# Ashley Hill School

School Improvement and Development Plan

2016-17

Compiled by Ashley Hill Staff Team

# Ashley Hill School Improvement and Development Plan 2016-17

**Priority 1: CURRICULUM –**

Starting point…

What do we want our curriculum to teach children?

What are the values underpinning out curriculum, what will drive it?

What do we want our curriculum to do/what is its purpose?

What do we want our curriculum to look like? Highlighted each year? By year group?

What do we want to include in our curriculum as well as subjects? Learning powers? Mindset? Environment?

What do we use currently to plan from?

| Objective | Overall Success Criteria | Priority Leader |
|---|---|---|
| To establish a skills based curriculum which ensure consistency and appropriate progression throughout the school year. | Each year group will have a clear map of the skills which they need to cover within the year and all of the skills within the chosen 'schemes' will be covered during a child's time at Ashley Hill. | |

| Key objectives | Key Actions to Deliver Objective | Success Criteria for Actions | | Time Scale | Resource Implication |
|---|---|---|---|---|---|
| To learn how other schools have developed their curriculum to ensure progression and coverage. | Arrange meetings with local Senior leaders who have recently developed their curriculum to support our understanding of the processes we will need to go through. | A meeting will have been held and notes from the meeting are shared with the Curriculum group to help provide insight into the process of developing a clear curriculum. | | Dec 2016 | |
| To decide what we want the purpose of our curriculum to be, what are the drivers/principles? | Staff meeting time, to mind map what the purpose of developing our curriculum is and what it could look like. What do we value about our curriculum/what do we need from our curriculum to ensure coverage/progression? | An outline of the principles and drivers of our curriculum will be established to underpin the curriculum development. | | Nov 2016 | Staff meeting time |
| To establish what teachers are currently | Staff meeting to share what people use, what works well, what we could use and decide upon | A list of which skills based resources will be created and used | | Nov 2016 | |

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| using to plan from for foundation subjects. | what we will use to gather the skills in order to create the curriculum map. | as a basis for the curriculum mapping. | | Ongoing as subjects are addressed | Staff meeting time |
| To look at the Manx Curriculums available and choose which aspects we will include into our skills document. | Leadership meeting to decide which aspects of the Manx Curriculum we will be using – Geography, History, Art, ICT, RE. | It will be agreed which aspects of the Manx curriculum we will include and this can be planned into the development of the new curriculum maps. | | | Staff meeting time |
| To pull together the skills documents for each aspect of the foundation subjects with all the skills that are needed to be covered in each subject from year 1-6 | Staff meeting time to meet as a group and pull all of the information gathered together in one document, covering all subjects within the curriculum. | A document will have been created which will show all skills, which should be covered. | | July 2017 | |
| To split the skills into Year groups, ensuring appropriate levels of challenge and coverage. | Staff meetings to look at which skills are covered in each year and to build up a picture of which skills are being missed or replicated throughout a child's time at school (using google docs) | Highlighted documents will demonstrate which skills are covered in each year group- skills that may not be covered will be clear. | | July 2017 | 6x staff meetings |
| To liaise with the science team to ascertain the skills that they have decided upon and put this with the other subjects skills documents. | Staff meeting- to meet with the other group to discuss their curriculum map for science and agree that all staff are happy for this to be put into our overview for skills across the school. | We will have a copy of the curriculum map for science, broken down into skills for each year group. | | Dec 2017<br><br>January 2018 | Leadership time |
| To create a curriculum | Staff meeting- provide each year group with the | Each year group will have a map of | | | |

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| map for each year group which will allow staff to plan out the year to ensure coverage.<br>To share the curriculum map with the staff and identify which skills are covered in each year group.<br>To split the year group skills into terms, ensuring appropriate levels of challenge and coverage over the year. | skills that they need to cover and a template for the yearly overview for them to add the skills into.<br><br>Staff meeting- Show the staff the completed curriculum map and check for any mistakes/objectives that staff feel may not be in the appropriate place. | skills on the given template, which is then passed back to collate.<br><br>All staff will be happy and aware of which skills their year group is to cover and there is a clear progression in skills. | | | Management time<br><br>Staff meeting time |

