



The Forest School
Every Child Every Chance

School Development Plan 2020-2021

Embedded throughout our objectives will be a need to prioritise the emotional wellbeing of all pupils and staff post COVID-19.

Objectives for The Forest School	
Objective 1	Develop a culture of high expectations around pupil progress and ensure regular checkpoints with associated challenge and support around this
Objective 2	Ensure that our curriculum sequencing is effective and supports pupil progress
Objective 3	Create and embrace opportunities for staff development
Objective 4	Develop system optimisation across school



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Objective 1		Develop a culture of high expectations around pupil progress and ensure regular checkpoints with associated challenge and support around this			
Action	Evidence	Intention (purpose)	Implementation	Impact	Date to be achieved and by whom
Use Arbor for assessing pupil progress.	Assessment data will be in Arbor and senior team will all be able to access this.	Clearer methodology for leaders at all levels to accurately track pupil progress.	<p>Import assessment data to Arbor.</p> <p>Teachers to input formative assessment data on an ongoing basis.</p> <p>Teachers to have summative points for data capture.</p>	<p>Clarity on the progress that pupils are making.</p> <p>Opportunities to provide challenge and support.</p> <p>Teachers to have opportunities to implement interventions if children are not making sufficient progress.</p>	<p>Phase 1</p> <p>September 18th - P James.</p> <p>Teachers on ongoing basis.</p> <p>Termly.</p>



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<p>HT to have performance targets linked to pupil progress across school.</p>	<p>Termly reporting to governors on pupil progress across school and within groups.</p>	<p>Governors will have ongoing progress data.</p>	<p>Performance targets to be agreed with Governors. Reports to Governors each term.</p>	<p>Governors will know the school better and will have ongoing evidence of the progress that children are making. Children will make greater progress because of the opportunities for challenge that are created.</p>	<p>Targets set October 2020 and then termly reports to governors starting Spring 1. Headteacher</p>
<p>AHT/DHT to have performance targets linked to pupil progress across primary and secondary.</p>	<p>Performance management documents. Line management minutes.</p>	<p>Embedded termly conversations around pupil progress. Clear understanding of where children are at in terms of their learning journey.</p>	<p>Termly progress checks to be carried out at line management meetings.</p>	<p>Senior team will have a clear understanding of the progress position and will be able to support and challenge where necessary.</p>	<p>Targets set October 2020 Termly – 1st reporting end of Autumn 2.</p>
<p>Key Stage Leaders to have performance targets linked to pupil</p>	<p>Performance management documents.</p>	<p>Embedded termly conversations</p>	<p>Termly progress checks to be carried out at line management meetings.</p>	<p>Leaders at all levels will have a clear understanding of the progress</p>	<p>Targets set October 2020 Termly – 1st</p>



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<p>progress across their key stages.</p>	<p>Line management minutes.</p>	<p>around pupil progress.</p> <p>Clear understanding of where children are at in terms of their learning journey.</p>		<p>position and will be able to support and challenge where necessary.</p>	<p>reporting end of Autumn 2.</p>
<p>Subject Leaders to have performance targets linked to pupil progress across their subject across school.</p>	<p>Performance management documents.</p> <p>Line management minutes.</p>	<p>Embedded termly conversations around pupil progress.</p> <p>Clear understanding of where children are at in terms of their learning journey.</p>	<p>Termly progress checks to be carried out at line management meetings.</p>	<p>Leaders at all levels will have a clear understanding of the progress position and will be able to support and challenge where necessary.</p>	<p>Targets set October 2020 Termly – 1st reporting end of Autumn 2.</p>



