



Lauriston School

Lauriston Primary School

School Development Plan 2021 - 2022

School Development Plan 2021 - 2022 Contents

1. School Development planning process
2. School Development Priorities
3. School Development on a Page
4. School Development Priority (SDPI) I
5. SDP 2
6. SDP 3
7. SDP 4

The School Development Plan Process 2021-2022

Each year the staff, children and governors review the progress we have made and identify areas of focus for continued Development for the future. This self-review and evaluation is part of our ongoing school Development cycle and helps us to devise the 'School Development Plan' or SDP.

The SDP runs in with the academic year from September 2021 – July 2022. Throughout the year there will be updates about our progress on the School Development Plan and it is very important that all members of the school community have the opportunity to contribute towards this plan. All parents, staff and school governors are asked to contribute, as of course are the children.

Other areas which contribute to the School Development Planning Process:

- school data and assessment indicators
- key under performing groups
- trends and suggestions from our stakeholder questionnaires
- objectives as set by Hackney Education
- issues which have arisen from our own monitoring of teaching and learning
- our own strategic direction for the school e.g. Forest Schooling etc.

The plan is then formulated using this information. The purpose of the school Development plan is to review and evaluate the impact of the previous year's developments, identify key areas for school Development and to outline the action to be taken in key areas.

Governors and the School Development Plan

The monitoring of the School Development Plan is delegated to Governing Body committees:

- The Curriculum and Standards Committee monitors curriculum related matters. Subject Leaders may make presentations to the committee and the termly report updates governors on the progress made in these areas. There are governors with areas of responsibility such as English, Maths and Safeguarding. These governors are asked to make a visit to the school to meet with leaders and to present a short report about their visit to the Committee.
- The Finance & Staffing Committee monitors Staffing and personnel decisions. They review the links between School Development, CPD, Teaching and Learning and pay as part of a rigorous appraisal circle.

The Executive Head Teacher and Heads of School will meet with the Local School Committee chairs to share the planning stages of this document, their ideas and developments.

School Development Planning 2021-2022

Task	Start Date	Person Responsible	Consultation process	Completion Date
Steering overall process	June 2021	Robin Warren	HoS Meeting Senior Leadership Meetings	June 2021 onwards
Federation SLT Meeting to outline process	June / July 2021	Robin Warren	Federation SLT Meeting	June/July 2021
Children's Questionnaire circulation	May & June 2021	Anna Lucey Peter Hamlin Serena Brooks	SLT Meeting	June 2021
Staff Questionnaire circulation	May & June 2021	Jatin Shamji Lorraine Groom	SLT Meeting	June 2021
Parents & Carers Questionnaire circulation	May & June 2021	Robin Warren Heads of School	SLT Meeting	June 2021
Collating information for planning of SDP	July 2020	Robin Warren & SLT's	School Self Review Process Leadership Team Meetings	July 2021
Deciding priorities and aims within SDP	July 2021	Senior Leadership Teams	Responding to indicators plus Questionnaires to staff, parents and carers, governors and children EYFS, KS1 & KS2 data etc	July 2021
Drawing up SDP action plans	July 2021	Senior Leadership Teams	Senior Leadership meetings	July 2021
Meet with Local School Committee chairs	July 2021	Robin Warren Heads of School Local School Committee chairs	LSC's	July 2021
Draft Ready to inform September INSET SDP Presentation	August 2021	Robin Warren Heads of School Nominated member of SLT	SLT's	Sept 2021
SDP Headlines communicated to staff, parents and Governors	September 2021	Robin Warren	SLT's	Sept 2021
SDP Objectives published in all school communal areas	September 2021	Heads of School	SLT's	Sept 2021
Edit	September 2021	Nominated Member - SLT	Senior Leadership Team	Sept 2021
Producing and circulating written plan to staff and governors	September / October 2021	Nominated Member of SLT	Staff INSET GB Meeting	September /October

				2021
SDP shared with LSC's	Termly	LSC	LSC	Termly
SDP Newsletter Published	September 2021 November 2021 February 2022 July 2022	Robin Warren & Nominated Member of SLT	EHT	Termly
SDP Review	Termly	Heads of School Nominated Member of SLT		Termly
Questionnaires to staff, pupils and families...cycle begins again	Summer Term	SLT	Headteacher	Summer Term

