>Action plan</b>	<b>Lead</b>	<b>Resources</b>	<b>Timescale and Monitoring Dates</b>	<b>Pupil impact success criteria and evaluation</b>	
<b>Develop meaningful and manageable assessment practice across the school.</b>					
Assessment Focus - Develop further an efficient and confident Assessment Community <ul style="list-style-type: none"> <li>Track Maths Strands in addition to Number to monitor pupil progress and coverage.</li> <li>Ensure that PSHE throughout the school subject is assessed on B-Squared and seen as a relevant and valuable spiral/non-linear student learning and assessment</li> <li>All Teachers to see that B Squared is a valuable form of ongoing formative assessment to</li> </ul>	EM/ CE HB/ CT	Continue with b-squared licensing	Autumn Term: EVISENSE Refreshers/Training to be delivered to staff. PSHE policy/guidance to be written and shared with teachers. Once Assessment & Data team have completed CSAM training, share with teachers examples of how their formative assessment data will be shown in visual graphs for all stakeholders.  Spring Term – ongoing monitoring of PSHE B-Squared and Evisense Putting in place templates and format for pupil progress meetings.  Summer Term:	Assessment procedures across the whole school provide all stakeholders with a reliable and relevant source of both formative and summative assessment across Maths, English and PSHEE.  Autumn 19:  Spring 20:  Summer 20:	



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<p>inform planning not just for data pull off.</p> <ul style="list-style-type: none"> <li>• All staff to be confident in and actively using EVISENSE to create learning journeys</li> <li>• Formalise and standardise Pupil Progress meetings throughout the whole school to ensure 'preservation of learning' at transition points.</li> </ul>			<p>Sharing of EVISENSE reports with parents. Review for following year. End of Summer Term hold formalised Pupil Progress Meetings across the whole school.</p>	
<p>Data Focus – Share relevant and meaningful student progress and potential progression routes with students, parents and all other relevant stakeholders.</p> <ul style="list-style-type: none"> <li>• To use CSAM to form Data Groups in B-Squared in order to make Data analysis and reporting less problematic and time consuming.</li> <li>• To develop a whole school 'Progress guidance and tracking tool' which identifies individual 'pathways' for student's mapping and tracking progress over time.</li> </ul>	EM/HB/CT	CSAM Training - £350.00	<p>Autumn Term : Data and Assessment Team and Debby Brown to complete CSAM Training. EM /HB to reflect on training and report back to SLT most effective way CSAM can serve us. Start work on Progress and Tracking tool.</p> <p>Spring Term: Continue work on Progress and Tracking tool and aim to complete by the beginning of the Summer Term. Spring's round of Annual Reviews to begin to include new</p>	<p>Parents have a clearer understanding of their child's learning levels, the progress they are making and what the school is doing to support their progress and future pathways. Parents can celebrate and understand the smaller steps in their child's learning and non-linear progress.</p> <p>Autumn 19:  Spring 20:  Summer 20:</p>



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<ul style="list-style-type: none"><li>• Develop ways of reporting on individualised data to accurately show all steps of progress for our “spikey” learners (progress across multiple levels)</li><li>• Student attainment and progress data to be Parent and Student friendly and used within annual reviews.</li><li>• “Good News” Data Report available to parents at the end of the academic year showing whole school progress/ learning focus and initiatives.</li></ul>			<p>individualised data to share with parents and students. Start work on new Data Report format.</p> <p>Summer Term: Beginning of term finalise format for new Data report template in readiness for end of year data pull off.</p>	
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## School development plan 2019-20

<b>Strategic Objective</b> Improve professional practice to increase richness and depth of learning.				
<b>Link Governor/s:</b> Helen Johns, Pat Adams			<b>Lead SLT</b> COS	<b>Budget:</b> £150
<b>Vision:</b> Professional pedagogy will focus more on the learning process than outcomes. Teachers will become more reflective as practitioners, and will work collaboratively to improve quality of learning across the school. The learning culture will be visible and inspiring.				
<b>Action plan</b>	<b>Lead</b>	<b>Resources</b>	<b>Timescale and Monitoring Dates</b>	<b>Pupil impact success criteria and evaluation</b>
<b>Gosden is a Learning School</b>				
Promote learning culture: <ul style="list-style-type: none"> <li>• Visible “Gosden is a learning school” strapline.</li> <li>• Encourage staff to engage in learning activities</li> <li>• Ongoing CPD in staff meetings and through external opportunities (TED talks, Chartered College of Teaching, Growth Mindset).</li> <li>• Build on existing structures, e.g. Secondary WIFM.</li> <li>• Regular reference in assemblies, events etc.</li> <li>• Encourage parents to model and promote learning.</li> </ul>	COS	£150 SLT membership of Chartered College	Autumn term: Appoint lead team (staff). Appoint pupil learning champions. Introduce strapline to staff, pupils, parents. Staff meeting and regular links to TED Talks and Chartered College.  Spring term: ongoing.  Summer term: Collate and celebrate. Review for next year.	Pupils demonstrate excitement about learning. Pupils talk about learning, using appropriate language.  Autumn 19:  Spring 20:  Summer 20:



