



	2007-2008	2008-2010
<b>1. Learning</b>	Effective practice in the classroom.	<p>Re-visit effective practice in the classroom to ensure positive and meaningful learning experiences for the children. Teachers observing teachers to look at best practice and improve own performance. .</p> <p>Look at the learning classroom. Emphasis on interactive, multi sensory, self/peerevaluation (<b>SIP</b>). Classes set up to allow outstanding learning to take place. Teachers to support children in the classroom through the use of IEP's and support and extension areas (<b>SIP</b>). Children to be able to access learning at whatever level they are working at. Changing the place of Learning Enhancement so the L.E. staff are not 'carrying' children in the classroom but working on rebalancing the children and helping to work on the root of the problem.</p> <p>Supporting class teachers to ensure that the above can take place effectively.</p>
<b>2. Curriculum and Organisation</b>	<p>Extend more able students in all areas. In literacy and/or numeracy students will improve by three sublevels. Raise standards in writing ensuring all students improve by 2 sub levels. (<b>SIP</b>)</p> <p>Raise standards</p>	<p>Ask the children to contribute to the curriculum by finding out what they want to learn or what they need to learn. Value the opinions that the children contribute.</p> <p>Further develop the progression of skills to better inform planning, children and parents in understanding and progression of teaching. Develop the use of the Writing Pyramids. Look at our expectations of the children. Look at Reading Ages and Reading levels.</p> <p>Develop the curriculum within the new Frameworks for Literacy and Numeracy with a particular emphasis on Numeracy (mental calculation and strategies for problem solving) supported by training, Fiery Ideas website and staff meetings. Coordinators for Lit and Num to share action plans with staff.</p> <p>Develop Numeracy through work with the Maths Coordinators on the new Framework.</p> <p>More personalised learning (<b>SIP</b>) for all children with the particular emphasis on extending more able pupils especially through the use of learning journals, personal projects and IEP's. To be developed in Key Stage developmental meetings and whole staff meetings.</p> <p>Develop criteria for Speaking and Listening to better monitor progress across the Key Stages.</p>
<b>3. Assessment, Recording, Reporting &amp; Evaluating</b>	Review effectiveness of tracking system and improve speed of collation and reporting. Ensure logical links between planning, assessment	<p>Improve the assessment and monitoring process through better SMT monitoring.</p> <p>Review results and/or evidence as laid down in performance criteria and review effectiveness of criteria. Continue development cycle and re-prioritise.</p> <p>Evaluate effectiveness of appropriate planning and assessment communicated through</p>



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	<p>and reporting. Speak the same language. <b>(SIP)</b>Introduce new baseline and bench marking programmes. Re-write mid and end of year reports ref. 06-07 statement.</p>	<p>the reporting system.</p> <p>Involve children in the setting of success criteria so they see the relevance in what they are doing and can take part in self evaluation thus having a greater awareness of the skills acquired.</p> <p>Involve children in the self and peer assessment of learning through a more personalised approach to learning. Conferencing with the children to make them more aware of their own learning and performance. Children will have enthusiasm for learning and want to contribute if they see that their contributions make a difference.</p> <p>Monitor Science more rigorously and consistently in Years 3 - 6. (Self evaluation already in place)</p> <p>Develop the use of the Numeracy passports and new ongoing class tracking of the objectives. Continue to look at tracking analysis and the effect that initiatives have on progress.</p>
<p><b>4. Communication with the Community</b></p>	<p>Continue to liaise with PTA on all events and encourage participation of parents. Maintain open door policy. Link planning, assessment and reporting 'language' and structure. Improve impact in foyer—video, flyers. Questionnaire</p>	<p>Ask parents to evaluate new reporting system. Implement any developments informed through the questionnaire. Review questionnaire and comments; evaluate what the impact is.</p> <p>Develop parental involvement through questionnaires and building a committee.</p> <p>Better liaison with parents as to the methodology of the school. Build on the environment of linking activities with the local community.</p> <p>Build on local and global fund raising activities and raise community awareness of Horizon School. This enables the children to see their role in the wider world and see the impact they can have on others.</p> <p>Development of PSHCE and Circle Time in all classes across the school. Teachers to be supported through key stage meetings, staff meetings and professional development courses. Children to see the impact of their actions to individuals, groups of people, the school and the wider community. Looking at how they can be positive global citizens.</p>
<p><b>5. Planning and Management</b></p>	<p>Develop role of team leaders with clear guidelines and renewed job descriptions Implement management system—student, staff, administration and accounts</p>	<p>Evaluate management structure and roles of SMT. Continue to develop leadership roles in the school in order to further develop learning and support staff with new frameworks. Developing leadership roles will support teachers' professional development and build on the strengths and interests of staff members.</p> <p>Develop the effective use of the management system through training.</p>



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<b>6. Resource Planning</b>	<p>Develop ICT throughout school. Whiteboards in every class will be provided.</p> <p>Maintain progress already made in use of resource</p> <p>Liaise with the Green Committee on environmental development</p>	<p>Develop 'garden feel' in the school grounds. Liaise with the PTA on green issues and look into physical resources.</p>
<b>7. Budgeting and Finance</b>	<p>Review ICT budget with a view to upgrade of all programmes. Release budget areas to other staff members.</p>	<p>Increase fees to ministry approved level.</p> <p>Implement new pay scale and review overseas contract packages. Evaluate the effectiveness of budgeting through teams and departments. The aim is to make staff feel empowered to make financial decisions on their budgets and resources.</p>
<b>8. CPD</b>	<p>Consider new UK gov. guidelines in performance management. Provide a clear relevant CPD plan which is adopted by all teachers. <b>(SIP)</b> Determine need for consultant mentor for the 'learning school' and staff development. Provide certification opportunities for TA's</p> <p>Provide training and support in review process for staff. Training in handwriting approach.</p>	<p>Review the learning taking place in the school. Get parental and child involvement in this. Questionnaire to staff about the review process.</p> <p>Ongoing performance management. Give teachers more guidance in putting together a portfolio of evidence to show the IMPACT ON LEARNING and show its use as a developmental tool.</p> <p>Support teachers better in the extension of more able pupils.</p> <p>Develop a support mechanism to individuals' personal professional ambitions. Evaluate the effectiveness of having an educational consultant and critical friend e.g to support with evaluating practice effectively and improving the learning and practice in the classroom.</p> <p>Ensure emphasis for meetings is developmental. Staff and key stage.</p> <p>Support in understanding developmental reflexes.</p>



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<b>9. ICT (see ICT development plan for detailed version)</b>	<p>Implementation of the PASS School Management System, in Administration and Accounting.</p> <p>Installation of new desktop computers in all learning areas within the school.</p> <p>Purchase of new laptops to support, children's assemblies, briefings and inset/training days.</p>	<p>Implementation of the PASS School Management System into Academic areas of the school, i.e. Assessment, Attendance and Timetabling. To further support Administration activities by including Medical information on the system.</p> <p>Purchase of additional hardware to support ICT and Science in the curriculum areas of Control and Monitoring.</p> <p>Review of whole school software to support literacy and numeracy.</p> <p>Installation of large rear/ front projection capability in the hall to support drama, music, staff training and parent meetings.</p>