School Improvement Indicators

School Data & Assessment	Teaching & Learning	Staffing
<ul style="list-style-type: none"> • Y2 Writing • Narrow PPG gap in current EYFS cohort – Y1 gap needs tracking & narrowing. • New assessment system in place – tracking children and case studies. 	<ul style="list-style-type: none"> • T&L of Maths – quality of T&L in Maths improved through mastery approach. • Literacy T&L – writing process & outcomes; presentation & handwriting; spelling & GPD; bottom 20% readers. • Integrated learning in Y1. • Implementation of Forest School curriculum. 	<ul style="list-style-type: none"> • New structure of support staff. • Developing phase leads & phase structure. • Implementation of new appraisal procedures. • Ensure new admin structure is implemented successfully & successful transition with new business manager.
Strategy	Questionnaires/Communication	Premises
<ul style="list-style-type: none"> • Development of OPAL initiative • Development to curriculum & planning structures. 	<ul style="list-style-type: none"> • Continue developing parental engagement & community cohesion. • Revise communications. • Focus on staff & pupil wellbeing. • Use of more regular/smaller scale questionnaires to get feedback after specific events/weeks. • Pupil voice on website around events. 	<ul style="list-style-type: none"> • Development of OPAL initiative. • Development of Library area. • New tables & chairs for Y1 upwards. • Sensory room.

School Development Priorities Poster

This document outlines how all leaders will work towards achieving our *School Development Priorities* and the actions to achieve them. Each of these priorities are allocated CPD/INSET time throughout the year and are the focus of whole school monitoring and learning walks during the year. Outside reviews of the school will also focus on these priorities and the progress we are making towards them e.g. Hackney Education SIP Process, Hackney Education SRAS Process, Internal monitoring of teaching and learning, feedback from subject leaders, cross federation development work etc.

The School Development priorities (SDP) for the academic year 2021 - 2022 are:

1. Develop and sustain high quality teaching & learning of Maths and Literacy.
2. Develop and embed a model of Integrated Learning in Year 1.
3. Promoting the Lauriston Expectations and positive Behaviours for Learning.
4. Launch new approach to assessment.
5. Further develop our relationship with our parent community & build cohesion within pupil cohorts.

School Development Priority I

Develop and sustain high quality teaching and learning of Maths & Literacy

Rationale	What's already happening	What is going to happen?
<ul style="list-style-type: none"> - T&L in both Literacy and Maths has developed over the last year to allow for greater consistency across the school. - Specific work on elements of T&L in Reading have seen impact; we need to further develop teachers to see similar impact and developments in Maths and Writing. - In Maths our next step is to develop the quality of T&L through teacher subject knowledge & pedagogy. - In Literacy, strides forward in Reading allow us to look at specific areas of need (eg. bottom 20% readers) and to turn our attention to T&L in Writing to develop quality & quantity of writing outcomes. 	<ul style="list-style-type: none"> • Reading systems reviewed & developed to be robust. • Successful implementation of Whole Class Reading approach for KS2. • Maths planning systems developed to give clarity and structure for consistency in outcomes in books across school. • Successful application to North East London Maths Hub for Work Group in 2021-22. 	<p>Action 1: Implementation of 'Mastery' teaching approach in Maths through regular & precise CPD and supported by planning & coaching sessions.</p> <p>Action 2: Targeted focus on varying recording outcomes in Maths to develop consistently high quality outcomes recorded in varied & creative ways.</p> <p>Action 3: Lowest 20% of readers identified and read regularly with by at member of SMT.</p> <p>Action 4: Changes to the writing process supported by development in medium term planning, CPD & planning support.</p> <p>Action 5: New system for teaching of handwriting embedded.</p> <p>Action 6: Sustaining high quality teaching of Whole Class Reading in KS2 with changes to teacher year groups.</p> <p>Action 7: Trial of Incremental Coaching model with NQT+I teachers.</p> <p>Action 8: Implementation of 'triad' model for peer observation connected to specific foci in Maths teaching throughout Autumn term.</p> <p>Action 9: Introducing and implementing Forest School curriculum.</p> <p>Action 10: Introducing & implementing OPAL (Outdoor Play and Learning).</p> <p>Action 11: Embedding and developing high quality performing arts and sports opportunities.</p>