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<ul style="list-style-type: none"> <li>Set up Learning Champions team to lead.</li> </ul>				
<p>Improve professional practice:</p> <ul style="list-style-type: none"> <li>Implement teacher learning triads (or small groups). Termly focus on an aspect of pedagogy for learning, using Gosden "Quality First Teaching" audit.</li> <li>Peer observations, self and peer evaluation of teaching: Reflective discussion.</li> <li>Share good practice and learning with teams/ whole staff.</li> </ul>	EM, MV	Audit, proformas, guidance.	<p>Autumn term: Staff meeting to introduce audit and set up "triads". Set first task (focus).</p> <p>Spring term: Staff meeting to share learning from from Autumn focus. Set new focus.</p> <p>Summer term: Phase (?) meeting as above. Review for 2020/21.</p>	<p>More joined up pedagogy and collaborative working from teachers should result in more cohesive, higher quality learning for pupils.</p> <p>Autumn 19:</p> <p>Spring 20:</p> <p>Summer 20:</p>
<p>Trial "Learning Challenge":</p> <ul style="list-style-type: none"> <li>In triads or phases, brainstorm ideas for pupils leading learning.</li> <li>Classes/ subjects trial ways to offer opportunities for learners to challenge themselves, individually and/ or as a class.</li> </ul>	COS, EM	To be developed.	<p>Spring term: Staff meeting to introduce concept. Trial.</p> <p>Summer term: Review and consider whether/ how to move forward.</p>	<p>Pupils engage in meta-cognitive activities and increase engagement in learning. Pupils develop learning resilience and skills for lifelong learning.</p> <p>Autumn 19:</p> <p>Spring 20:</p> <p>Summer 20:</p>



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<b>Strategic Objective:</b> Improve emotional and physical health of all pupils, to increase access to learning, build resilience and improve long term health and wellbeing.				
<b>Link Governor/s:</b> David Osen		<b>Lead SLT:</b> FW (Pastoral), EM (Curriculum)		<b>Budget:</b> £14k
<b>Vision:</b> The Pastoral Team will be joined by a Thrive (or other) practitioner, compatible with the current pastoral approach developed with Beacon House. A rigorous PSHE curriculum will be a key area of learning from Reception through to Year 11, ensuring pupils have the resilience and skills to keep healthy and safe, physically, mentally and emotionally. Staff will model good health and emotional wellbeing. This will be a key feature and strength of Gosden House.				
<b>Personal development, EWMH, PSHE</b>				
Action plan	Lead	Resources	Timescale and Monitoring Dates	Pupil impact success criteria and evaluation
Formulate job description and appoint practitioner to focus on Emotional Wellbeing and Mental Health (EWMH): <ul style="list-style-type: none"> <li>With Home School Link Worker (HSLW), consider the requirements of the school, taking into consideration the existing pastoral approach, and the increasingly complex needs of the cohort.</li> </ul>	COS	£2600 practitioner training (2 people)  £400 /yr Online Thrive package.	Autumn term	Pupils' EWMH needs will be better met within existing structures and systems.  Autumn 19:  Spring 20:  Summer 20:
Develop pastoral team to integrate therapeutic approach into curriculum and timetable.	FW	£10k approx.: Cost of P/T practitioner (replaces ELSA).	Autumn term, with termly reviews: DH, HSLW.	Pupils' EWMH needs will be better met through targeted approach, through curriculum and in small groups, with families and 1:1 where required. Increased engagement in learning and improved attendance at school and in class.



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				Autumn 19:  Spring 20:  Summer 20:
<p>Revise Primary PSHE scheme of work:</p> <ul style="list-style-type: none"> <li>• EM and CA to revise, referenced against NC, updates (through PSHE Association) and Secondary SoW.</li> <li>• JC to ensure that Happy and Healthy is timetabled, delivered and monitored.</li> </ul>	EM/ MV	£250 (Curriculum budget)	<p>Autumn term: Write SoW, timetable and start delivering through Happy and Healthy.</p> <p>Monitoring and QA through school systems, ongoing.</p>	<p>Pupils will learn about keeping safe and healthy as part of core curriculum.</p> <p>Autumn 19:  Spring 20:  Summer 20:</p>
<p>Develop assessment criteria and tracking system to ensure engagement of all pupils.</p> <ul style="list-style-type: none"> <li>• EM and CA to draft criteria.</li> <li>• EM and assessment team to draft and trial tracking.</li> <li>• EM and SLT monitor.</li> </ul>	EM	£350 CSAM training	<p>Autumn term: Draft criteria and tracking system. Explore feasibility of CSAM for tracking PSHE (not progressive).</p> <p>Spring term: Trial at primary and Secondary. Review and revise.</p> <p>Summer term: Baseline data entered for use going forward.</p>	<p>Core learning will be targeted and relevant, and pupils' needs picked up in a timely manner.</p> <p>Autumn 19:  Spring 20:  Summer 20:</p>