

DRUMAHOE PRIMARY SCHOOL



SCHOOL DEVELOPMENT PLANNING

3 YEAR STRATEGIC OVERVIEW

DRUMAHOE P.S. 3 YEAR STRATEGIC OVERVIEW (2016-2019)

CHILD CENTRED PROVISION	PHASE 1 2016-2017	PHASE 2 2017-2018	PHASE 3 2018-2019
Pastoral Care	<p>Priority Areas for Development Identified by Self-evaluation:</p> <ul style="list-style-type: none"> • Maintain high profile of anti - bullying strategies within school. Start process to becoming “A Rights Respecting School.” • Hold parent information evening on internet safety. • Update register of volunteers in school • Update RSE policy • Update DENI Safeguarding pro-forma • Update parent’s noticeboard on Child Protection procedures. • Anti bullying lessons included on planners (PDMU) where appropriate • Take part in Anti bullying week 2016-2017 • Each class (P4-7) will elect two boys and two girls to represent their class in the Kids Forum . • Classes will hold regular class forum meetings and Mrs Hegarty will hold regular Kid’s Forum meetings. • Review and update the Pastoral Care Policy • Ensure that all staff members and parents receive a copy of the updated Pastoral Care Policy and update the school website • Pupils will transfer to secondary school with as little upheaval and emotional upset as possible – Transition programme. • Maintain the link with the 	<ul style="list-style-type: none"> • All year 7 children will be trained in Peer Support techniques. • All year 7 children will have the opportunity to put this training into practice during playtime. • Extending Kid’s Forum activities possibly into Rights Respecting Schools initiative • Review of the Critical Incident Policy • Review Cyber-Bullying policy • Review the ‘Pastoral Care’ Policies. • Conduct a Pastoral Care audit (staff, parents, pupils, governors) • Review and update the Health and Safety Policy • Pupils will transfer to secondary school with as little upheaval and emotional upset as possible – Transition programme. • Maintain the link with the Playgroup/Nursery? Kid’s Forum reps could think of ways they could help the playgroup that does not require spending money. • RSE talk for Year 7’s • BEE SAFE – Year 6 programme 	<ul style="list-style-type: none"> • Maintain the link with the playgroup. Kid’s Forum reps could think of ways they could help the playgroup that does not require spending money. • Promote the idea that the Kid’s Forum can bring about improvements in school life without spending money. • Pupils will transfer to secondary school with as little upheaval and emotional upset as possible – Transition programme. • RSE talk for Year 7’s • BEE SAFE – Year 6 programme

	<p>Playgroup/Nursery? Kid's Forum reps could think of ways they could help the playgroup that does not require spending money.</p> <ul style="list-style-type: none"> • The Principal will evaluate and update the health and safety risk assessments to ensure the level of risk is accurate • RSE Policy updated • RSE talk for Year 7's • BEE SAFE – Year 6 programme 		
<p>Child Protection</p>	<ul style="list-style-type: none"> • Update new Child Protection Notice Board area, including the flowchart and highlighting Designated and Deputy Designated Teachers • Child Protection Training for all staff members who need it. • Distribution of updated Child Protection Leaflet to all parents • Governor Training: Child Protection (Designated Governors) • Ensure staff and volunteers are vetted and follow the procedures outlined in the revised Child Protection Policy • Update school notice board to include information to support pupils e.g. Childline • Ensure that parent volunteers / coaches are vetted through Access NI 	<ul style="list-style-type: none"> • Review the 'Child Protection Policy' • Update Child Protection Training for all staff members • Child Protection training for Governors • Child Protection Training for all staff members who need it. • Distribution of updated Child Protection Leaflet to all P1 parents • The notice board is regularly updated to include - Information to help pupils e.g. Childline • Ensure staff and volunteers are vetted and follow the procedures outlined in the revised Child Protection Policy • Ensure that parent volunteers / students are vetted 	<ul style="list-style-type: none"> • Ensure staff and volunteers follow the procedures outlined in the revised Child Protection Policy • Update school notice board to include information to support pupils e.g. Childline • Ensure that parent volunteers / coaches are vetted through Access NI • Ensure staff and volunteers are vetted and follow the procedures outlined in the revised Child Protection Policy • Governor Training: Child Protection (Designated Governors) • Distribution of updated Child Protection Leaflet to all parents • Child Protection Training for all staff members who need it.

