**School Development Plan (SDP)**

**July 2021 – July 2022**

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| **Strategic Objective** Gosden is a learning school  |
| **Vision:** *Every pupil and member of staff will see themselves as a learner and as part of a learning community. Learners will be active and reflective in their own learning processes and journeys, and teachers will improve their pedagogy in order to maximise learning engagement.* |
| **Actions** |

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| Programme of CPD to be delivered to staff over the course of the year, focused on metacognition, learning behaviours and pedagogy. | Assessment to be embedded into learning cycle to ensure individuals receive appropriate challenge which facilitates high quality learning for all. | Embed and dynamically review Gosden Standards, which have been developed through CPD 2019-21. | Primary and Secondary Learning power approaches to be trialled and embedded within the classrooms.Secondary department to develop Learning Power within the classroom and linked to/ to overarch the Secondary toolbox.Primary department formulate and trial “Learning Habits” | As part of project, staff to trial approaches and techniques to increase learning and engagement.  | Extend Outdoor learning through school. |

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| **Strategic Objective** Improve Quality of Education through subject development planning throughout school. *Note that this section of the SDP references subject development planning, so is not detailed explicitly.*  |
| **Vision:** *Continue to develop key areas identified through monitoring and school development processes. Key staff within school to lead and facilitate development.* |
| **Actions** |

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| Embed RSE curriculum across school | Home learning (homework): Formulate a school approach to home learning which enables parents/ carers to boost learning at home but does not penalise those unable to participate in home learning.Include OT and SaLT advice. | Complete 3 year assessment action plan: * Embedding and strengthening
* Keeping under review
* Cross-school moderation: LAN schools and mainstream
 | Every class to have relevant learning supports available to promote independent learning for all pupils:Reading, phonics, Numicon, OT, sensory, SaLT. |
| Review and, where necessary, reintroduce reading activities and approaches as developed previously through “Once Upon a Gosden”.Review the efficacy of RWI as currently used within Secondary. | Relaunch vocational programmes affected by Covid bubbling:* Arts Award: Secure funding to secure Arts offer.
* Animal Care: Consider expansion of offer, exploring funding and feasibility of bigger offer.
* Horticulture and Business Enterprise: Revisit and consider whether/ how to develop further
 | Review and develop whole school outdoor learning programme:* Improve outdoor learning environments in all playgrounds and garden area.
* Build on existing offer to expand Forest School across whole school and to build outdoor learning activities into curriculum planning.
 | Revise role of Arts Co-ordinator and the Arts offer across the school, including Artsmark, Arts Award and Gosden arts networks (external). |

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| **Strategic Objective** Continue to strengthen Gosden’s relational ethos, as outlined in Relational Support Policy  |
| **Vision:** *Pupils and staff will have their emotional and mental health needs understood and met within the school as far as possible. Families will be supported where needed. Staff will feel competent and confident in meeting the needs of their pupils, each other and themselves.* |
| **Actions** |

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| Review and strengthen in-school and external support for children and young people suffering poor mental health and associated difficulties. | Equip staff with practical tools to respond to and manage behaviours related to trauma, sensory and communication needs. | Improve social communication skills, particularly in the youngest cohorts – an area of Covid recovery.Work collaboratively with SaLT team. | Promote staff wellbeing and resilience, in order to ensure a stable and solid foundation for a healthy, thriving school.Explore possible programmes and services which could provide a platform for support and not add significantly to SLT (or other staff) workload. |

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| **Strategic Objective** Develop a multi-agency Team Around the School to strengthen the holistic offer. This will comprise SENCo, AH, EHCP co-ordinator, SaLT, OT, physio, link Mental Health clinician, link Social Worker, and other multi-agency professionals.  |
| **Vision:** *The school and associated professionals will work together to ensure the provision outlined in EHCPs, and elsewhere identified, is delivered in a holistic manner for all pupils. This will be through a universal, targeted and specialist model.* |
| **Actions** |

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| The TAS will develop and publish a “Gosden offer”.Therapists will work: * With whole staff to develop whole school expertise.
* With class teams to understand and meet needs of individual pupils
* With families and pupils at an individual level where required.

The TAS will be involved in identifying SDP priorities and feed into the staff CPD programme. | TAS will agree and plan for whole school development in:* Zones of regulation: Whole School (OT lead)
* Handwriting: Whole school (OT lead)
* Mental Health: (Alliance lead)
* Clicker 7: SaLT lead – if affordable and practical.
* Learning supports, as detailed above.
* Colourful Semantics
 | Produce a register of SENs which is clear and accessible to all who need it.Link IEPs to EHCPs and school assessment data.Revise provision maps in line with new banding structure. |

COS 9/7/21