

Governors' Approval:

Chair:

St Andrew's CE Primary School

Vice Chair:

Overall priorities 2022/23 (incl Overview of OHS Management Planning)

This document includes an outline of the overall priorities in our School Development Plan. More details can be seen in our complete targets and specific action plans for improvement (eg subjects / year group action plans).



This SDP is an important part of OHS Management Planning in giving us a summary of our Whole School Provision

Overpage are our success criteria for 2022/23, which are based on the new expectations, new curriculum and the changes to assessing children. They demonstrate our high expectations as a school. Our priority is to fulfil our Vision: Matthew 5.16 - Let Your Light Shine

Every Child A Champion In Their Own Right

Matthew 5.16 – ‘Let Your Light Shine’

‘... let your light shine before others, that they may see your good deeds and glorify your Father in Heaven.’

We commit ourselves to Matthew 5:16- ensuring that all children are seen as champions in their own right. We will serve our families and the wider community. Let your light so shine... will drive our intention to promote inclusion, respect, thanksgiving. The learning experience will be a Christian adventure.

**Success Criteria Breakdown 2022 - 2023
Times Tables**

	Nursery	Reception	Year 1	Year 2
End Sept 22	Count in everyday contexts	Count backwards and forwards to 10	x2, x5, x10	x2, x5, x10, x11
Oct half term 22	React to changes of amount in a group of three items	Count to 20	Reinforcing x2, x5, x10	Reinforcing x2, x5, x10, x11
Dec 22	Fast recognition of up to 3 objects (subitising)	Recognise 0-10 and order	x2, x5, x10, x11	x2, x3, x5, x10, x11
Feb 23	Recite numbers past 5	Recognise 0-20 and order	x2, x3, x5, x10, x11	x2, x3, x4, x5, x10, x11
April 23	Show finger numbers up to 4 Match numbers to objects up to 5	1 more/ 1 less to 20	x2, x3, x4, x5, x10, x11	Reinforcing x2, x3, x4, x5, x10, x11
End June 23	Subitise to 3. Solve real world problems with numbers up to 5	Count in 2, 5, 10	Reinforcing x2, x3, x4, x5, x10, x11	
	Year 3	Year 4	Year 5	Year 6
End Sept 22	x2, x5, x6, x10, x11		x2,x3, x4, x5, x6, x9, x10, x11, x12	
Oct half term 22	x2, x3, x5, x6, x10, x11		All times tables	All times tables
Dec 22	x2, x3, x4, x5, x6, x10, x11		Reinforcement and applying to long multiplication/ division work	
Feb 23	x2, x3, x4, x5, x6, x9, x10, x11		Reinforcement and applying to fractions/ percentages work	
April 23	x2, x3, x4, x5, x6, x9, x10, x11, x12		Reinforcement and applying to all maths topics eg area/ ratio etc.	
End June 23	All times tables	All times tables	Reinforcement and applying to all maths topics eg area/ ratio etc.	

Phonics	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>
End Sept 22	Notice first letter of name.	All children pass each 6 week assessment.	All children can blend.	
Oct half term 22	Recognise familiar logo	All children pass each 6 week assessment.	All children pass each 6 week assessment.	
Dec 22	Spot and suggest rhymes Clap syllable in name or word	Read some irregular words All children can blend.	All children pass each 6 week assessment.	100% of 24 children Pass Y2 Phonic Screening
Feb 23	Recognise words with same initial sounds	All children pass each 6 week assessment.	All children pass each 6 week assessment.	
April 23	Recognise some graphemes S a t p	All children pass each 6 week assessment.	All children pass each 6 week assessment.	
End June 23	Say initial sound in a given word. Identify object when given initial sound Recognise some graphemes s a t p i n	Phase 4 competent and secure	100% Pass on Phonic Screening	100% of 24 children Pass Y2 Phonic Screening - formal screening time.

	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
End Sept 22	Rapid catch up assessments done.	Rapid catch up assessments done.	Rapid catch up assessments done.	Rapid catch up assessments done.
Oct half term 22	All children to pass each 4 week assessment.	All children to pass each 4 week assessment.	All children to pass each 4 week assessment.	All children to pass each 4 week assessment.
Dec 22	100% of 13 children to pass Y2 Phonic Screening	All children to pass each 4 week assessment.	All children to pass each 4 week assessment.	All children to pass each 4 week assessment.
Feb 23	All children to pass each 4 week assessment.	All children to pass each 4 week assessment.	All children to pass each 4 week assessment.	All children to pass each 4 week assessment.
April 23	All children to pass each 4 week assessment.	All children to pass each 4 week assessment.	All children to pass each 4 week assessment.	All children to pass each 4 week assessment.
End June 23	All children to pass each 4 week assessment.	All children to pass each 4 week assessment.	All children to pass each 4 week assessment.	All children to pass each 4 week assessment.

