

Chawson 1st School

School Development Plan May 2025 – July 2026 v2 September 2025



Chawson First School

Independent



Aspirational



Articulate



Our School Vision:

At Chawson 1st School we all share a united vision, that all of our pupils will develop into **independent, articulate** and **aspirational** citizens.



This plan is a working document. It should be read alongside the RAP, MET and subject action plans.

Planned Impact July 2026

% Working at expected standard

		National	Sep-21	21-22	22-23	23-24	24-25	25-26
Reception	GLD	65	42	48	64	59	61	65
25% SEN	Literacy						63	70
	Maths						73	77
Year 1	Reading		49	61	70	70	67	70
37% SEN	Phonics						77	80
	Writing		51	61	60	71	62	70
	Maths		51	67	72	72	70	73
Year 2	Reading		58	64	62	71	71	70
25% SEN	Phonics						87	90
	Writing		55	45	58	53	62	70
	Maths		59	62	62	63	68	72
Year 3	Reading		44	71	77	68	79	77
40% SEN	Writing		37	53	65	55	59	70
	Maths		39	63	72	62	71	72
Year 4	Reading	75	60	81	78	89	76	80
39% SEN	Writing	74	33	57	51	65	64	70
	Maths	72	39	71	69	76	76	72

Not matched
data

Policy Cycle

Annual Policies (Bold = statutory)		
Autumn	Spring	Summer
- Teacher Appraisal - Non-teacher Appraisal Capability procedure for teachers - Staff Handbook Behaviour inc written statement Exclusion Child protection / Safeguarding (including volunteer leaflet) Charging and Remissions - Governors' Code of Conduct Governors' allowances Instrument of government GDPR including Privacy Statements	RSE Complaints - SFVS Pay - Finance - Financial Risk Assessments - SFVS statement Confidential Reporting (Whistle blowing) - Financial benchmarking SEND Health and Safety policy and handbook Premises/activity risk assessments Early Career Teachers CLA and PLAC	Managing Medical Conditions First Aid in school
Other Policies		
2024-25: - Assessment - English including - Reading - Writing and Speaking and Listening - Collective Worship - Anti-bullying - Governors Monitoring / Visits policy - Emergency closure policy - Emergency Plan and business continuity plan - Volunteer/student handbook inc checklist and code of conduct Equal Opportunities - Online Safety - Acceptable Use (internet access) - Leave in Term Time Absence	2025-26: - DT Risk Assessments - Marking and feedback - Visitors - Vision / Aims - Positive Physical Intervention (PPI) - Intimate care/ Continence - Prevent duty risk assessment/action plan - Staff wellbeing	2026-27: - Maths and Calculation Early Years - Educational Visits - RE - PSHE& C - Food Policy -Drugs - Teaching and learning - Curriculum inc-Intent Accessibility plan - Asthma Policy - Statement of British Values and SMSC - Leave of Absence - Pandemic Flu - Lone Working - Lockdown - Lettings - Handling Unreasonable and Persistent Complaints - Fire Emergency Evacuation plan and fire procedure - Safer Recruitment - Staff code of conduct

Monitoring Cycle

SLT and Governor monitoring will be in line with the SDP priorities and actions. Staff will be made aware of these monitoring activities and dates ahead of time. These will be detailed in a separate document the **Monitoring, Evaluation and Training schedule (MET)**. Wherever possible, SLT will avoid undertaking additional monitoring, preferring to use or co-conduct leaders monitoring activities.

At Chawson 1st School, our subject leaders use an evidence-based approach to evaluate teaching, learning and outcomes in their subject. Subject leaders will typically undertake the following monitoring annually. Their line of investigation and focus key stage will be determined by individual subject priorities.

- Pupil Interviews
- Work scrutiny
- Planning review

A half day release time per subject will be given for each of the above. Subject leaders will select the most impactful term to undertake the monitoring, to either evaluate or measure impact.

