


HJS School Development Plan 23-24

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	<p>To further review and embedded the assessment and marking policy to ensure a consistent approach across a unit of work.</p>	<p>Currently there are assessment processes in place that require further enhancement. This will ensure that pupils have the opportunity to demonstrate retained knowledge and quickly identify gaps in their understanding in order for teachers to address within the unit.</p>	

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2	<p>To further refine the curriculum to ensure knowledge and skills are carefully mapped between foundation subjects and guided reading.</p>	<p>The curriculum is established and carefully considered but doesn't explicitly promote links between subjects at the correct time. To ensure children have greater opportunities to review, build upon and apply their existing skills and knowledge across subject areas. This will strengthen connections, deepen their understanding and support their acquisition of long term memory.</p>	
3	<p>To continue to strengthen vocabulary instruction and its progression across the curriculum in each subject, building upon prior learning.</p>	<p>The acquisition and application of vocabulary is central to the success of all learners. To ensure that teachers have clarity and consistency around how vocabulary is taught. To align the medium term planning with the progression of skills document.</p>	
4	<p>To monitor, refine and continue to embed an enquiry led model for geography, history and science.</p>	<p>To empower pupils in lessons to become active participants and critical thinkers within these subjects. To review and amend current enquiry-led models to ensure consistency of the lesson structure. To provide further CPD for staff to ensure that they feel confident to deliver an exceptional lesson.</p>	
5	<p>To launch the Lifting Limits programme across the HPP partnership.</p>	<p>We have spent some time ensuring our curriculum is diverse and reflective of our community. We now aim to achieve gender equality in school and then society to ensure that all children are free to pursue their own path, by challenging gender stereotypes and promoting gender. Through whole school CPD we will recognise and correct unintentional gender bias that can go unnoticed in the school environment, curriculum and routines. We want to equip pupils to identify and challenge stereotyping and inequalities in the wider world – developing important critical skills through questioning and discussion.</p>	

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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 23	Spring 24	Summer 24
1	To review the assessment and marking policy to ensure a consistent approach across a unit of work.	After Oct - half term <ul style="list-style-type: none"> ● SLT to agree on a clear structure for assessing during a unit and to present to staff. ● Staff to establish what good AfL looks like. ● Assessment and teaching and learning policies to be shared with staff. ● Staff to trial different strategies. ● Staff training session ● Subject leaders to be given time to look at subjects. ● PSHE, humanities and science ● Introduce early September 	<ul style="list-style-type: none"> ● Staff to feedback and share practice. ● Pupil voice survey ● List strategies in assessment policy ● SLT to monitor personalised lesson/slides for individual classes ● Book and planning monitoring ● New subjects introduced: art, DT and PE ● Monitor in team meetings (assessment) ● SIP focus 	<ul style="list-style-type: none"> ● Consider amending homework policy ● Monitor in team meetings ● Amend assessment and teaching and learning policies to reflect changes made

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		<ul style="list-style-type: none"> ● SLT to agree language around task differentiation. 		
2	<p>To refine the curriculum to ensure knowledge and skills are carefully mapped between foundation subjects and guided reading.</p>	<ul style="list-style-type: none"> ● Sept ● Share rationale with staff ● Explain 'golden thread' ● Autumn term curriculum map to be amended taking into account new order of curriculum ● Time to be given to staff to look at curriculum ● SLT to agree what progression in guided reading will look like. ● CPD on how to create guided reading questions and selecting a relevant text. This must link to the reading bands on Target Tracker. ● Monitor in teams (guided reading) ● SIP visit focus ● Lesson observation will link to previous learning in guided reading 	<ul style="list-style-type: none"> ● Guided reading progression map to be created to reflect autumn term and spring 1 planning - Why has the text been chosen? ● Pupil voice survey ● Year groups present what they have done and impact ● Peer observations ● Peer planning 	<ul style="list-style-type: none"> ● Guided reading progression map to be finalised for the academic year and shared with staff.

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3	<p>To ensure vocabulary is progressive across the curriculum in each subject and builds upon prior learning.</p>	<ul style="list-style-type: none"> ● Year groups to liaise with subject leaders to agree with key vocabulary for the autumn term for all subjects. ● Record key vocab on the progression of skills document ● SLT and subject leaders to monitor ● Staff meeting time allocated (1 per half term) 	<ul style="list-style-type: none"> ● Year groups to liaise with subject leaders to agree with key vocabulary for the spring term for all subjects. ● SLT and subject leaders to monitor ● Pupil voice survey - What language can they remember? ● Staff meeting time allocated (1 per half term) 	<ul style="list-style-type: none"> ● Year groups to liaise with subject leaders to agree with key vocabulary for the summer term for all subjects. ● SLT and subject leaders to monitor ● Staff meeting time allocated (1 per half term) ● SIP focus
4	<p>To monitor, refine and continue to embed an inquiry led model for geography, history and science.</p>	<ul style="list-style-type: none"> ● History and geography leads to explain how the inquiry model works and what it looks like at HJS ● Cover sheets for autumn term in science to be completed ● Cover sheets for history and geography to be updated ● Year groups to discuss and review coverage of skills and to feed back to 	<ul style="list-style-type: none"> ● Science lead to provide CPD on what an inquiry-based lesson in science looks like ● Staff to complete science cover sheets for spring term ● Book monitoring to be completed by SLT to check implementation in geography, history and science ● Pupil voice 	<ul style="list-style-type: none"> ● Staff to complete science cover sheets for summer term ● Staff feedback

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		<p>the subject leader</p> <ul style="list-style-type: none"> ● Subject leader to delegate in which year groups objectives may be taught in the future 	<ul style="list-style-type: none"> ● Lesson observation in science ● Teaching and learning policy to be updated with relation to new science inquiry model. 	
5	To launch the Lifting Limits programme across the HPP partnership.	<ul style="list-style-type: none"> ● Staff CPD from Claire Simms and Sarah De Silva. ● Launch assembly. ● Information session for parents ● Spend PPA time assessing current planning and representation of all. ● Curriculum audit by subject leaders to ensure the whole community is reflected within the curriculum. ● Hall display. 	<ul style="list-style-type: none"> ● Staff meeting where staff reflect on their ability to challenge stereotypes. ● A Lifting Limits assembly. ● Pupil voice - do children see themselves reflected in the curriculum? 	<ul style="list-style-type: none"> ● A Lifting Limits assembly. ● Staff meeting to discuss successes and next steps. ● Pupil voice - reflection on Lifting Limits (What challenges do they face?).