Other Non Negotiables

	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>
End Sept 22	Put on own coat Use toilet independently	Know the alphabet names Write first name. Hold pencil correctly and sit correctly.	100% can use a ruler To know and say the alphabet in and out of sequence. Count and match to 20	100% can use a ruler Place Value to 100 - partition into tens and ones Know odd and even numbers
Oct half term 22	Use scissors to snip Hold pencil with comfortable grip	Know the sounds of the alphabet Recite days of the week and months of the year. Count from 1 to 20 Sort objects in different ways. Know all Nursery Non negotiables	Form all lower and upper case letters correctly Begin sentences with CL and end with full stop. Separate words with spaces Know all Reception Non negotiables	To form upper case, lower case and digits correctly (size and orientation) To know 2x, 3x, 5x, 10x tables To know and say the alphabet in and out of sequence. Y1 recap - To know number bonds to 10. Know all Year 1 Non negotiables
Dec 22	Recognise rhyme in words Name 2D shapes	100% can use a ruler to draw lines Write first and last name Write numbers correctly 0-9 Read some irregular words	Know off by heart number bonds to 10 Join sentences using 'and' Count in 2, 5, 10	Write sentences with CL, FS, !, ? Use past and present tense To make an inference about a character
Feb 23	Clap/count syllables in words	Know and say own address Tell the time (o'clock) Recognise 1-20 and place in order. Name 2D shapes Form lower case letters correctly.	Double and halve to at least 10 Time - o'clock/ half past Count to 100 forwards/ backwards Read and write numbers to 100	Use coordinating and subordinating conjunctions. Read and spell Year 2 common exception words. Find different ways to make an amount of money Year 1 recap - To know all coins and notes
April 23	Write some letters in name Hold pencil correctly	Write the short date One digit per square in a maths work 1 more/ 1 less to 20 Coins 1p, 2p, 5p, 10p, 20p	Read and spell Year 1 common exception words To know place value of tens and ones	Know multiplication and division facts for 2/5/10 tables Add and subtract mentally 2, 2 digit numbers
End June 23	Extend ABAB patterns Write all of first name	Use scissors to cut straight line and around a shape. Name 3D shapes	Know number bonds to 20. Know all coins and notes	Identify nouns, verbs, adjectives and adverbs in sentences. Tell the time to half past/ quarter past/ quarter to Year 1 recap - Time o'clock/ half past

Other Non Negotiables

	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
End Sept 22	100% can use a ruler Place Value to 1000 To construct word family lists	100% can use a ruler Place Value to 10,000	100% can use a ruler Place Value to 1,000,000 - Read, write, order and know the place value of numbers to 1 million	100% can use a ruler Place Value to 10,000,000 - Read, write, order and know the place value of numbers to 10 million
Oct half term 22	Use a/an correctly To make an inference about a character and their feelings Add and subtract 3 digit numbers Know all Year 2 Non negotiables	To make inferences from reading with reasons Join handwriting with a neat and consistent size Add and subtract 4 digit numbers. Know all Year 3 Non negotiables	Join handwriting in a neat, consistent style and size To make inferences from reading with evidence Know all Year 4 Non negotiables	Join handwriting neatly and to show a consistent size and style. To make inferences from reading justifying with evidence. Know value of decimals Know all Year 5 Non negotiables
Dec 22	Use speech marks to punctuate speech Produce neat, joined handwriting of consistent size Use a dictionary to check the meanings of words Tell the time with increasing accuracy to nearest minute	Find and copy words with a certain meaning from the text Use commas for fronted adverbials Multiply 2 and 3 digit numbers by 1 digit	Find and copy words with a particular meaning or explain the meaning of words Multiply 4 digit numbers by 1 or 2 digit and divide up to 4 digit numbers by a 1 digit number	Find and copy words/phrases with a particular meaning or explain the meaning of words/ a phrase Know how to use a semicolon, colon and dash in sentences Multiply and divide 4 digit numbers by 2 digits
Feb 23	Spell Y3 homophones and use correctly in sentences Use decimal notation to write pound and pence	Punctuate direct speech with inverted commas and other punctuation. Use we were instead I was Spell Y4 homophones correctly in sentences Tell time correctly (digital/ analogue/ 24hr)	Punctuate direct speech accurately Spell Y5 homophones and use them correctly in sentences To times and divide by 10, 100, 1000 Measure angles with a protractor to the nearest 1 degree	Spell and use Year 6 homophones in sentences Solve problems involving percentages eg 25% off an item To be able to add, subtract, multiply and divide fractions
April 23	To know multiplication and division facts for 3/4/8 times tables	Recall multiplication and division up to 12×12 Recognise and write decimal equivalents using tenths/ hundredths	Use commas to clarify meaning Know equivalent fraction, decimals and percentages of $\frac{1}{2}$ $\frac{1}{4}$ and any other fraction that has a denominator (bottom number) of 5/10/25	Spell Y6 statutory words Converting measures of weight/ length and volume
End June 23	Write in clearly defined paragraphs Spell Y3 statutory spellings To know all times tables	Spell Y4 statutory spellings Know decimal equivalents to $\frac{1}{2}$ $\frac{1}{4}$ $\frac{3}{4}$	Spell Y5 statutory words	