Impact- What will I see? What do we want? (Notice or measure)

Impact should be at a child level wherever possible.

Compliance- difference-continued development

GOVERNOR MONITORING

Link governors will take the lead for monitoring focus areas of the SDP. The Chair of Governors will have strategic oversight of this monitoring.

Phonics and Reading	SEN	Writing
Joe Neal Paul Garbett	Mark Moloney Vicky Moloney	Leonie Silk Dave Peters

Priorities

PHONICS				
Priority a: High quality phonics teaching within Reception and Year 1 results in 80%+ of children reaching the required standard in the <u>Year 1 phonics screening test</u> .				
	July 2025	December 2025	April 2026	July 2026
Key milestones Periodic Success Criteria	- Targeted repeated practice is embedded across all classes in Reception and Y1. - Additional consolidation phonics lessons each day in Y1 allows more children to keep pace with the phonics scheme teaching- 60% children on track. - Data analysis is completed to identify: - Children that need catch up - Identify specific gaps to be addressed for individuals and class - Training from English Hub for headteacher and Early Reading Lead to be undertaken.	- Repeated practice and additional consolidation lessons are used in YR and Year 1 until 75% of the class are securely and consistently on track with the phonics scheme teaching. - Quality of phonics teaching is evaluated through Audit from English Hub. Actions are planned accordingly. - End of Year 2025 data is used to make projections for July 2026 phonics screening. This is used half termly to quickly identify children falling behind. - Mock phonics screening data (Dec 25, Feb 26, April'26) is used to target support this ensures 80% children are on track to pass PSC IN June 26. - Data analysis is completed to identify: - Children that need catch up - Identify specific gaps to be addressed for individuals and class As a result 75% Reception and Year 1 children are on track as measures against Phonics Scheme.	- If successful, systems and procedures from 2024-25 will be continued. - Actions to be determined by English Hub Audit in Autumn 2025. These will ensure teaching of phonics is impactful, as shown through pupil outcomes.	TBC

Priority b: <u>Keep up and rapid catch up provision</u> for children working below is of the highest quality. As a result, children make accelerated progress towards age related standards (as measured through expectations within phonics scheme teaching and standardised testing in reading).				
Key milestones Periodic Success Criteria	July 2025	December 2025	April 2026	July 2026
	All staff currently delivering keep up, catch up or SEN provision have undertaken Little Wandle Refresher training.	- As a result of staff coaching and development of staff provision groups are highly impactful. This results in all children achieve against the phase taught in Keep up or Catch up groups each half term. - Phonics assessment data is analysed in depth to ensure the correct children are being targeted for support, and that support is highly personalised and ambitious. Progress is measured regularly to ensure accelerated progress for all children in YR-Y4. - Reception and Year 1 teachers have excellent knowledge of their target children and focus content. This is demonstrated through tailored repeated practice and support throughout the day, every day.	A strong cycle of continual improvement is well established and in place. It allows for professional development for all staff, and a responsive teaching approach that supports all children to make good progress.	TBC
Priority c: High quality phonics teaching forms a fundamental part of <u>Chawson reading culture and provision</u> across the whole school. All staff and parents have the knowledge and skills to support all children to read well.				
Key milestones Periodic Success Criteria	July 2025	December 2025	April 2026	July 2026
	The school website has a dedicated area to promote reading engagement and culture. This is further promoted through social media.	- Reading practice training is provided for Reception and Year 1 staff. As a result, reading practice sessions positively contribute to progress and outcomes for children. This means that children's phonics and reading assessments align. - KS2 children working below the expected standard in reading are well supported in reading sessions by well trained staff. This is shown in observations of provision.	½ termly parental workshops in Pre-school, Reception and Year 1 enables parents to support their child's reading at the correct expectation for the curriculum. - Actions to be determined by English Hub Audit in Autumn 2025.	TBC

		• Parent's feel confident to support their child's reading as a result of ½ termly parental workshops in Pre-school, Reception and Year 1. • Quality of phonics provision is evaluated through 2-day audit from English Hub. Actions are planned accordingly.		
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SEN

Priority A: Teachers have a strong understanding of Adaptive Teaching. They adapt the curriculum so that all children, especially those with identified SEND, make good progress.