Actions:	Achieved By:	Measurable Outcome:	Progress & Evidence
<p>1 Implementation of 'Mastery' teaching approach in Maths through regular & precise CPD and supported by planning & coaching sessions.</p>	<p>Initial CPD on move to mastery approach given in Summer term 2021.</p> <p>Regular & targeted CPD on key elements of mastery teaching planned across Autumn term; followed up by learning walks & monitoring with specific focus led by Maths lead & supported by AHT.</p> <p>Maths Lead & nominated 2nd teacher attending regular mastery CPD led by North East London Maths Hub as part of a Working Group. Funding & access to visits from a mastery specialist provided by this programme.</p> <p>Mastery specialist sessions used to give whole staff CPD & work alongside Maths lead on monitoring from mastery perspective.</p> <p>All teachers provided with ample resources to use consistent mastery CPA approach. Some class-based, some centralised.</p> <p>Development of calculation policy to reflect mastery approach & provide clarity on teaching of specific concepts.</p>	<p>Learning walks show elements of mastery being embedded into daily teaching in line with each CPD/monitoring focus.</p> <p>Teacher confidence in identifying representations & approaches to different concepts is increased & part of planning dialogue.</p> <p>Calculation policy available on website & teachers accessing & using it as supporting document.</p>	<p>Regular Maths learning walks across Autumn in line with specific CPD foci.</p> <p>Maths books monitoring Autumn 1 & 2.</p> <p>Teacher & pupil voice.</p>
<p>2 Targeted focus on varying recording outcomes in Maths to develop consistently high quality outcomes recording in varied & creative ways.</p>	<p>Early monitoring of Maths Books used as opportunity to provide feedback & use exemplars of good practice feeding into CPD sessions.</p> <p>As elements of mastery teaching become more embedded in Autumn 1, have specific outcome focus per week eg. recording using pictures, recording using pupil voice, developing representation & explanation skills – to engage teachers with different possibilities for recording Maths while maintaining high quality outcomes. Movement away from 'worksheet' mindset and developing opportunities to work directly into books in varied ways.</p> <p>7.5mm square books purchased for KS2 – developing presentation & capacity for work in KS2 books.</p>	<p>Maths monitoring catching examples of good practice and quickly picking up on inconsistent or poor quality outcomes/recording.</p>	<p>Maths books monitoring Autumn 1 & 2.</p>
<p>3 Lowest 20% of readers identified and read regularly with by member of SMT.</p>	<p>Identifying lowest 20% of readers across the school.</p> <p>Allocation of children across SMT members and timetabling regular slots for reading & discussion with children.</p>	<p>Lowest 20% of readers are familiar with routine of reading with out of class adult in advance of Ofsted visit.</p> <p>Improved reading fluency for these pupils as part of regular intervention.</p>	<p>Children's familiarity and confidence reading with out-of-class adult.</p>
<p>4 Changes to the writing process supported by development in medium term planning, CPD &</p>	<p>Changes to long and medium term curriculum planning to support development to writing planning & process.</p>	<p>Learning walks linked to specific writing foci following on from CPD show improvement in quality T&L of</p>	<p>Writing books monitoring Autumn 1 & 2.</p>