<p style="text-align: center;">Pupil Involvement</p>	<ul style="list-style-type: none"> • Appointment of School Prefects and allocation of duties • Election of Kids Forum members and allocation of offices • Implementation of Kids Forum with support from the EA. Election of members and allocation of offices. • Election of ECO Warriors and allocation of duties • House Captains elected 	<ul style="list-style-type: none"> • Appointment of School Prefects and allocation of duties • Election of Kids Forum members and allocation of offices • Implementation of Kids Forum with support from the EA. • Write a simple constitution for the council. • Election of ECO Warriors and allocation of duties • House Captains elected 	<ul style="list-style-type: none"> • Appointment of School Prefects and allocation of duties • Election of Kids Forum members and allocation of offices • Election of ECO Warriors and allocation of duties • House Captains elected
<p style="text-align: center;">Healthy School</p>	<ul style="list-style-type: none"> • Fruit break for Years 1-4 • Implement the “Munchbox Challenge.” • Involvement in DCC/Sports Council Initiatives • CASE Programme. PSNI (P5) • Participation in Hope NW Drug education programme • Healthy Break initiative • Walk to School initiative • Sustrans Cycle to School initiatives • First Aid Training – refresher: Mrs J Bryson & Mrs E Semple 	<ul style="list-style-type: none"> • Fruit break for Years 1-7? • Implement the “Munchbox Challenge.” • Involvement in DCC/Sports Council Initiatives • First Aid Training- Additional Classroom Assistant (Playground duties). • Participation in Hope NW Drug education programme • Healthy Break initiative • Walk to School initiative • Sustrans Cycle to School initiatives 	<ul style="list-style-type: none"> • Fruit break for Years 1-7? • Implement the “Munchbox Challenge.” • Involvement in DCC/Sports Council Initiatives • Participation in Hope NW Drug education programme • Healthy Break initiative • Walk to School initiative • Sustrans Cycle to School initiative

HIGH QUALITY TEACHING & LEARNING	PHASE 1 2016-2017	PHASE 2 2017-2018	PHASE 3 2018-2019
<p style="text-align: center;">Literacy</p> <p style="text-align: center;">S.A.P.</p> <p style="text-align: center;">(Strategic Action Plan)</p> <p>Priority Areas for Development Identified by Self-evaluation:</p>	<p><u>Raise attainment in Literacy-Pupils</u> :</p> <ul style="list-style-type: none"> - with supportive & challenging T & L ensured by progression as identified through monitoring & evaluating process - for underachieving chn with targeted intervention - through use of performance data to track underachieving chn - know how to use a range of strategies to help with difficulties in Literacy - through Assessment for Learning of CC skill of Communication (Writing) using Levels of Progression <p><u>Staff:</u></p> <ul style="list-style-type: none"> - be involved in staff training/development as identified through evaluation of action plan 2015-2016 - be involved in UICT CPD in ‘Film for Literacy Attainment’ - use performance data & professional judgement to identify & target set for underachieving chn - plan & implement strategies/ intervention for target group - regularly monitor & evaluate impact of strategies & progress of target group - apply understanding of levels of progression in Writing to assess/target-set and teach - use AFL to move pupils on in CC skill of Writing - have access to examples of good practice - review & amend Literacy provision & INSET based on analysis of all available data & self-evaluation process <p><u>Parents:</u></p> <ul style="list-style-type: none"> - Pupils’ progress in Literacy & CC skill Communication reported through Annual reports & levels in P4 & P7 	<p><u>Raise attainment in Literacy - Pupils</u> :</p> <ul style="list-style-type: none"> - 85% of pupils to achieve expected levels in Communication at KS2 (EsaGS,Key Targets & Implementation Plan,7, pg41) - with supportive & challenging T & L ensured by progression as identified through monitoring & evaluating process - for underachieving chn with targeted intervention - through use of performance data to track underachieving chn - know how to use a range of strategies to help with difficulties in Literacy - with focus on areas of Literacy as identified through 2016/2017 data <p>Review – Target –Action</p> <p><u>Staff:</u></p> <ul style="list-style-type: none"> - be involved in staff training/development as identified through self- evaluation in 2016: Connected Learning - use performance data & professional judgement to identify & target set for underachieving chn - plan & implement strategies/intervention for target group - monitor & evaluate impact of strategies & progress of target group - apply understanding of new levels of progression in Reading - have access to examples of good practice - review & amend Literacy provision & INSET based on analysis of all available data & self-evaluation process - review Literacy Policy <p>Review – Target –Action</p> <p><u>Parents:</u></p> <ul style="list-style-type: none"> - Pupils’ progress in Literacy & CC skill Communication reported through Annual 	<p><u>Raise attainment in Literacy - Pupils:</u></p> <ul style="list-style-type: none"> - through early identification of underachieving chn - for underachieving chn with targeted intervention - through use of performance data to track underachieving chn <p>Review – Target –Action</p> <p><u>Staff:</u></p> <ul style="list-style-type: none"> - be involved in staff training/development as identified through self -evaluation in 201 - through early identification of underachieving chn - develop understanding of Levels of Progression in Talking & Listening through Internal Standardisation (CCEA Exemplification Library) <p>Review – Target –Action</p> <p><u>Parents:</u></p> <ul style="list-style-type: none"> - be aware of any changes to learning/teaching - support Book Fair, homework,etc <p><u>Board of Governors:</u></p> <ul style="list-style-type: none"> - ensure SDP has a focus on Literacy & includes robust targets for raising standards <p><u>Resources</u></p> <p>As identified through self-evaluation.</p>

