
3 YEAR STRATEGIC PLAN

SEPTEMBER 2021 – JULY 2024



Our vision:

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

Context:

COVID-19 school closures have had a profound effect on all children nationally. We aim to support children to catch up and reach the highest possible standards.

Aims:

- When they leave us, our children will be ready for the next stage of their education and results across the school will compare favorably to national outcomes. All staff are aspirational for our children.
- All children, regardless of ability, will realise our vision and develop into **independent, articulate** and **aspirational** children.
- Teaching across the school is consistently good or better. This is founded on a culture of continual professional development. Professional development opportunities are rich and support a depth of understanding.
- Staff development supports all staff to become experts in their craft. Professional curiosity, action research and autonomy are actively promoted.
- The school continues to be community focused; seeking active partnerships with parents.

OBJECTIVES		2021/22	2022/23	2023/24
Independent Our children are independent learners. They can organise themselves, their thinking and use this to improve outcomes across the curriculum.	ACTIONS	- Independent Learner Award relaunched and embedded whole school (T&L policy) - Reception to review current Independent Learner statements to align with new EYFS 2021.	- Staff training to understanding Characteristics of Effective learning - Review ILA statements to promote characteristics of effective learning across the school.	- Introduce whole school understanding of Metacognition- - Teacher Research groups - Planning review - Ongoing CDP for all staff
	OUTCOMES	- All children know how to be independent learners and many are able to achieve this. - Independent Learner Award is part of day-to-day teaching and routines and is actively promoted by staff across the school. EMBED (existing)	- Teachers have a good understanding of Characteristics of Effective Learning and can use these to create vision for year group ILA. These promote learning behaviours across the school. - Children taking ownership for their independence DEVELOP	- As a result of Independent Learner Awards, and teaching and learning that shows a good awareness of CEL and metacognition, children's learning behaviours are exemplary. - Those children that excel in this field are capable of organising others and acting as a role model across the school. EMBED

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Articulate Our children are confident, articulate speakers in a range of contexts and for a range of purposes. High levels of oracy support cognition and improve outcomes across the curriculum.	ACTIONS	- Undertake Voice 21 project- Stage 1 - Staff Training – Zone of Regulation	- Undertake Voice 21 project- Stage 2 - Further staff training and peer to peer support for staff to implement support for ZoR.	Continue to embed oracy through ongoing review.
	OUTCOMES	- Have fully engaged with the Voice 21 project in order to: - Establish 2 oracy experts in school - Evaluated teaching practice against the Oracy Benchmarks and tracked progress across the year - Define and articulate school's vision for oracy - Develop and enact a strategic plan for oracy in every classroom - Led in-house oracy CPD - Taught oracy explicitly and evaluated your students' progress - Consistent use of language around Zones of regulation which is supported by visual display in all classrooms. DEVELOP	- Continued to embed oracy through Voice 21 project. - Reviewed Benchmarks and tracked progress against these - Revisited and developed school's vision for oracy, priorities and strategic planning for the year - Embedded and codified whole-school approach to oracy teaching and learning - Led in-house CPD - Designed and implemented a bespoke whole-school oracy curriculum - Created opportunities for children to develop and showcase their oracy skills as part of wider school life - Discovered new contexts for children to further develop their oracy skills - Continued to use oracy as a means to strengthen and deepen subject learning - Shared best practice and learning back to our members' network. - Staff are consistently implementing support for children's ZoR. This included the environment, adult support (incidental and planned), resources EMBED	Oracy is well embedded across the school and the curriculum offer is enhanced at all stages by it's inclusion and consistent application. Outcomes for children in all areas are supported by the school's approach to oracy. SUSTAIN

OBJECTIVES		2021/22	2022/23	2023/24
Aspirational Our children are exposed to multiple real life experiences and a frequent, broad examples of what the world has to offer. They understand how their education at Chawson links to this and are aspirational for their future.	ACTIONS	Please see actions for Independent and Articulate. These contribute fully to our vision of children and staff being aspirational.		
	OUTCOMES			
				- Subject leaders- create quality and active opportunities for child led leadership across the school. - Sports, behavior, eco, school council, learning and behaviour
				- Meaningful opportunities are in place for child leadership and participation. - Children's opportunities and experiences of school are enhanced by them being active and influential participants in the school. - British values are reinforced.
				DEVELOP