<p>planning support.</p>	<p>CPD on writing planning from high quality text as stimulus and on pedagogy of teaching writing: breaking down writing process; frequency of writing; modelling of writing.</p> <p>Adaptation to assessment in writing – moving away from ‘genre’ led moderation approach and instead focusing on regular assessment leading to writing targets versus genre-specific targets.</p>	<p>writing.</p> <p>More writing outcomes in books and opportunity to return to genres across the year: all writing genres are purposeful and fewer weak genres seen.</p>	<p>Writing learning walks.</p>
<p>5 New system for teaching of handwriting embedded.</p>	<p>Literacy lead to share system for teaching of handwriting & timetabling allows for this to be embedded.</p> <p>Provision of handwriting resources to all teachers and new pink handwriting books ordered.</p> <p>‘Presentation Expectations’ sheet in the front of all books for children and adults to refer to and promote consistency in approach.</p>	<p>Presentation in all books is improved.</p> <p>Consistency in expectations seen across the school.</p> <p>Majority of Y2 children writing in cursive by end of KS1.</p>	<p>Pink handwriting books & presentation monitoring through all SMT book monitoring.</p>
<p>6 Sustaining high quality teaching of Whole Class Reading in KS2 with changes to teacher year groups.</p>	<p>Literacy lead & AHT to have specific year group foci and support for teachers new to Whole Class Reading approach eg. Y5 team.</p> <p>Planning support for specific elements of Whole Class Reading eg. challenge opportunities & planning for high quality varied outcomes to continue to develop the quality of reading provision in KS2.</p>	<p>Continuation of high quality reading outcomes.</p> <p>Learning walks reveal consistency in teaching of reading across KS2 and can be used to pick up on & develop specific elements of pedagogy.</p>	<p>Reading books monitoring Autumn.</p> <p>Learning walks Autumn.</p>
<p>7 Trial of Incremental Coaching model with NQT+I teachers.</p>	<p>AHT to act as coach for NQT+I teachers to give opportunity for observation linked to specific T&L areas of development and their own next steps.</p> <p>Incremental Coaching Model trialled with these teachers: regular 10-minute observations of teachers; 1 key piece of feedback weekly alongside 10-min coaching session; repeat cycle and build on feedback.</p> <p>Model allows for development of NQT+I teachers after challenging year and enables them to gain observation & feedback time</p>	<p>NQT+I teachers making progress against appraisal targets & developing their practice.</p> <p>Learning walks & monitoring reveal strength of provision in NQT+I teachers teaching & pupil outcomes.</p> <p>Teacher confidence & feedback on coaching model.</p>	<p>Learning walks & book monitoring across the year.</p> <p>Teacher voice regarding coaching model.</p>
<p>8 Implementation of ‘triad’ model for peer observation connected to specific foci in Maths teaching throughout Autumn term.</p>	<p>AHT organising teacher triads for peer observation linked to specific T&L foci on SDP.</p> <p>Triads agree three foci for their observations and observe one another then have joint feedback session supported by AHT. Model supports teachers to observe practice across year groups and in line with specific foci.</p>	<p>Maths learning walks reflect specific mastery foci being developed in teaching practice.</p> <p>Teacher feedback on triad peer observation model.</p>	<p>Maths learning walks Autumn 1 & 2.</p> <p>Teacher voice regarding triad model.</p>
<p>9 Introducing and implementing</p>	<p>Key Forest School adults identified to lead & develop Forest School</p>	<p>Pupil voice regarding Forest School</p>	<p>Pupil, parent, teacher voice.</p>

Forest School curriculum.	<p>curriculum & opportunities.</p> <p>Weekly Forest School sessions taking place for identified year groups.</p> <p>Pupil, parent & staff voice opportunities at regular points to develop curriculum across the year.</p>	<p>reflects an enjoyment of skills and experiences being offered.</p> <p>Pupils' engagement with and understanding/love of the outdoors is developed.</p>	Observations of Forest School sessions.
10 Introducing and implementing OPAL (Outdoor Play and Learning).	<p>Initial training & introduction to OPAL took place in Summer 2021; September INSET dedicated to OPAL launch.</p> <p>Key OPAL adults identified to be responsible for specific aspects of OPAL provision on the playground.</p> <p>Children to be introduced to OPAL & what it means for them through whole school assemblies.</p> <p>Build opportunities for pupil voice throughout the year to continue to develop provision & resources available based on pupil feedback.</p>	<p>Purposeful, happy & exciting play taking place during playtimes.</p> <p>Pupil voice reflects an enjoyment and love of play & opportunities outdoors.</p> <p>Increase in focus & engagement within the classroom.</p>	<p>Pupil voice.</p> <p>Playground & learning observation.</p>
11 Embedding and developing high quality performing arts and sports opportunities.	<p>Music & Performing Arts lead teacher responsible for planning & mapping out performance opportunities across the year.</p> <p>PE & Healthy Living lead teacher responsible for planning & mapping out Sports opportunities across the year.</p>	<p>Wealth of performing arts & sports opportunities available across the school year.</p> <p>All children are represented within performance & sports opportunities.</p>	<p>School calendar.</p> <p>Pupil & parent voice.</p>

School Development Priority 2

Develop and embed a model of Integrated Learning in Year 1

Rationale

What's already happening

What is going to happen?

