

HJS School Development Plan 21-22

HPP Vision	HPP Mission Statement
<p>“A partnership where all children have the opportunity to reach excellence”</p> 	<p>To enhance the prospects of all children by providing an inspiring curriculum and engaging teaching across our partnership from Nursery to Year 6. Our children are challenged and supported to be the best they can be.</p>
<p>Hampton Junior School Priorities</p>	

No.	Priority	Context-Why is this a priority for the school?	Ofsted Area and Rag rating
1	To increase writing attainment.	<ul style="list-style-type: none"> ● From Pupil Progress meetings and summative judgements, data shows that writing attainment is lower than maths and reading ● From NQT report, they have mentioned the need for more experience in moderation and to observe internally and externally. ● New members of staff need CPD in the writing process so high quality lessons can be delivered. ● Children need more opportunities for independent writing to demonstrate stamina. 	Quality of Education

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2	To ensure a robust assessment system in all foundation subjects is implemented.	<ul style="list-style-type: none"> The foundation curriculum was revamped in 2019-20 and the next step is to ensure that teachers have a clear and workable assessment system to demonstrate what the children know and can do. 	Quality of Education
3	To ensure there are opportunities for routine challenge within the foundation curriculum.	<ul style="list-style-type: none"> The children at HJS demonstrate good learning skills and we need to develop them further by routinely challenging them in all foundation subjects, similar to the challenge presented to them routinely (in every lesson) in maths and English. 	QE
4	To ensure children are demonstrating use of metacognitive strategies to support long term memory and knowledge retrieval.	<ul style="list-style-type: none"> EEF identified metacognition as an extremely effective 'high impact, low cost' strategy Children who learn and use metacognition on average gain 12 months extra progress compared to peers Metacognition has shown to aid low and middle prior attaining children Metacognitive strategies are transferable across all curriculum subjects 	PD
5	To ensure the curriculum is presenting children with opportunities to develop a 'growth mindset' to aid learning	<ul style="list-style-type: none"> Since returning from the partial school closure, an increased number of children lack the resilience and independence to successfully participate in the learning process, needing more support and encouragement from staff. Research has shown that developing a growth mindset increases pupil agency, improves attitudes towards learning and aids attainment and progress Children need to have an understanding that mistakes are integral to the learning process. 	BA



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No	Priority	Success Criteria The success criteria will be evaluated prior to the FGB in the given term and any which will not be met will be highlighted and explanation given in the ELT report to governors.		
		Autumn 21	Spring 22	Summer 22
1	To increase writing attainment.	<ul style="list-style-type: none"> ● Data (to be updated following data drop.) ● All year groups to baseline against writing bands within 2 weeks ● External training provided for writing ● Monitoring shows a consistent approach to daily writing opportunities (dictation, free write, handwriting) ● Internal moderation training with all staff before Autumn 2 data on TT ● Additional CPD given to ECT and recently qualified teachers by AHT ● Letter Join scheme purchased and training given 	<ul style="list-style-type: none"> ● Data (to be updated following data drop.) ● Internal moderation training with all staff before Spring 2 data on TT ● Monitoring shows that the Letter Join scheme has been implemented and reviewed. Children demonstrate an improved physicality of writing ● Writing badges to be given out in assembly to raise profile ● Outstanding practice shared through observations and recorded lessons ● Writing display for whole school demonstrates 'star 	<ul style="list-style-type: none"> ● Data (to be updated following data drop.) ● Internal moderation training with all staff before Summer 2 data on TT ● External moderation opportunities for year 6 ● Moderation between year 2 and year 3 ● Trained moderator to facilitate and support the moderation process

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		<ul style="list-style-type: none"> Phonics interventions have taken place for targeted groups 	writers' across the school and is refreshed each month	
2	To ensure a robust assessment system in all foundation subjects is implemented.	<ul style="list-style-type: none"> Key performance indicators have been identified for each year group in each foundation subject and these have been uploaded on to Target Tracker Staff CPD delivered Autumn assessments completed 	<ul style="list-style-type: none"> Spring assessments completed Internal year group moderations have taken place to ensure consistency in assessments 	<ul style="list-style-type: none"> Summer assessments completed Moderations have taken place within year groups Subject leaders able to articulate the voracity of assessments
3	To ensure there are opportunities for routine challenge within the foundation curriculum.	<ul style="list-style-type: none"> Staff training to revisit and review the progression of skills document and make amendments if necessary OFSTED training for all staff in September INSET day has taken place Update the staff induction pack to 	<ul style="list-style-type: none"> Peer to peer observations have taken place as CPD and a monitoring exercise Work scrutiny demonstrates routine challenge through differentiation Subject coordinators to carry out a learning walk to review the 	<ul style="list-style-type: none"> Complete staff survey to review impact of the opportunity for challenge and use of Bloom's Taxonomy School council survey to measure the opportunity for challenge opportunities in the foundation subjects

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		<p>include Blooms Taxonomy guidance for planning</p> <ul style="list-style-type: none"> • Leaders of foundation subjects to conduct planning scrutiny across the school • Staff survey to be conducted to identify areas of CPD linked to the use of Blooms Taxonomy within planning • Deep dive conducted by SLT & SIP to highlight strengths and areas for development 	<p>level of challenge available within foundation subjects</p>	<ul style="list-style-type: none"> • Opportunities for challenge evident in lesson plans and books
4	<p>To ensure children are demonstrating use of metacognitive strategies to support long term memory and knowledge retrieval.</p>	<ul style="list-style-type: none"> • Staff training on metacognition completed • INSET on use of quizzes, feedback slides, got it grids, in a nutshell in September • Work scrutiny as a baseline has taken place • Observation proforma to include evidence of metacognition 	<ul style="list-style-type: none"> • Learning walk has taken place and informs SLT • Pupil survey to be conducted to highlight the impacts of metacognition 	<ul style="list-style-type: none"> • Work scrutiny has taken place and shows that children have increased their use of metacognitive strategies • Planning and lesson observations will reflect an increase use of metacognitive strategies

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		<ul style="list-style-type: none"> ● Pupil survey to be conducted to identify the areas of focus 		
5	<p>To ensure the curriculum is presenting children with opportunities to develop a 'growth mindset' to aid learning</p>	<ul style="list-style-type: none"> ● Profile of our HPP principles has been raised through displays (e.g-classroom behaviour targets/principles display) and assemblies ● Pupil voice within HJS through School Council, house captains, Eco-committee has been developed ● Emotion Coaching refresher for staff in Sept INSET ● Changes to behaviour policy (re Emotion Coaching) established during Sept INSET ● Year group Emotion Coaching advocate allocated for each year group ● Staff CPD to be conducted which will 	<ul style="list-style-type: none"> ● Book monitoring will show greater evidence of pupils being challenged and learning from mistakes ● With staff, plan and deliver a growth mindset week ● Communication with parents, via newsnotes, to keep parents up to date with growth mindset ● Growth mindset champion appointed ● Celebration of work through the presentation of certificates 	<ul style="list-style-type: none"> ● Monitoring shows that children have developed resilience (pupil survey, work scrutiny, learning walk) ● Competitive sporting activities demonstrate opportunities for pupils to develop a growth mindset e.g - sports day, swimming gala, borough sports and athletics.



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		outline the aims for this target and research of its benefits		
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