



Federation Development Plan

2023 – 2024

<p>Quality of Education</p>	<p>Develop a consistent approach to writing in each school</p> <p>Explore and adopt an effective approach to spelling in each school</p> <p>Develop children's use of quality vocabulary in their speaking and writing</p> <p>Adopt a consistent approach to handwriting linked to Little Wandle.</p>	<p>Develop Little Wandle 'Keep Up' and 'Catch Up' within each school</p> <p>Continue to develop a KS2 approach to reading which follows on from Little Wandle – library provision, extension of reading bands, individual Reading, class reading, individual catch-up and intervention, reading challenges so that every child has access to a rich and diverse diet of literature.</p>	<p>Implement a consistent Maths Mastery approach across all schools</p> <p>Review and adapt White Rose mixed age group Maths planning for our various sized schools</p>	<p>Fine tune the use of knowledge organisers in science, geography and history.</p> <p>Further develop approaches to retention of knowledge and retrieval skills across the curriculum.</p>	<p>Raise attainment in science and develop skills in science focusing on working scientifically</p> <p>Share good practice in science across schools</p> <p>Explore use of Developing Experts as a resource for science</p>
<p>Behaviour and Attitudes</p>	<p>Attendance maintained at National or above</p> <p>Implement new DCC approach to attendance</p>	<p>Continue to give forest schools, music, PE and trips more opportunities in curriculum to give pupils a wealth of experiences, build confidence, self-esteem and working in groups.</p>	<p>Explore and share approaches to inclusion and supporting an increasingly high level of need in some schools</p>	<p>Behaviour expectations are reviewed in all schools</p> <p>Staff training and deployment is reviewed and adapted to meet increased behaviour challenges</p>	



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Personal Development	Embed a range of strategies to support pupils wellbeing and continue to promote positive mental health for all pupils to support post lockdown	Schools to provide their own challenge scheme based on Filleigh Challenge	Continue to provide a variety of in-school and after-school clubs		
Leadership and Management	<p>Parental views feed into the development of the school – parent forums, questionnaires, informal and formal feedback (Kilmington, Shute, Upottery)</p> <p>Further develop use of Class Dojo</p>	<p>Develop and adapt school to school support across the federation to improve standards achieved in teaching and learning</p> <p>Continue to support new and recently appointed Heads of School to become effective leaders</p>	<p>Support coordinators to be clear on expectations of their role. What is required in files, evidence of teaching and learning, monitoring evidence etc</p>	<p>Further develop working groups at senior and Middle leader level to monitor and improve teaching, learning and progress Early years, Literacy, Maths, Science and Computing.</p>	<p>The governing body is provided with information it requires to regularly and robustly challenge school leaders, holding them stringently to account for the impact of their actions.</p>
Early Years	<p>Continue to develop the EYFS Curriculum to meet the needs of children in each school</p>	<p>Develop children’s use of quality vocabulary in their speaking and writing across the curriculum.</p> <p>Develop use of assessment to track starting points in speech and language.</p>	<p>Further develop links between EYFS settings across the federation to share good practice and support each other in implementing Little Wandle</p> <p>Lympstone to lead as Champion Little Wandle school and develop their role across Devon and the SW</p>	<p>Development of EYFS environment at Copplestone and Kilmington</p>	



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<p>SEND</p>	<p>All tracking SEND tracking data and provision to be submitted on set dates to a central portal</p> <p>Provision Maps in evidence in all classes and regularly updated</p>	<p>Explore and share approaches to inclusion and supporting an increasingly high level of need in some schools</p> <p>Staff training and deployment is reviewed and adapted to meet increased behaviour challenges</p> <p>Develop and share good practice in relational approaches</p>	<p>Embed book look and student voice into all schools through a termly programme</p> <p>To continue to develop the use of the EP through the clinic model</p>	<p>To develop a SENDCo support and development group across the Federation and Management Partnership schools</p>
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