	July 2025	December 2025	April 2026	July 2026
Key milestones Periodic Success Criteria	• As a result of professional development teachers have a strong understanding of the theory of adaptive teaching. • Teachers begin to explore and evaluate adaptive teaching strategies in their classes. • SEN support strategies are implemented consistently, and from day 1 in children's new classes.	• Lesson observations show established support strategies for the class/pupils are well implemented by new class teacher and teaching assistant • Teachers explore and evaluate adaptive teaching strategies in their classes. • C-STEP model for adaptive teaching introduced across the school to map and plan for adaptive teaching. • A shared whole school understanding of Adaptive Teaching is codified. • Children are supported to access whole class teaching and independent tasks as a result of adaptive teaching principles applied across all classes in all core lessons. • Children are supported in all parts of the lesson by Teaching Assistants who understand and apply adaptive teaching principles (including links to independence and scaffolding framework).	• By January 2026 a new Teaching and Learning Policy will have been written to include best practice and minimum expectations for adaptive teaching. • Children are well supported supported to access whole class teaching and independent tasks as a result of highly effective adaptive teaching principles and this is shown in progress made in children's work.	

Priority b: All core lessons are delivered to ensure quality first teaching for all children. There is a shared understanding of what ‘good for all’ teaching at Chawson looks like, and this is consistently applied. As a result, more children achieve against lesson/sequence aims and a greater proportion of children reach age related standards in writing over time.

	July 2025	December 2025	April 2026	July 2026
Key milestones Periodic Success Criteria	Quality first teaching principles are actively explored. (DHT and lead teacher to undertake Walk Thru training.)	- As a result of clear evaluation, the leadership team have an accurate understanding of ‘good for all’ quality first teaching across the school. This is used to set germane priorities for staff training in Spring 2026 and beyond. - Teachers receive training in pedagogy focussing on quality first teaching is actively supported by the leadership team. - Planning in each year group actively considers and prioritises ‘good for all’. This is detailed on planning to ensure consistency of offer across all classes and staff in all roles.	- staff training (Walk Thrus) is delivered to develop ‘good for all’ quality first teaching in all classes (focus TBC linked to SDP priorities). - Continuation of - planning in each year group actively considers and prioritises ‘good for all’. This is detailed on planning and can be seen in classrooms. - By January 2026 a new Teaching and Learning policy will have been written to include best practice and minimum expectations for ‘good for all’ quality first teaching. As a result, all children receive high quality teaching and learning that supports them to make progress.	- Lesson observations show that staff have been able to apply training so that all children receive quality first teaching in in line with the teaching and learning policy. - Children, especially disadvantaged and SEN, are more confident and engaged in lessons as a set of consistent strategies are used across the school. Over time this will impact on progress in and across lessons. ?? A new system of ongoing professional development, evaluation and reflection designed linked to Walk Thru model.

Priority c: Children with the highest level of need receive the support they need through early identification, a bespoke curriculum and effective provision.

	July 2025	December 2025	April 2026	July 2026
Key milestones Periodic Success Criteria	(SENCO to review My Plan format.) - My Plan format introduced to staff for implementation in September 2025. All staff understand the aims and objectives of this document. - Data analysis identifies - Children to monitor for possible SEN - SEN children who are not making sufficient progress who will then be targeted for advice and support in Autumn 2025.	- SENDCo capacity increased through restructuring of SLT. - New My Plan format rolled out across the school. - My Plans thoroughly reviewed to ensure they best meet the needs of the child through priority setting and appropriate provision (Including strong links to EHCPs). This will result in more rapid progress against targets. - My Plan provision is consistently delivered in all classes. - SEN focussed PPM and drop ins support teachers to plan for	- Effective My Plans are highly impactful for all SEN children. - Monitoring of both delivery and impact of provision linked to targets means that improvements can be made. Children making slower progress can be identified and provision adapted to ensure effectiveness. - Ongoing training offered based on staff training need and contextual SEN. - Reception children make rapid progress against S&L targets as a	TBC