	<ul style="list-style-type: none"> - are kept informed of standards in Literacy - get help to support their children's development in Literacy (Class memo) - support Book Fair,etc <p>Board of Governors:</p> <ul style="list-style-type: none"> - ensure SDP has a focus on Literacy & includes robust targets for raising standards - Literacy presentation <p>Resources</p> <ul style="list-style-type: none"> - KS2 Guided Reading books (Non-Fiction – use commission from School Book Fair? £1000). 	<p>reports & levels in P4 & P7</p> <ul style="list-style-type: none"> - are kept informed of standards in Literacy - get help to support their children's development in Literacy - support Book Fair,etc <p>Resources</p> <p>As identified through self-evaluation.</p>	
<p style="text-align: center;">Numeracy</p> <p style="text-align: center;">S.A.P.</p> <p style="text-align: center;">(Strategic Action Plan)</p> <p>Priority Areas for Development Identified by Self-evaluation:</p>	<p><u>Pupils - Raise attainment in Numeracy :</u> High quality teaching and learning will ensure progression as identified through monitoring and evaluating of planners and individual children's work. Use a range of strategies including RUCSAC when problem solving in numeracy. Be aware of their own performance in numeracy and set own targets. Be motivated to improve and progress in numeracy Use appropriate technology and computer programmes and apps including Mymaths to reinforce learning and carryout homework. PIN programme (years 3 &5) and supported by year 7 Children who complete programme awarded a certificate at an awards ceremony.</p> <p><u>Staff:</u> Be involved in self-evaluation through completion of the evaluation of numeracy books proforma. Analysis of assessment data and professional judgement to identify pupils underachieving in numeracy. Plan and implement improvement strategies for underachieving target group. Monitor and evaluate the impact of</p>	<p><u>Pupils - Raise attainment in Numeracy :</u> Monitor progress over year. High quality teaching and learning will ensure progression as identified through monitoring and evaluating of planners and individual children's work. Use a range of strategies including RUCSAC with confidence when problem solving in numeracy. Be aware of their own performance in numeracy and set own targets. Be motivated to improve and progress in numeracy Have a knowledge of appropriate technology and computer programmes and apps including Mymaths to reinforce learning and carryout homework. PIN programme (years 3 &5) and supported by year 7 Using new updated games.</p> <p><u>Staff:</u> Be involved in self-evaluation through completion of the evaluation of numeracy books. Analysis of assessment data and professional judgement to identify pupils underachieving in numeracy. Plan and implement improvement strategies for underachieving target group. Monitor and evaluate the impact of strategies used on underachieving target</p>	<p><u>Pupils - Raise attainment in Numeracy :</u> Monitor progress over year. High quality teaching and learning will ensure progression as identified through monitoring and evaluating of planners and individual children's work. Use a range of strategies including RUCSAC with confidence when problem solving in numeracy. Be aware of their own performance in numeracy and set own targets. Be motivated to improve and progress in numeracy Have a knowledge of appropriate technology and computer programmes and apps including Mymaths to reinforce learning and carryout homework. PIN programme (years 3 &5) and supported by year 7 Using new updated games.</p> <p><u>Staff:</u> Be involved in self-evaluation through completion of the evaluation of numeracy books. Analysis of assessment data and professional judgement to identify pupils underachieving in numeracy. Plan and implement improvement strategies for underachieving target group. Monitor and evaluate the impact of strategies used on underachieving target</p>

	<p>strategies used on underachieving target group. M&E of subject evaluation. Co ordinator led book scoop, principal observations. Review end of KS outcomes in line with target setting. Internal standardisation of pupil's work against numeracy levels of progression. Staff collate evidence showing teaching and learning of problem solving activities . taught that year. Attend relevant numeracy INSET. <u>Parents:</u> Support PIM Provided with help and information to support and encourage their children's learning at home through class memo booklet, Making Maths Matter booklet , involvement in PIN programme and parental meetings. Information passed through parental interviews and end of year reports. Have an opportunity to express their views on numeracy in school through completing a questionnaire. Attend awards ceremony to celebrate children completing PIN programme.</p> <p><u>Board of Governors:</u> Ensure SDP has numeracy focus. Numeracy strategy presentation. Approve and support work of children and staff.</p> <p><u>Resources:</u> Mymaths site licence Update PIN games.</p>	<p>group. M&E of subject evaluation. Co ordinator led book scoop, principal observations. Review end of KS outcomes in line with target setting. Teachers to continue to collect samples of children's work in numeracy. Staff continue to collate evidence showing teaching and learning of problem solving activities . Attend relevant numeracy INSET. Carry out an audit of teaching and learning in numeracy</p> <p><u>Parents:</u> Provided with help and information to support and encourage their children's learning at home through class memo booklet, Making Maths Matter booklet , involvement in PIN programme and parental meetings. Information passed through parental interviews and end of year reports. Action Plan(s) to take into consideration the outcomes of the questionnaire responses. Attend awards ceremony to celebrate children completing PIN programme</p> <p><u>Board of Governors:</u> Ensure SDP has numeracy focus. Numeracy strategy presentation. Approve and support work of children and staff.</p> <p><u>Resources</u> TBC</p>	<p>group. M&E of subject evaluation. Co ordinator led book scoop, principal observations. Review end of KS outcomes in line with target setting. Teachers to continue to collect samples of children's work in numeracy. Staff continue to collate evidence showing teaching and learning of problem solving activities . Attend relevant numeracy INSET. Implement outcomes of Teaching and Learning audit.</p> <p><u>Parents:</u> Provided with help and information to support and encourage their children's learning at home through class memo booklet, Making Maths Matter booklet , involvement in PIN programme and parental meetings. Information passed through parental interviews and end of year reports. Action Plan(s) to take into consideration the outcomes of the questionnaire responses. Attend awards ceremony to celebrate children completing PIN programme.</p> <p><u>Board of Governors:</u> Ensure SDP has numeracy focus. Numeracy strategy presentation. Approve and support work of children and staff.</p> <p><u>Resources</u> TBC</p>
--	---	--	--

