



CHOLLERTON FIRST SCHOOL: SCHOOL DEVELOPMENT PLAN



1

Teaching and Learning Quality of education

Due to the restructuring of classes into key stages, a review of the curriculum is a school development priority. The review will focus on how the curriculum builds key knowledge and skills, and how knowledge is revisited across the year and across key stages. This will tie in with the assessment development priority.

Impact

Improved curriculum offer so that children consistently build key knowledge and skills and ensure that knowledge is revisited across the year and across key stages. The link between accurate assessment and teaching methods support children to retain and apply their knowledge effectively is strengthened.

Evidence

1. New 2 year rolling programmes are in place.
2. Maths and English curriculums show what is being taught and when, with explicit links to show when key knowledge and skills are revisited.
3. Formative and summative assessments are embedded and used to identify and address gaps in learning and to give accurate information about children's progress and achievements.

2

Teaching and Learning Assessment

To improve assessment, particularly in the foundation subjects, as identified by Ofsted (April 2024). Assessment of the core subjects will also be strengthened.

Impact

The progress and achievements of children are always recorded accurately. The school ensure that assessment is used to inform future teaching so that pupils build more secure knowledge over time.

Evidence

1. Formative and summative assessments are embedded and used to identify and address gaps in learning and to give accurate information about children's progress and achievements.
2. Children understand their next steps.
3. Parents feel well informed about their child's progress and attainment.
4. Receiving teachers are given accurate information about children coming into their class.

3

Early Years Foundation Stage

Changes in the Early Years provision following Community Powers take over of pre-school. To sustainably develop provision for 2-year olds, rising 3 year olds and Nursery children.

Impact

Adequate staffing to enable high quality provision for all children, as well as correct adult:child ratios. Balanced offering of parents flexibility in terms of hours and cost of staffing.

Evidence

1. Advice and guidance from EY Consultant is implemented.
2. Reception children are on track and ready for transition to Year 1.
3. There is a robust system in place for monitoring the progress of Reception children between Early Years and Class 1.
4. Staffing is in-line with ratios and sufficient for high quality provision for all children.
5. Options for extending provision for 2 year olds are being actively pursued.