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| Priority 2: ENVIRONMENT | | |
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| **Objective** | **Overall Success Criteria** | **Priority Leader** |
| To develop our school environment so that it engages children and ensures staff can take advantage of the learning opportunities on offer. | Children regularly taking advantage of opportunities outside the classroom to engage them in learning. | |

| Key objectives | Key Actions to Deliver Objective | Success Criteria for Actions | | Time Scale | Resource Implications |
|---|---|---|---|---|---|
| To learn how other schools have developed their outdoor environment to maximise learning. | To visit Willaston and Ballasalla Primary Schools to talk to HT and observe outdoor provision. | Staff to assess whether principles can be applied to our school. | | Autumn 2016 | |
| To learn how other schools use their outdoors during break / lunchtimes. | Lunchtime ancillaries to visit Ballasalla School. | Ancillaries to begin to develop positive play approach to their roles. | | Autumn 2016 | |
| To ensure our school has an environment that engages children. | Work to develop our foyer area. Use of television to show off children's learning and displays including a 'curiosity cabinet'. | Children engage in their environment. Children walking calmly through the school and using display as conversation opportunities. | | Spring 2017 | |
| To develop lunchtimes by encouraging children to assess their own risk, for overall benefit. | Stock the Playbin with equipment from parents/staff/local providers.<br>Have whole school Twilight on Outdoor Play and the use of the Playbin | School Assembly on Risk Benefit.<br>Children use the Playbin equipment effectively.<br>Lunchtime ancillaries aware of encouraging positive play. | | Spring 2017 | Letter to parents regarding Playbin equipment. |
| To ensure parents are aware of our outdoor play policy. | Write letter to parents regarding our new procedures and invite them in for an afternoon of fun! | Parents attend afternoon and get involved! | | Autumn 2017 | |
| To utilise areas within the school that aren't currently used. | - Refurbish Class 7.<br>Tidy mobile classroom and set up timetable. | Class 7 used for creative activities (such as cooking and textiles). Mobile classroom used for peri activities and FAST programme. | | Summer 2017 | £400 |

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| To provide a facility in the outdoor space which can be utilised for learning. | Build a log-cabin which classes can use at all times of the year for outdoor learning. | Children engaging in outdoor learning, using the outdoor facility. | | Summer 2017 | £5,000 |

| **Priority 3: SCIENCE –** | | |
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| **Objective** | **Overall Success Criteria** | **Priority Leader** |
| To equip staff to teach high quality science lessons which ensure appropriate coverage of skills and content. | Greater confidence amongst the staff, leading to enhanced enjoyment and results in this area of learning; hold a 'Science week' across the school. | |

| Key objectives | Key Actions to Deliver Objective | Success Criteria for Actions | Action Leader | Time Scale | Resource Implications |
|---|---|---|---|---|---|
| 1. Improve the quality and quantity of resources for science. | • Carry out an audit of existing resources, including those stored in classrooms & topic boxes.<br>order new resources: replace unsuitable/broken resources & order necessary items that the audit shows as missing. | Staff will have adequate amounts of suitable resources and equipment available, which will enable them to deliver the curriculum coverage needed. Pupils will enjoy lessons that have been adequately resourced. | | By Easter 2017 | • Time: the whole staff need to be involved in this. Time costs will be staff meeting times/ inservice time.<br>Money for new equipment. |
| 2. Improve teacher confidence | • Observe good practice at other schools<br>See quality lessons delivered in school by visiting Science practitioners | Increased staff confidence, resulting in quality science lessons, and the planning and delivery of a 'science week'. | All staff | By July 2017 | • Time to go to other schools<br>• Supply costs<br>• Visitor costs<br>Planning time for science week |
| 3. Ensure SC1 is prioritized | • Ensure children are 'working scientifically' by staff focus on SC1 objectives in every lesson alongside knowledge Learning Intentions. | Evidence of SC1 is clear in tasks undertaken by children.<br>Planning ensures there is a progression of SC1 skills from R to Y6.<br>Children show increasing independence in setting up investigations and in recording, analysing and interpreting the results. | | Spring 2017 | • Time for discussing the model/structure we follow<br>• learning walks monitoring (Planning/books/recorded work) |