OBJECTIVES		2021/22	2022/23	2023/24
Curriculum Our curriculum is broad, balanced and engaging. It meets the needs of our children and so supports excellent academic outcomes. Our Curriculum serves our school vision.	ACTIONS	- Review long term curriculum plans for foundation subjects - Progression of skills are present in planning - Full review of key foundation subjects - Maths mastery- GLOW Sustaining Year	A full review long term plans (staff led)	- Vocabulary progression of skills are created to tie into curriculum and sustain Oracy curriculum (see above) - Review enrichment and enhancement opportunities (purpose, active, outdoors, trips/visitors, ownership)
	OUTCOMES	- The long-term plans have full coverage and a meaningful sequence. - Staff are fully familiar with the PoS documents and these are present in planning and reflected in the children's work. - A review will have been undertaken of key subjects if necessary to ensure all are of a satisfactory standard.	- Long term plans for all foundation subjects are of an excellent quality. They offer a sound sequence of learning that builds on children's prior learning. - Teachers are fully aware of prior learning (from previous year groups) and use this knowledge to make links in the children's learning and ensure progression across the school. - As a result, children know and remember more.	- Progression across the school is further enhance by a vocabulary progression. - The curriculum, which already shows exemplary coverage, sequence and progression is further enhanced by enrichment opportunities. This makes learning meaningful, memorable and fun for children.
		DEVELOP	EMBED	FURTHER DEVELOP

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Leadership Leadership of the curriculum is strong at all levels. Curriculum leaders are experts in their fields. They hold accurate evaluations and bring about improvements in teaching & learning, and pupil outcomes.	ACTIONS	- Half termly teaching and learning focus for staff meetings - A new monitoring cycle is introduced for middle leaders and subject monitoring - Middle leaders each have a leadership folder - Middle leader training / monitoring proformas are introduced to support middle leaders in their roles.	- Selected internal deep dives take place- these are led by middle leaders and supported by SLT - Effective and aspirational middle leaders are supported in their role and given opportunities to progress (succession, investment in people) - Subject leadership training- leadership focus - Subject leaders are given training in order that they can become experts in their subject (Year 1 of 2)	Subject expertise training continues (Year 2 of 2). This enables middle leaders to become experts in their subjects.
		- SLT are aware of the standard of teaching and learning across the school. They support consistent good practice through staff meetings. - Good teaching practice is shared amongst the staff. - Middle leaders are supported in their role. They are given appropriate time and training to undertake their roles. - Middle leaders have undertaken monitoring for their subject across the school. DEVELOP Year 1	- Subject leaders continue to develop their knowledge of their subject across the school through monitoring and deep dives. - SLT have an excellent evaluation of curriculum teaching and learning as a result. - Subject leaders are given quality professional development opportunities in order to develop a deep and expert subject knowledge. DEVELOP Year 2	- Subject leaders continue to develop a deep and expert subject knowledge. They use this knowledge to support the quality of teaching and learning across the school. - As a result, children experience very high quality teaching across the curriculum. EMBED

OBJECTIVES		2021/22	2022/23	2023/24
Assessment Our assessment system provides quality and timely information to teachers and leaders at all levels about the learning of our pupils. It underpins school improvement without being unduly burdensome.	ACTIONS	- New assessment systems are investigated, including- removing sub-levels and standardised testing. - New assessment system proposal created and shared with SLT.	New assessment systems trialed across the school.	Assessment policy written to reflect new systems within school.
	OUTCOMES	- SLT will have a clear understanding of assessments system available. - All stakeholders will understand proposed assessments systems being trialed next academic year.	- Staff will gain an insight into different assessment systems. - Staff will share views on usefulness of new systems. - Staff workload will be considered alongside new systems.	- New assessment systems will be in place. - New systems will support teachers to provide accurate teacher assessment levels, inform areas of strength and development across the curriculum and demonstrate the progress of our children.