<ul style="list-style-type: none"> - Research points to the value of learning through play for children beyond EYFS and that bringing core elements of EYFS pedagogy into Year 1 can be hugely impactful for children. - Current Reception cohort has a large PPG gap and we want to focus on narrowing this gap in Y1. - Elements of this approach were trialled in 2020-21 but with added support from Exec head and moving on from SRAS process we are now ready to develop this further and fully embrace new model. 	<ul style="list-style-type: none"> • Elements of approach trialled in 2020-21 and feedback from previous Y1 team helped shape vision for the model moving forward. • New Y1 teaching team from 2021-22 have met with Exec Head, Head and AHT to discuss principles behind approach and begin planning for new academic year. 	<p>Action 1: Develop and agree Y1 planning structures reflective of new teaching model in collaboration with Exec head, HoS, AHT & Y1 team.</p> <p>Action 2: Embed routines to develop positive behaviours for learning in Y1 children that allow learning model to run smoothly & successfully.</p> <p>Action 3: Use regular meeting & feedback structure to develop robust model for Integrated Learning in Y1 across the academic year.</p> <p>Action 4: Y1 teams across federation to meet half termly with Exec Head to evaluate and develop provision.</p>
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Actions:	Achieved By:	Measurable Outcome:	Progress & Evidence
<p>1 Develop and agree Y1 planning structures reflective of new teaching model in collaboration with Exec Head, HoS, AHT & Y1 team.</p>	<p>Regular meeting time between Y1 team and SLT in Autumn term to support with planning process for new teaching model & establish expectations for whole class carpet teaching, targeted group teaching, outcomes in books.</p> <p>Developing and sharing expectations for Y1 T&L under this model with SLT & SMT to inform learning walks and book monitoring.</p>	<p>Planning expectations & expectations for recording outcomes in books are clear and consistent across both Y1 classes.</p> <p>Book monitoring and learning walks reveal consistency in approach and clarity in expectations.</p> <p>Pupil voice & pupil's ability to articulate their learning.</p>	<p>Y1 book monitoring in Autumn across all subjects.</p> <p>Y1 learning walks across all subjects.</p> <p>Pupil, teacher and parent voice regarding the new model.</p>
<p>2 Embed routines to develop positive behaviours for learning in Y1 children that allow learning model to run smoothly & successfully.</p>	<p>Y1 team focus on specific B4L and embedding clear expectations (consistent between Y1 classrooms) in September.</p> <p>Expectations for B4L on carpet, at independent choice activities, and activities outside classroom to be clearly, systematically and repetitively modelled to pupils.</p>	<p>Learning walks in Y1 reveal sense purposeful learning & play across both classrooms.</p> <p>Children can articulate expectations for B4L in Y1.</p>	<p>Learning walks in Autumn term.</p> <p>Pupil voice.</p>
<p>3 Use regular meeting & feedback structure to develop robust model for Integrated Learning in Y1 across the academic year.</p>	<p>AHT to organise regular meetings with Y1 team to support transition to new model and use expertise of Exec head as necessary.</p> <p>Use of feedback to inform changes or developments to the model across the year and careful consideration of different stages of the model at different points in the year to prepare children for transition to Year 2.</p>	<p>Meetings are regular and purposeful.</p> <p>Integrated Learning model is communicated clearly to parents and strong links with home are developed to support learning.</p>	<p>Clarity of expectations regarding T&L in Y1.</p> <p>Pupil, teacher and parent voice regarding the new model.</p>
<p>4 Y1 teams across federation to</p>	<p>Exec Head to organise and lead meetings with Y1 teams across</p>	<p>Half termly meeting.</p>	<p>Y1 book monitoring in Autumn</p>

<p>meet half termly with Exec Head to evaluate and develop provision.</p>	<p>federation. Focus on evaluating and developing provision across the year to build on and establish robust and quality model.</p>		<p>across all subjects. Y1 learning walks across all subjects. Clarity of expectations regarding T&L in Y1.</p>
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School Development Priority 3

Promoting the Lauriston Expectations and positive Behaviours for Learning.