HIGH QUALITY TEACHING & LEARNING	PHASE 1 2016-2017	PHASE 2 2017-2018	PHASE 3 2018-2019
<p style="text-align: center;">S.E.N.</p> <p style="text-align: center;">S.A.P.</p> <p style="text-align: center;">(Strategic Action Plan)</p> <p>Priority Areas for Development Identified by Self-evaluation:</p>	<ul style="list-style-type: none"> • ASC integration • Teachers will be given support for pupils with SEBD • Pupils from the ASC/LSC will be integrated into mainstream school for some curricular areas, • Meetings involving SENCo, class teachers and LSAs will be held three times per year to liaise when writing, monitoring and evaluating IEPs • Teachers will write their own IEPs for pupils in their class from Stage 2 and above on the AEN register. A bank of sample IEPs will be created and available in Staff Folder with suggested strategies to achieve targets. • Update of the SEN Register termly by SENCOS • Regular meetings between Learning Support Teacher SENCo and parents of children on the SEN register • Ensure Lexia pupils complete planned tasks and develop use of iPad app. • Timetabling of children at stages 1-5 of the SEN register for Lexia online. • Tuition is over seen and co-ordinated by a named LSA and progress on of individuals monitored at regular meetings with SENCo/Learning Support Teacher. Information gathered is used to inform IEPs. • For pupil's to further develop ownership of targets through 	<ul style="list-style-type: none"> • ASC integration • Meetings involving SENCO and class teachers will be held three times per year to liaise when writing, monitoring and evaluating, IEPs and reviews • Update the SEN Register each term • Regular meetings between Learning Support Teacher/SENCo and parents of SEN children on the register • Review SEN Policy with staff, parents and BOG • Modification of Inclusion and SEN policy in ,line with recent current legislation • Attendance at relevant SEN training - NASEN and INSET courses • Use of iPads with S.E.N. pupils • Timetabling of children at stages 1-5 of the SEN register for Lexia online. • Tuition is over seen and co-ordinated by a named LSA and progress on of individuals monitored at regular meetings with SENCo/Learning Support Teacher. Information gathered is used to inform IEPs. • Yearly TTI audit completed by whole school staff • Development of target setting and self- evaluative skills for children • Review of the impact of children's phonological knowledge of the online lexia programmes through analysis of generated assessment 	<ul style="list-style-type: none"> • ASC Integration • Meetings involving SENCO and class teachers and LSAs will be held three times per year to liaise when writing, monitoring and evaluating, IEPs and reviews • Update the SEN Register each term • Regular meetings between Learning Support Teacher/SENCo and parents of children on the register • Attendance at relevant SEN training - NASEN and INSET courses • Timetabling of children at stages 1-5 of the SEN register for Lexia online • Tuition is over seen and co-ordinated by a named LSA and progress on of individuals monitored at regular meetings with SENCo/Learning Support Teacher. Information gathered is used to inform IEPs. • Use of ipads with S.E.N. children • Yearly TTI audit completed by SENCOS • Modification of Inclusion and SEN policy in ,line with recent current legislation • Consolidation of MAC provision

	<ul style="list-style-type: none"> writing them and evaluating them. Yearly TTI audit completed by SENCOs Introduction of MIST for children in P3 on SEN register Consolidation of MAC provision 	<ul style="list-style-type: none"> data Consolidation of MAC provision 	
--	--	--	--

HIGH QUALITY TEACHING & LEARNING	PHASE 1 2016-2017	PHASE 2 2017-2018	PHASE 3 2018-2019
<p style="text-align: center;">A.S.C.</p> <p style="text-align: center;">S.A.P.</p> <p style="text-align: center;">(Strategic Action Plan)</p> <p style="text-align: center;">Priority Areas for Development</p>	<ul style="list-style-type: none"> To access further <u>Continued Professional Development</u> to ensure that the ASC teacher and learning support assistants have an appropriate knowledge of autism; knowledge of the holistic needs of each child; knowledge of the impact of each child's autism on his/her learning and a knowledge of each child's autism on his/her ability to interact/socialise. (Ref. DENI, 2005 & Autism Competency Framework AET, 2016) To promote inclusive practice by fostering a <u>whole school approach</u> to the integration of children with autism and continue to raise awareness and understanding of the barriers to learning experienced by pupils with autism. (Ref. Competence ladder for core ASD practitioners & AET Schools Autism Standards 2016) To develop a <u>Transition Programme</u> for children transitioning into and out of the Autistic Specific Class Foundation Stage and Key Stage One. 	<ul style="list-style-type: none"> To access further <u>Continued Professional Development</u> to ensure that the ASC teacher and learning support assistants have an appropriate knowledge of autism; knowledge of the holistic needs of each child; knowledge of the impact of each child's autism on his/her learning and a knowledge of each child's autism on his/her ability to interact/socialise. (Ref. DENI, 2005 & Autism Competency Framework AET, 2016) To promote inclusive practice by fostering a <u>whole school approach</u> to the integration of children with autism and continue to raise awareness and understanding of the barriers to learning experienced by pupils with autism. (Ref. Competence ladder for core ASD practitioners & AET Schools Autism Standards 2016) To develop a <u>Transition Programme</u> for children transitioning into and out of the Autistic Specific Class Foundation 	<ul style="list-style-type: none"> To access further <u>Continued Professional Development</u> to ensure that the ASC teacher and learning support assistants have an appropriate knowledge of autism; knowledge of the holistic needs of each child; knowledge of the impact of each child's autism on his/her learning and a knowledge of each child's autism on his/her ability to interact/socialise. (Ref. DENI, 2005 & Autism Competency Framework AET, 2016) To promote inclusive practice by fostering a <u>whole school approach</u> to the integration of children with autism and continue to raise awareness and understanding of the barriers to learning experienced by pupils with autism. (Ref. Competence ladder for core ASD practitioners & AET Schools Autism Standards 2016) To develop a <u>Transition Programme</u> for children transitioning into and out of the Autistic Specific Class Foundation