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<p>Teachers to have performance targets linked to pupil progress within their classes.</p>	<p>Performance management documents. Line management minutes.</p>	<p>Embedded termly conversations around pupil progress. Clear understanding of where children are at in terms of their learning journey.</p>	<p>Termly progress checks to be carried out at line management meetings.</p>	<p>Leaders at all levels will have a clear understanding of the progress position and will be able to support and challenge where necessary.</p>	<p>Targets set October 2020 Termly – 1st reporting end of Autumn 2.</p>
<p>Teaching assistants to be supported to use the language, to shape their understanding of pupil progress.</p>	<p>Learning walks and discussions with teaching assistants.</p>	<p>Teaching assistants will have a greater understanding of what factors are important for the child.</p>	<p>CPD to be developed to aid TA's understanding of pupil progress. Teachers to have performance targets of developing the teaching</p>	<p>We will have a more skilled workforce and children will make greater progress.</p>	<p>Autumn 1 CPD session – KS leaders and Subject Leaders. Termly CPD sessions after this.</p>



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		Teaching assistants will further develop their skills.	assistants in their classes.		
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Objective 2		Ensure that our curriculum sequencing is effective and supports pupil progress			
Action	Evidence	Intention	Implementation	Impact	Date to be achieved and by whom
Realign pathways to key stage models.	Children will be taught in classes according to age.	Children will be taught in age group classes alongside their peers to support a more socially inclusive model.	<p>Classes will be more closely aligned to year group classes.</p> <p>Children will follow a key stage model of learning.</p> <p>Children will have a clearly defined area of</p>	<p>There will be no repetition of work.</p> <p>Key stages will be progressive in their design and will support enhanced progress for children.</p>	September 2020 - Key Stage Leaders.



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			learning in each stage of our curriculum learning.	Children will be alongside age appropriate peers which will support their emotional wellbeing and will mean that transitions to post 16 placements will be with their friends.	
<p>Redevelop curriculum areas within each key stage to ensure that there is a clear progressive sequence.</p>	<p>Curriculum areas will have key learning goals.</p> <p>Children will still have personalised IEP targets linked to their EHCP outcomes.</p> <p>Alongside the main curriculum sits the</p>	<p>Children will learn new and exciting things at each different stage of the curriculum.</p> <p>There will be clear differences between the key stages.</p>	<p>Each curriculum area will have its own statement of intent.</p> <p>Maths and English will run throughout the curriculum alongside the intent.</p> <p>KS leaders will work collaboratively to ensure that there is no</p>	<p>Children will have access to a vibrant curriculum which will enhance their learning experience.</p> <p>Children will be supported to discuss transition between the key stages, and this will support their progress.</p> <p>Children will not repeat work and therefore optimum use will be made of their learning time, thus making greater progress.</p>	<p>September 2020 - Key Stage Leaders.</p>



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	Ivy curriculum for children who need a more sensory based access to learning.	Children will be supported to make greater progress. Teachers can be supported and challenged to enhance learning experiences for children.	unnecessary duplication of work.		
Develop the assessment systems to reflect the changes in curriculum.	Each area of the curriculum will have assessment ladders with statements to support progress.	Teachers will be able to measure the progress that the children are making. Children will make greater progress because of this.	Assessment ladders to be imported onto Arbor. Assessment to be ongoing and formative in its use.	Teachers will have effective use of assessments systems to support their planning and delivery. Senior team will have assessment data to challenge and support where necessary to effect pupil progress.	September 2020 – Paul James.



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	These statements will be available on Arbor for assessments to be recorded.			Headteacher can be held to account by the governors for the progress that pupils are making.	
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Objective 3		Create and embrace opportunities for staff development			
Action	Evidence	Intention	Implementation	Impact	Date to be achieved and by whom
Senior Leadership Team to develop networks across the trust.	Senior team will attend the Senior Network events.	Opportunities to be a part of something greater than the Forest School. Senior Team will establish networks of support across		Senior team will feel invested in – this will support their wellbeing.	SLT – dates subject to COVID-19 and the Trust’s decisions around this.



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		the Trust and will become more skilled and more confident as a result.		Senior team will make greater progress personally and professionally and this will cascade down.	
Staff to engage with networks across the trust where this is possible.	Staff will be part of established groups. Performance targets will reflect this (where appropriate).	Staff will have more opportunities to learn from others. Staff will further develop their knowledge and understanding. Staff will feel a part of something	Time to be given to colleagues to support this. Opportunities for their sharing of experiences to be created. Cross school sessions wherever possible.	Staff will feel invested in – this will support their wellbeing. Staff will make greater progress personally and professionally. Staff will share their experiences which will develop their confidence.	Summer 2 – leaders of any area to join established groups where possible.