Rationale	What's already happening	What is going to happen?
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<ul style="list-style-type: none"> - Feedback from staff voice identified behaviour for learning as an area for development within the school. Further discussions with staff and among SLT identified a need to address and set high expectations to manage low-level issues and celebrating and modelling courtesy as something to continue to develop at school. - Lauriston Expectations were reviewed and launched in academic year 2020/21 to begin building a more values-based system for celebrating positive behaviours for learning; these expectations now need continued promotion to feel a shared ownership by all stakeholders in school community. 	<ul style="list-style-type: none"> • Academic year 2020-21 saw introduction of adapted behaviour system and updating 'Golden Standards' to become 'Lauriston Expectations'. • Traffic light system for managing behaviour in class and shared work on discussing and modelling standards has begun this year. • SLT share availability each day to support with any challenging behaviour incidents. 	<p>Action 1: Identify key features of positive behaviours for learning and courtesy to be modelled and shared with pupils, staff and parents as regular focus.</p> <p>Action 2: Introduce whole school assemblies as opportunity to model and embed school values and expectations for behaviour.</p> <p>Action 3: Review and develop SLT support for behaviour to make it as purposeful and time-efficient as possible.</p> <p>Action 4: Raise visibility of Lauriston Expectations.</p> <p>Action 5: Develop role of School Council & Prefects in raising profile of Lauriston Expectations.</p>
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Actions:	Achieved By:	Measurable Outcome:	Progress & Evidence
1 Identify key features of behaviour and courtesy to be modelled and shared with pupils, staff and parents as regular focus.	<p>Shared decision making on key aspects of behaviour for learning to be developed across whole school.</p> <p>Communication to parents of regular focus and how we can show this in school: specific modelling of these foci by school staff and creating opportunities to see and praise them.</p>	Parents, pupils & staff can articulate particular behaviour foci across the year.	<p>Teacher, pupil and parent voice.</p> <p>Learning walks across school.</p> <p>Daily interactions between children & adults.</p>
2 Introduce whole school assemblies as opportunity to model and embed school values and expectations for behaviour.	<p>Review whole school day in order to build time for regular whole school assemblies.</p> <p>Plan for regular assemblies dedicated to specific behaviour expectations.</p>	Calm environment and opportunities for whole school cohesion and shared celebration created through whole school assembly structure.	<p>Assemblies.</p> <p>Pupil, teacher & parent voice.</p>
3 Review and develop SLT support for behaviour to make it as purposeful and time-efficient as possible.	<p>Gathering teacher voice on how SLT can support most effectively alongside developing culture and systems that encourage teachers to take responsibility for managing and resolving behaviour issues.</p> <p>Designate specific 'on-call' SLT member for behaviour issues on specific full days.</p> <p>Develop 'reflection time' as response to behaviour issues to develop restorative rather than punitive practice.</p>	Clear understanding of support in place for teachers from SLT.	<p>Teacher & pupil voice.</p> <p>SLT reflection on time spent on behaviour.</p>

<p>4 Raise visibility of Lauriston Expectations.</p>	<p>Ensure Lauriston Expectations have a strong displayed presence throughout school and are visible to all members of school community.</p> <p>Ensure regular opportunities for discussion, modelling and celebration of Lauriston Expectations are available within school day & week.</p> <p>Communication to parents of each expectation and how we can show this: specific modelling by school staff and creating opportunities to see and praise the expectations.</p> <p>Use whole school assemblies as an avenue to raise profile of Lauriston Expectations.</p>	<p>Lauriston Expectations are visible throughout school and pupils are able to recall each expectation and understand what it means in context/give examples of what each expectation looks like in school.</p> <p>Parent community are able to articulate Lauriston Expectations</p>	<p>Pupil, parent & teacher voice.</p> <p>Assemblies.</p>
<p>5 Develop role of School Council & Prefects in raising profile of Lauriston Expectations.</p>	<p>Lead adult for School Council & Prefects to plan with SLT for opportunities for those pupils to share, model & celebrate Lauriston Expectations.</p>	<p>Prefects & School Council are confident recalling, articulating and explaining each Expectation.</p>	<p>Pupil voice.</p> <p>Events/actions organised by school council and prefects.</p>

School Development Priority 4

Launch new approach to assessment

Rationale	What's already happening	What is going to happen?
<ul style="list-style-type: none"> - Teacher and pupil feedback around current assessment system revealed that it was not embedded or fit for purpose. - Discussions across the federation have led to decision to develop new approach which has clear expectations and tracking across a year alongside sustaining a manageable workload for teachers. 	<ul style="list-style-type: none"> • Decisions on assessment system made and agreed by assessment leads across the federation. • New standardised assessments for all year groups identified for purchase for academic year 2021-22. 	<p>Action 1: Ensure all teachers are familiar with and begin using new system for assessment.</p> <p>Action 2: Embed use of standardised assessments for all year groups as part of assessment timetable.</p> <p>Action 3: Track identified children across the year using comparative judgements to assess whole cohorts.</p>

