

Copplestone School Development Plan

2024 – 2025

Quality of Education	Identify and sequence the essential knowledge that pupils need to know and remember across all foundation subject curriculums. Develop the use of knowledge organisers, retrieval and recall.	Ensure that curriculum plans are ambitious and implemented consistently in all subjects. Publish Music development plan	Use assessment across the wider curriculum with precision to effectively check what pupils have learned.	Ensure that assessment in the wider curriculum identifies gaps in prior knowledge so that subsequent learning builds on what pupils already know and remember.	Continue to develop Maths Mastery approach. Continue to develop handwriting in line with Little Wandle letter formation.
Behaviour and Attitudes	Attendance to be maintained at National or above Work with families to improve attendance.	Develop Cultural Capital by continuing to give forest schools, music, PE and trips a priority in the curriculum to give pupils a wealth of experiences, build confidence, self-esteem and experience of working in groups.	Explore and share approaches to inclusion within the school and wider Federation.	Ensure staff have the necessary support to develop positive relational support and co-regulation plans.	The Golden Rules will continue to be promoted and followed by all groups.
Personal development	Embed 10-a-day strategies to support the wellbeing of pupils and continue to promote positive mental health for all groups.	Continue to provide a variety of in-school and after-school clubs. Develop the flourishing breakfast club.	Give all pupils equal access to trips, visits and experiences to promote understanding and tolerance and have aspirations for their future lives.	Ensure children learn to care for themselves, keep themselves safe and have healthy lives and relationships. They have NSPCC teaching.	Children are taught about equality, diversity and understanding through PHSE and assemblies.

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Leadership and Management	School leaders, including those responsible for governance, check the impact of curriculum development for the wider curriculum.	Develop school to school support across the Federation to improve standards achieved in teaching and learning and opportunities for pupils by holding working groups in different curriculum areas.	Leaders and governors to ensure that subject leaders have the expertise and knowledge to ensure the wider curriculum is implemented as intended.	Leaders and governors to promote the development staff subject knowledge, where necessary.	Support coordinators to be clear on expectations of their role. What is required in files, evidence of teaching and learning, monitoring evidence etc
Early Years	Continue to develop the EYFS Curriculum at Copplestone so that it prepares children well for the start of Key Stage 1. Pre school and reception to develop this together.	Develop children's use of quality vocabulary in their speaking and writing across the curriculum – using Drawing Club as a starting point.	Further develop links between EYFS settings across the Federation to share good practice and support each other in Little Wandle and curriculum development	Development the outdoor provision in the new learning spaces.	Use of assessment to track starting points in speech and language and also to use NELI as required.
SEND and Inclusion	All tracking SEND tracking data and provision to be submitted on set dates to a central portal Provision Maps in evidence in all classes and regularly updated, along with ILPs for children on the SEND register.	Explore and share approaches to inclusion. Staff training and deployment is reviewed and adapted to meet increased behaviour challenges	Embed book look and student voice into all schools through a termly programme.	To develop a SENDCo support and development group across the Federation, so that best practice can be shared to benefit the pupils at Copplestone.	SEND Governor will review policy and practice in school.