	<ul style="list-style-type: none"> • ASC staff will have an on-going comprehensive knowledge of the barriers pupils with autism face in terms of learning, well-being and independence and be able to provide individualised structured approaches to learning and teaching. • All staff will have knowledge and skills in understanding the barriers to learning for children with ASD, and be able to use strategies and teaching methods to support children in their classes and any children who may integrate for specific lessons from the ASC. • All children coming into and leaving the ASC will follow a specifically structured and individualised Transitional Programme to ensure the least stressful transition for both child and parents. • Reverse Integration – small group of mainstream pupils from the link class joins the ASC for table top activities/ sensory art. Story buddies from KS2 to join ASC for short session (approx. 5 minutes) and read to their designated pupil. • P6/7 children to use Book Creator make audio books for ASC pupils. • Integration to school assembly or specific whole school events e.g pantomime visit with Teacher/LSA support • Playground integration with Teacher/LSA support • Integration for PE, Play class activities with LSA support • Sports Day training • ASC teacher to visit the pre- 	<p>Stage and Key Stage One.</p> <ul style="list-style-type: none"> • ASC staff will have an on-going comprehensive knowledge of the barriers pupils with autism face in terms of learning, well-being and independence and be able to provide individualised structured approaches to learning and teaching. • All staff will have knowledge and skills in understanding the barriers to learning for children with ASD, and be able to use strategies and teaching methods to support children in their classes and any children who may integrate for specific lessons from the ASC. • All children coming into and leaving the ASC will follow a specifically structured and individualised Transitional Programme to ensure the least stressful transition for both child and parents. • Integration to school assembly or specific whole school events e.g pantomime visit with Teacher/LSA support • Playground integration with Teacher/LSA support • Integration for PE, Play class activities with LSA support • Sports Day training • ASC teachers to visit the pre-school/ primary school setting and meet with the sending teacher to discuss support strategies and read the pupil profile • Design a Transition Booklet and booklet to explain classroom layout • Prepare the KS2 classroom for physical and visual structure and 	<p>Stage and Key Stage One.</p> <ul style="list-style-type: none"> • ASC staff will have an on-going comprehensive knowledge of the barriers pupils with autism face in terms of learning, well-being and independence and be able to provide individualised structured approaches to learning and teaching. • All staff will have knowledge and skills in understanding the barriers to learning for children with ASD, and be able to use strategies and teaching methods to support children in their classes and any children who may integrate for specific lessons from the ASC. • All children coming into and leaving the ASC will follow a specifically structured and individualised Transitional Programme to ensure the least stressful transition for both child and parents. • Integration to school assembly or specific whole school events e.g pantomime visit with Teacher/LSA support • Playground integration with Teacher/LSA support • Integration for PE, Play class activities with LSA support • Sports Day training • ASC teacher to visit the pre-school/ primary school setting and meet with the sending teacher to discuss support strategies and read the pupil profile • Design a Transition Booklet and booklet to explain classroom layout • Prepare the classroom for physical and visual structure and
--	---	---	--