		bespoke curriculum for those children that require this. Advice and suggestions are implemented in classrooms and through provision. • Support provided for children with the greatest level of need is matched to their need and is delivered consistently and well. • Children make good progress against individual targets as the support provided by teaching assistants is impactful due to well-planned professional development. • Regular speech and language assessment in the early years directly inform provision for children.	result of regular assessment, Wave 3 provision and good class practice.	
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WRITING

Priority a: Basic skills of transcription are taught well across the whole school. This removes barriers for children and allows a greater proportion of children to reach the expected standard in writing.

	July 2025	December 2025	April 2026	July 2026
Key milestones Periodic Success Criteria	• Children's handwriting is improved through a systematic and consistent approach to the teaching on handwriting skills. • Dictation lessons are planned and piloted in Year 1 and Year 4 for Summer Term. • Impact of dictation lessons pilot evaluated. This is used to plan delivery model for 2025-26 across the whole school. • Review of current approach to the teaching of spelling, to include teaching, feedback, and link to phonics.	• Expectations for handwriting are consistently high across the school. This is shown through pupil work, teacher feedback and published writing. (Peer monitoring for standards of handwriting across the school. Collectively agree next steps). • Teachers understand the value of actively and discretely teaching transcription skills. They understand the active ingredients of a dictation lesson and can plan accurately and for these.	• By Feb 2026, evaluation of dictation on children's independent written work. Plan for continued application and impact. • Children independently apply transcription skills into their writing lessons. This is promoted actively by all staff through modelled teaching and feedback. • Children are well supported in lessons by Teaching Assistants with a strong understanding of the use of dictation within the scaffolding framework. • Spelling focus TBC	• TBC based on monitoring and evaluation against priority success criteria

		- Well-pitched and matched dictation lessons are planned and delivered. As a result, children's transcription skills improve in this context, and for many these skills are transferred into their writing lessons. - Teaching Assistants have a strong understanding of the use of dictation within the scaffolding framework and apply this in group work. - The quality and impact of modelled writing and guided groups is enhanced through professional development focussing on the use of phonics for word building, and application within sentence writing. This is shown in lesson observations and children's work. - Implement a whole school approach to the use of feedback, editing and marking with regards to spelling.		
Priority b: A deliberate <u>long-term plan</u> maps out the skills to be taught across all units of writing from Y1-Y4. This will be taught through small step planning. As a result, teaching builds on children's prior knowledge, allows for reactivation of learning, and mastery of taught skills. This will result in a greater proportion of children working at the expected standard over time.				
Key milestones Periodic Success Criteria	July 2025	December 2025	April 2026	July 2026
	- A sequenced and progressive long-term plan for writing (for National Curriculum years 1-4) is created.	- Small steps planning is in place for all taught English units. - All children keep pace with the taught curriculum, from their starting point, as a result of small steps planning. - A sequenced and progressive long-term plan for writing (for National Curriculum years 1-4) mean that children learn, retain and apply NC skills taught. This means there is not a 'fall back in autumn term % of children working in track.	- As a result of a progressive long-term plan and small steps planning in each year group the % of children working at the expected standard increases to the target set in the SDP/RAP (tbc). - Further develop planning to take into account priorities of deliberate long-term map of skills, adaptative teaching, transcription and small steps planning. Work to ensure coherence between planned learning and planned task.	Continuation of Spring 2026 development focus.

		Through accurate evaluation of the long-term plan and small steps planning, the writing lead is able to plan appropriate professional development. This ensures continual improvement to the writing curriculum.		
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