		Action 4: Provide regular opportunities for moderation of judgements within year groups and phases.
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Actions:	Achieved By:	Measurable Outcome:	Progress & Evidence
1 Ensure all teachers are familiar with and begin using new system for assessment.	Sharing system and expectations for assessment through CPD in Autumn. Provision of end of year outcome expectations for each year group. Creation of robust assessment timeline across the year.	Teachers can clearly articulate expectations for assessment and purpose and implementation of system.	Teacher voice. Pupil progress meetings.
2 Embed use of standardised assessments for all year groups as part of assessment timetable.	Purchase of standardised Reading and Maths assessments from NFER (and White Rose?) Sharing assessments with teachers ahead of timetabled assessment weeks. Clarity in expectations for administration of assessments and how outcomes inform teacher judgements.	Teachers can identify assessment resources and use with confidence. Consistency in administration of assessments. Consistency in understanding of purpose of termly standardised assessment.	Teacher voice.
3 Track identified children across the year using comparative judgements to assess whole cohorts.	Using pupil progress meetings to identify and track specific children in each class across the year to ensure teachers have levels of competency in moderation. Initial assessment meeting ensures identified children represent the whole cohort.	Pupil progress meetings identify range of children to track and allow time to analyse children's work to evidence progress. Teachers	Pupil progress meetings Autumn, Spring & Summer. Moderation: internal & external.
4 Provide regular opportunities for moderation of judgements within year groups and phases.	CPD throughout the year planned to allow for moderation and consistency across the school as well as standardisation of judgements.	Teacher confidence and clarity on year group expectations as well as exemplars of outcomes indicating expected standard. Opportunities for moderation & standardisation created through CPD and pupil progress.	CPD schedule. Teacher voice. End of year moderation.

School Development Priority 5

Further develop our relationship with our Parent community and build cohesion within pupil cohorts.

Rationale	What's already happening	What is going to happen?
<ul style="list-style-type: none"> - We want to further develop our relationship with parents and carers and develop every family's sense of connection to the school, ensuring all stakeholders feel a sense of belonging and connection to the school. - 	<ul style="list-style-type: none"> • Regular communication through weekly Exec Head & HoS letters, as well as use of federation Twitter. • Parent workshops, teacher meetings, whole school events (in usual years). • Beginning of 'Belonging in Hackney' project across the federation. 	<p>Action 1: Develop opportunities for parent and pupil voice.</p> <p>Action 2: Establish Lauriston Twitter account for regular daily communication.</p> <p>Action 3: Introduce model of weekly learning partner changes in all classes from Y1 upwards.</p>

Actions:	Achieved By:	Measurable Outcome:	Progress & Evidence
I Develop opportunities for parent and pupil voice.	Introduce more frequent & smaller scale questionnaires designed to be completed by parents and pupils after specific events.	Positive feedback on specific events.	Parent & pupil responses to questionnaires.

	<p>Continuing with Belonging in Hackney project.</p> <p>Involvement with 'It Takes a Village' giving opportunity for parent voice from the Lauriston community.</p> <p>Regular coffee mornings with Exec Head, Head of School, SENDCo with specific foci across the year.</p>	<p>Feedback coming in from families across whole school community not just specific parents.</p>	<p>Tracking number of parents attending Belonging events/coffee mornings.</p>	
2	<p>Establish Lauriston Twitter account for regular daily communication.</p>	<p>Set up individual school Twitter and designating specific SLT member to manage: AHT to take responsibility.</p> <p>Ensure daily communications of learning across the school via Twitter.</p>	<p>Increased following of Twitter from school community.</p> <p>Frequent updates giving picture of whole school.</p>	<p>Lauriston Twitter account.</p>
3	<p>Introduce model of weekly learning partner changes in all classes from Y1 upwards.</p>	<p>As part of mastery approach in Maths teaching, all children to switch learning partners weekly: intended to support successful B4L enabling positive mathematical discussion and increase sense of cohesion within a class. Shared in CPD in September.</p> <p>Model may be extended beyond Maths lessons into learning across whole day based on teacher and pupil feedback.</p>	<p>Learning walks show a development in partner talk between pupils and rich mathematical discussions taking place.</p>	<p>Learning walks across year.</p>