	<p>school/ school setting and meet with the sending teacher to discuss support strategies and read the pupil profile</p> <ul style="list-style-type: none"> • Design a Transition Booklet and booklet to explain classroom layout • Prepare the classroom for physical and visual structure and relevant materials • Arrange for child and parents to visit ASC • Meet with parents in ASC/LSC and complete Pupil Profile sheet, explain classroom layout and teaching methods 	<p>relevant materials</p> <ul style="list-style-type: none"> • Arrange for child and parents to visit ASC/LSC • Meet with parents in ASC/LSC and complete Pupil Profile sheet, explain classroom layout and teaching methods 	<p>relevant materials</p> <ul style="list-style-type: none"> • Arrange for child and parents to visit ASC/LSC • Meet with parents in ASC/LSC and complete Pupil Profile sheet, explain classroom layout and teaching methods
<p style="text-align: center;">I.C.T.</p> <p style="text-align: center;">S.A.P.</p> <p style="text-align: center;">(Strategic Action Plan)</p> <p>Priority Areas for Development Identified by Self-evaluation:</p>	<p>Pupils: To be involved in completion of CCEA tasks for moderation -Progression to be tracked through trail system od whole class and individual assessment. -be aware of how to evaluate their own work</p> <ul style="list-style-type: none"> • -have an awareness of the skills they have developed <p>Staff: Be involved in Film and Animation InSet January –Nerve centre. -Trial a new assessment format on a diagonal slice of children -develop understanding of levels of progression in ICT through Internal Standardisation - monitor & evaluate impact of strategies & progress of target group -be involved in teaching and promotion of coding skills (coding week?) - be involved in a review of the trial assessment systems for whole class and individual records. - be involved in the completion of schemes of work (1) -aid in identification of ways to achieve</p>	<p>Pupils: -To be involved in completion of CCEA tasks for moderation -Progression to be tracked through final system od whole class and individual assessment. -be aware of how to evaluate their own work -have an awareness of the skills they have developed and how to improve these -complete workshops on GAFE and it uses</p> <p>Staff: be involved in music and sounds training as identified by the audit. -Ensure planners show identification of E's and DF's. -develop understanding of levels of progression in ICT through Internal Standardisation - monitor & evaluate impact of strategies & progress of target group -identify underachieving children in UICT. - complete an audit (questionnaire on skills and current practice) -be involved in training on the new GAFE and use within teaching -be involved in upskilling of C2K and use of its features</p>	<p>Pupils: To be involved in completion of CCEA tasks for moderation -Progression to be tracked through final system od whole class and individual assessment. -use plan do review system within UICT tasks.</p> <p style="text-align: right;">- begin to take ownership of own targets/levels.</p> <p>Staff: Ensure planners show identification of E's and DF's. -be involved in promoting self-assessment within UICT and children's awareness of own levels -be involved in staff training linked to the needs of the 2017/18 audit. - be involved in a review of the curriculum ensuring E's and DF's are being covered</p>

	<p>'exchange' E. -Ensure planners show identification of E's and DF's.</p> <p>Parents: -Pupils' progress in UICT reported through Annual reports - are kept informed of standards in UICT -Made aware of e safety</p> <p>BoG: To support a coding week within school - have an awareness of the new C2K developments - Knowledge of esafety within school.</p> <p>Resources: Possible coding resources TBC LSA for general resource audit</p>	<p>Parents: Pupils' progress in UICT reported through Annual reports - are kept informed of standards in UICT -Made aware of e safety -if required attend presentation on new GAFE system?</p> <p>BoG: Knowledge of e-safety within school.</p> <p>Resources: -Time to create Audit of skills -music and skills training (funding?)</p>	<p>Parents: Pupils' progress in UICT reported through Annual reports - are kept informed of standards in UICT -Made aware of e safety</p> <p>BoG: Knowledge of e-safety within school.</p> <p>Resources: <i>See results of audit 2017/18</i></p>
<p style="text-align: center;">Assessment & Data Analysis</p> <p style="text-align: center;">(Strategic Action Plan)</p> <p>Priority Areas for Development Identified by Self-evaluation:</p>	<ul style="list-style-type: none"> • Continue to administer CBAs and further develop how reports and outcomes can be used effectively to inform planning and learning & teaching. • CBA outcomes to be understood and used by teachers to assist in identifying and targeting underachievers, reporting to parents and target setting. • Numeracy is the focus for internal standardisation and we will continue with the work already in progress for ICT; • Teachers will have agreed levels of children's work in numeracy • Evidence of AFL in planning and book scoops will be communicated to teachers • Internal agreement and standardisation of level 1 to 5 in 	<ul style="list-style-type: none"> • Continue to monitor and analyse data using Assessment Manager • Identification of school priorities using data • Year 4 & 7 teachers will take part in CCEA's revised Statutory Assessment arrangements (Industrial Action?). • Consolidation of agreed CCEA assessment arrangements for U.I.C.T., Communication and Using Mathematics (Industrial Action?). • Assessment of ICT (see ICT action plan) • Embed the new assessment format on a diagonal slice of children • Further develop understanding of levels of progression in ICT 	<ul style="list-style-type: none"> • Consolidation of agreed CCEA assessment arrangements for U.I.C.T., Communication and Using Mathematics (Industrial Action?). • Continue to monitor and analyse data using Assessment Manager • Identification of school priorities using data • Teachers from each year group set target levels in Communication, Using Mathematics and ICT in the Autumn Term and assign a level to each child in Summer Term.