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		greater than the Forest School.		Students and the school will be positively impacted by this. Students will make greater progress.	
Middle Leaders to join the Trust's Middle Leadership programme.	ML will be part of the Trust's programme.	Middle leaders will further develop their role. The school will have greater security by having an enhanced skilled workforce.	Enrolment will take place. Time will be given to support attendance. Opportunities will be created for work to be completed.	Middle leadership skills will be further developed creating a higher skilled workforce. The school will have security of leadership at all levels being enhanced. The school leadership system will create greater	Subject to the Trust's dates on this (COVID-19 dependent).



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				opportunities for the pupils to develop further.	
Further investment in Team Teach Trainer.	Additional trainer will be available on site.	Enhance good practice in school and ensure that a well-established culture is further developed and maintained around therapeutic care and non-physical intervention where possible.	Team Teach accredited trainer course to be sought. CPD opportunities to be embedded.	<p>More opportunities for embedded good practice to be developed.</p> <p>More opportunities for staff to be developed by in house trainer on daily basis.</p> <p>More opportunities to look for strategies to reduce risk and restraint.</p> <p>More opportunities for regular staff CPD.</p> <p>Enhanced opportunities to develop the emotional wellbeing of pupils and staff post COVID-19.</p>	Autum term and then ongoing termly CPD sessions.



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				Reduction in the need for physical support and increased confidence in staff management of situations - increasing emotional wellbeing of staff and pupils.	
All staff to join the Trust's Festival of Learning.	Performance management target for all. Engagement and participation in the event.	All colleagues to have the opportunities to work with others across the trust.	Attendance at the Festival for all staff.	Opportunities for all staff to be engaged with the trust. Opportunities for staff to work outside their usual comfort zone. Opportunities for staff to network and learn from others. Investment in staff which will increase their feelings	February 2021.



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				of self-worth and support their emotional wellbeing.	
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Objective 4	Develop system optimisation across school				
Action	Evidence	Intention	Implementation	Impact	
Align a greater number of systems with Arbor and with Google Drive.	All data will be available in a central place.	Consolidation of systems; data will integrate and support enhanced reporting.	Begin the use of Arbor for texting to parents.	Information stored automatically against the child's profile, reducing staff workload.	JO – Autumn 1.
Align a greater number of systems with Arbor and with Google Drive.		Easier access to shared documents.	Begin the process of moving SharePoint onto Google Drive.	Greater collaboration with the trust, shared documents with staff, greater flexibility.	Primary ICT/MFA/JO - Autumn 2.
Align a greater number of systems with Arbor and with Google Drive.		Staff fully involved in the changes.	Ensure staff training takes place to communicate changes to assessment.	Ensuring staff are all aware and able to manage the change.	PJ – September 11 th .



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<p>Align a greater number of systems with Arbor and with Google Drive.</p>		<p>Assessment to be easier to interrogate leading to enhanced knowledge and awareness of pupil progress.</p>	<p>Transfer assessment ladders on to Arbor.</p> <p>Teachers to use this to record pupil progress.</p>	<p>Allows leaders at all levels to effectively monitor pupil progress across school.</p> <p>Will facilitate reports to parents more easily which will positively impact on teacher workload and will therefore contribute to the wellbeing.</p>	<p>PJ – September 11th</p> <p>All teachers – Autumn 1</p>
<p>Align a greater number of systems with Arbor and with Google Drive.</p>			<p>Archive pupil incidents, CFC, contacts with parents.</p> <p>Ensure staff training takes place to communicate changes to recording.</p> <p>Being using Arbor for recording of incidents, contacts CFC.</p>		<p>Primary ICT/Arbor - MFA – Spring 1</p> <p>MFA – Spring 1</p> <p>Spring 2</p>



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