<p>Subject: Overview Year: 2022 - 23 Responsibility: GH Link Governor: L Russell</p>	<p>Key Priorities (To continue to meet the demands of our OFSTED 'Next Steps') Overall Aim: To be an outstanding school (Ofsted and SIAMS)</p> <p>Catch Up - to aid Closing the Gap Emphasis on :</p> <ol style="list-style-type: none"> 1.a) Non Negotiables - especially, though not exclusively: Phonics/Reading/Writing/Maths b) Quality of intervention groups (including in-house tutoring) c) Support for PP/SEN /Middle Ability/Higher Level <p>2.To further develop our understanding and support for mental health concerns</p> <p>3. To further develop our provision for G&T/Higher Level</p> <p>4. To plan carefully in realising our next steps as provided by Ofsted:</p> <ol style="list-style-type: none"> a) Further improvement in Maths provision for higher levels re: Problem Solving/Reasoning b) Increase consistency in 'Outstanding' teaching c) Reduce persistent absenteeism <p>5. To further develop our curriculum:</p> <ol style="list-style-type: none"> a) to keep it relevant, broad, balanced, motivational/exciting for our pupils b) to place for the 3 'i's <p>6. To further develop the key area of 'Celebrating Culture' across the curriculum</p> <p>7. To further develop opportunities to instil MFL provision</p> <p>8. To develop further leadership at all levels through:</p> <ol style="list-style-type: none"> a) an increasingly strong appraisal system and b) stringent accountability measures for Middle Leaders/governors to drive up standards in all subjects <p>9. Preparation for SIAMS/ Ofsted</p> <p>10. To further develop provision for Remote Learning and explore further benefits of 'Google Classroom'</p>	<p>Monitoring procedures:</p> <ul style="list-style-type: none"> • GH/SLT scrutinies of work/planning • Staff Evidence Files • 1:1 interviews with GH / SLT • Observations of teaching by HT / SLT 			
Improvement targets (See also Success Criteria 2022/23)		Evaluation comment	End of Year Progress		
<p>Assessment Overall: to further develop our close monitoring of 'Catch Up' sessions across the curriculum Maintain/improve progress in line with new assessment strategies across the school, but especially in addressing 'Closing the Gap' To improve provision for Gifted, Talented & More Able with an increasing emphasis also on provision for middle ability children Further improvements in developing provision for our disadvantaged pupils Continue to develop efficiency of methods of tracking, ie review of Bus Stop (school inhouse assessment) To develop further staff understanding of floor standards and appropriate expectations for pupil progress re 'Mastery' Further develop strategies to address Key Issues Ofsted 'Next Steps' across the curriculum</p>					
<p>Curriculum - See next page</p>					

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Curriculum

Further development/improvement of Basics especially re: 'Catch Up' and 'Closing the Gap': Priority: Phonics + Number Bonds/Writing

- i) reading, writing & numeracy - across the age groups but especially in KS1
- ii) further development of handwriting/spelling/grammar/calculation policy/phonics programmes
- iii) continue to develop problem solving strategies across the school
- iii) improving further boys' higher level writing

Further improved differentiation at all levels, particularly re: provision for quality intervention groups

- i) G&T pupils and 'middle ability' pupils
- ii) Closing the gap for all pupils

Continue to improve assessment in RE and ICT

Development Pupil Voice and pupil directed learning

Ensure the provision of a curriculum which is relevant, broad, balanced and motivating for our pupils

To ensure the ongoing development of our PSHME provision

Increase further awareness of embedding our school Vision across the curriculum

Increase further awareness of the 7 Strands (SIAMS) and its significance to all subject leaders in their organisation and implementation of the curriculum throughout the school

Further development of strategies to 'Celebrate Culture' across the curriculum

To improve provision for MFL