	<p>Communication & Using Mathematics</p> <ul style="list-style-type: none"> • Trial a new assessment format on a diagonal slice of children • Develop understanding of levels of progression in ICT through Internal Standardisation • Be involved in a review of the trial assessment systems for whole class and individual records. • Take part in CCEA moderation process in Using Mathematics (Union action permitting). • Carry out an evaluation of our existing assessment practices. • Continue to monitor and analyse data using Assessment Manager with the identification of school priorities • Teachers will embed the practices of assessing communication, using maths and ICT they were previously trained to do in their everyday planning and assessment of children's work. • See also Lit & Num S.A.P.'s 	<p>through Internal Standardisation</p> <ul style="list-style-type: none"> • Review of the trial assessment systems for whole class and individual records. • ICT: Internal agreement and standardisation (see ICT AP for more detailed targets) • Teachers from each year group set target levels in Communication, Using Mathematics and ICT in the Autumn Term and assign a level to each child in Summer Term. 	
Teaching & Learning	<ul style="list-style-type: none"> • Consolidation of the Teaching and Learning Policy, focusing on Assessment for Learning, incorporating the school's marking & presentation policy • Implementation of revised Homework Policy 	<ul style="list-style-type: none"> • Further development of the Teaching and Learning Policy (focusing on Thinking skills and Personal Capabilities) Teachers will incorporate aspects from each of the 5 areas within Thinking Skills and Personal Capabilities into their medium term planning 	
Self-Evaluation: Teacher; Whole School.	<ul style="list-style-type: none"> • Action Plan Progress & Evaluation template • Subject specific audits (TTI)-see Action Plans • Book Scoop Self-Evaluations & Co-Ordinator evaluations • Completion of annual Curriculum Review by subject co-ordinators • Completion of Annual Self-Review by all staff 	<ul style="list-style-type: none"> • Action Plan Progress & Evaluation template • Subject specific audits (TTI)-see Action Plans • Book Scoop Self-Evaluations & Co-Ordinator evaluations • Completion of annual Curriculum Review by subject co-ordinators • Completion of annual Self-Review by all staff 	<ul style="list-style-type: none"> • Action Plan Progress & Evaluation template • Subject specific audits (TTI)-see Action Plans • Book Scoop Self-Evaluations & Co-Ordinator evaluations • Completion of annual Curriculum Review by subject co-ordinators • Completion of annual Self-Review by all staff

EFFECTIVE LEADERSHIP	PHASE 1 2016-2017	PHASE 2 2017-2018	PHASE 3 2018-2019
Strategic Leadership	<ul style="list-style-type: none"> • Integration of new Learning Support Classes into the mainstream school – staff appointments • Management Review – allocation of x3 Teaching Allowances (Internal Trawl) • Review of Co-ordinators' Action Plans for 2015/16 and School Development Planning for 2016/17 • Communication of SDP to all relevant stakeholders • Principal's PRSD- Target Setting for improvement • Governor Training in identified areas • End of Key Stage Target Setting, Data Analysis and Self-Evaluation Strategies in consultation with staff members • Monitoring the development and implementation of Action Plans in 2016/17 • Analysis of performance data to inform the above • BoG Annual Report 2015-2016 	<ul style="list-style-type: none"> • Further integration of new Learning Support Classes into the mainstream school • Review of Co-ordinators' Action Plans for 2016/17 and School Development Planning for 2017/18 • Communication of SDP to all relevant stakeholders • Principal's PRSD- Target Setting for improvement • Governor Training in identified areas • End of Key stage Target Setting, Data Analysis and Self-Evaluation Strategies in consultation with staff members • Monitoring the development and implementation of Acton Plans for 2017/18 • Analysis of performance data to inform the above • BoG Annual Report 2016-2017 	<ul style="list-style-type: none"> • Review of Co-ordinators' Action Plans for 2017/18 and School Development Planning for 2018/19 • Communication of SDP to all relevant stakeholders • Principal's PRSD- Target Setting for improvement • Governor Training in identified areas • End of Key stage Target Setting, Data Analysis and Self-Evaluation Strategies in consultation with staff members • Monitoring the development and implementation of Acton Plans for 2018/19 • Analysis of performance data to inform the above • BoG Annual Report 2017-2018
Professional Development	<ul style="list-style-type: none"> • Prioritising staff development which reflects our SDP and PRSD targets • iPad I.N.S.E.T. (Wireless & Apple TV) • Continue to develop Problem Solving in Mathematics • To develop teachers/LSAs understanding/knowledge of I.C.T. • First Aid– refresher: Mrs J Bryson & Mrs E Semple • To further <u>build the capacity</u> of all staff to meet a wide range of pupils' AEN needs with emphasis on <u>ASD</u>. To promote inclusive practice by 	<ul style="list-style-type: none"> • Prioritising staff development which reflects our SDP and PRSD targets • ICT/iPad I.N.S.E.T. – evaluate need • To develop teachers and LSAs understanding and knowledge of I.C.T. • Continue to develop Problem Solving in Mathematics • Literacy S.EN. C.P.D. – revisit. Implementation of skills and knowledge from SEN CPD course and modifications of policies, 	<ul style="list-style-type: none"> • Prioritizing staff development which reflects our SDP and PRSD targets • Continue to develop Problem Solving in Mathematics • First Aid Training- Classroom Assistant Course

	<p>fostering a <u>whole school approach</u> to the integration of children with autism and continue to raise awareness and understanding of the barriers to learning experienced by pupils with autism. (Ref. Competence ladder for core ASD practitioners & AET Schools Autism Standards 2016)</p> <ul style="list-style-type: none"> • To <u>build the capacity</u> of all staff so they will have strategies for managing pupils with SEBD; • CCEA SEN training sessions arranged for February 2017 identified through staff CPD audit. • Further training for Assessment of Using ICT – explore and use some tasks from the Online Library focusing on a DF that we aren't too comfortable with • P.R.S.D. – Objectives set in line with S.D.P. priorities. 	<p>practices, testing and interventions in light of research evidence.</p> <ul style="list-style-type: none"> • First Aid Training- Classroom Assistant Course 	
<p>Financial Management</p>	<ul style="list-style-type: none"> ▪ Meeting with LMS Officer to establish budget priorities which reflect the SDP ▪ Integration of new Learning Support Classes into the mainstream school –financial management of above ▪ Review the contract for Part-Time teacher in KS1 ▪ Review of the P1 & P2 M.A.G.S. Assistants ▪ Fundraising via P.T.A. ▪ Class Size Policy application ▪ Minibus upkeep – funding ▪ Purchase/maintenance of new After-Schools building ▪ Letting of premises ▪ Impact of 'cashless' school meals system 	<ul style="list-style-type: none"> ▪ Meeting with LMS Officer to establish budget priorities which reflect the SDP ▪ Integration of new Learning Support Classes into the mainstream school –financial management of above ▪ Review the contract for Part-Time teacher in Foundation Stage & KS2 ▪ Review the need for an additional Assistant Teacher ▪ Review of the P1 & P2 M.A.G.S. Assistants ▪ Fundraising via P.T.A. ▪ Class Size Policy application ▪ Review Learning Support ▪ Financial management of After-Schools Club ▪ Letting of premises ▪ Impact of 'cashless' school meals system 	<ul style="list-style-type: none"> ▪ Meeting with LMS Officer to establish budget priorities which reflect the SDP ▪ Integration of new Learning Support Classes into the mainstream school –financial management of above ▪ Review of the P1 & P2 M.A.G.S. Assistants ▪ Fundraising via P.T.A. ▪ Class Size Policy application ▪ Review Learning Support ▪ Financial management of After-Schools Club ▪ Impact of 'cashless' school meals system

<p>contd.</p>	<ul style="list-style-type: none"> ▪ Charity Fund-raising for Poppy Appeal, Children in Need and Plan International ▪ Participation of P5 n the CASE Programme (January 2017) ▪ Participation in Sporting Tournaments ▪ Walk to School Week (May 2017) ▪ Sports Day (June 2017) ▪ Sainsbury's/Tesco P.E Equipment – Token Scheme (June 2017) ▪ Year 1 teacher will visit Pre-School settings (June 2017) ▪ Development of the nature trail ▪ Principal will further links with local post-primary schools and primary schools through local Primary and Post-Primary School Cluster Groups ▪ Work closely with SDS, Social Services, P.S.N.I., Fire Service of N.I., Library Service, Educational Psychologist, peripatetic teachers etc. ▪ Raise the profile of Drumahoe Primary School through local press ▪ Continue to forge and strengthen links with D.C.P.G./Nursery? ▪ Continue to forge and strengthen links with Drumahoe Residents Association – Tea Dances, classes etc ▪ Provision of affordable Childcare arrangements through the Breakfast Club and After-Schools “Kadet Klub.” ▪ Community Coffee morning – raising funds to purchase a community defibrillator ▪ Showstoppers - Term 2 	<p>Poppy Appeal, Children in Need and Plan International</p> <ul style="list-style-type: none"> ▪ Participation of P5 n the CASE Programme(January 2018) ▪ Participation in Sporting Tournaments ▪ Walk to School Week (May 2018) ▪ Sports Day (June 2018) ▪ Sainsbury's/Tesco P.E Equipment – Token Scheme (June 2018) ▪ Year 1 teacher will visit Pre-School settings (June 2018) ▪ Development of the STEM trail ▪ Principal will further links with local post-primary schools and primary schools through local Primary and Post-Primary School Cluster Groups ▪ Work closely with SDS, Social Services, P.S.N.I., Fire Service of N.I., Library Service, Educational Psychologist, peripatetic teachers etc. ▪ Raise the profile of Drumahoe Primary School through local press ▪ Continue to forge and strengthen links with D.C.P.G. Nursery? ▪ Continue to forge and strengthen links with Drumahoe Residents Association – Tea Dances, classes etc ▪ Provision of affordable Childcare arrangements through the Breakfast Club and After-Schools “Kadet Klub.” ▪ Community Coffee morning 	<p>Poppy Appeal, Children in Need and Plan International</p> <ul style="list-style-type: none"> ▪ Participation of P5 n the CASE Programme(January 2019) ▪ Participation in Sporting Tournaments ▪ Walk to School Week (May 2019) ▪ Sports Day (June 2019) ▪ Sainsbury's/Tesco P.E Equipment – Token Scheme (June 2019) ▪ Year 1 teacher will visit Pre-School settings (June 2019) ▪ Development of the STEM trail ▪ Principal will further links with local post-primary schools and primary schools through local Primary and Post-Primary School Cluster Groups ▪ Work closely with SDS, Social Services, P.S.N.I., Fire Service of N.I., Library Service, Educational Psychologist, peripatetic teachers etc. ▪ Raise the profile of Drumahoe Primary School through local press ▪ Continue to forge and strengthen links with D.C.P.G. Nursery? ▪ Continue to forge and strengthen links with Drumahoe Residents Association– Tea Dances,classes etc ▪ Provision of affordable Childcare arrangements through the Breakfast Club and After-Schools “Kadet Klub.” ▪ Community Coffee morning ▪ Showstoppers - Term 2
----------------------	--	---	--