



Staff  
Document

# Woodfield School

School Development Plan  
2017 - 2020

**Date: November 2017**

**Reviewed: October 2018**

# Woodfield School Development Plan 2017 -2020



Area: Curriculum and Assessment				Monitored By: Teaching and Learning Committee		
Target	How	When	Cost/Budget Code	Impact on Teaching and Learning	Success Criteria	Review
<b>Curriculum Development:</b> Review and further develop the curriculum to ensure it is destination led and meets the needs of pupils and statutory guidance.	<b>Curriculum Managers/HT</b> to write curriculum policy/rationale to ensure that it meets the needs of all pupil groups and takes into account curriculum developments and NC changes 2014.	Summer 18	SLT time	Curriculum policy/rationale reflects the needs of all pupils and ensures provision meets needs, is relevant, destination led, motivating and engaging.	Updated Curriculum Policy/rationale in place.	Draft rationale in place – this needs to be finalised. (GW/SD)
	<b>Curriculum Managers</b> to continue to lead curriculum learning teams in the ongoing review and development of the curriculum	Summer/Autumn 18	SLT/staff meeting time/INSET	Motivating and engaging curriculum leads to improved and sustained pupil progress.	Motivating and engaging curriculum in place and being taught.	Questionnaire to staff regarding the curriculum which lead to staff mtg discussion. Feedback was positive.
	<b>SD/IB</b> to further investigate the possible use of IMPACTS	Autumn 18	SLT time	More detailed PMLD curriculum which is directly linked to assessment	Decision made on whether to use IMPACTS or not	All teaching staff have a copy of the full curriculum.
<b>Curriculum Development:</b> Review new schemes of learning to ensure they are in line with the new curriculum framework.	<b>SLT</b> to define Curriculum Learning Team roles and responsibilities including peer mentoring and observation.	Spring 19	SLT meeting time	Motivating and engaging curriculum leads to improved and sustained pupil progress.	All Schemes of Learning are in place for the 6 areas of learning.	Schemes of learning have been reviewed but this will continue to be ongoing this academic year.
	<b>Curriculum Learning Teams</b> to review the content of the Schemes of Learning to ensure they deliver the new curriculum with clarity and consistency.	Autumn 18 – Summer 19	Staff Meeting Time/INSET	Teachers supported and working collaboratively in the planning and delivery of the curriculum within their class.	Curriculum Learning team members work collaboratively to further develop curriculum  All schemes of learning have been reviewed	

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<p><b>Work Related Learning and Careers Education curriculum:</b> To develop further work experience opportunities; and supported internships for students in Post 16.</p> <p>To develop further work related learning opportunities and work experience for Key Stage 3 and 4</p> <p>To develop further work with Youth Connexions to ensure the provision of independent Careers Information, advice and guidance.</p> <p>To develop work with the Enterprise Adviser Network</p>	<p><b>WRL team</b> to increase the range of work experience opportunities available to all Post 16 students.</p>	Autumn 17 and ongoing	Time Connexions £1900 E27	<p>Students in KS 4 and Post 16 have relevant community based/work opportunities in which to enhance their learning.</p>	<p>Increased range of work experience opportunities/supported internships available for KS 4 and Post 16 students.</p>	<p>Work experience opportunities have increased. Work needs to continue to develop further opportunities particularly for those students with more complex needs.</p> <p>WRL team have developed opportunities for wrl across the school KS3/4 and Post 16.</p> <p>We have very well established working relationship with YC Herts regarding IAG.</p> <p>The Enterprise Adviser Network are still aiming to allocate us an enterprise adviser.</p>
	<p><b>SJ/EB</b> to complete TSI train the trainer course and train staff across the school in Systematic Instruction</p>	Autumn17/Summer 18		<p>Teaching and Learning is practical and 'life skills' based, motivating and engaging.</p>	<p>Year 14 students participate in supported internships as appropriate.</p>	
	<p><b>WRL team</b> to work with secondary department staff, to develop further work related learning and work experience opportunities with KS3 and KS4</p>	On going	Time £1000 E19	<p>Students have access to Supported Internships and more work experience opportunities.</p>	<p>KS 3, KS 4 and Post 16 curriculum includes WRL opportunities, including work experience.</p>	
	<p><b>SD</b> to work with WRL team to explore possible WRL opportunities for PMLD pupils</p>	Autumn 19	Time	<p>A wide range of work related learning opportunities exist for secondary aged pupils and work related learning is embedded throughout the curriculum.</p>	<p>Students have access to independent careers advice and guidance which meets statutory requirement.</p>	
	<p><b>WRL team</b> to work with appropriate staff to develop WRL opportunities in onsite coffee shop and retail.</p>	Ongoing as required	Time	<p>A wider range of Enterprise activities are available for the students to take part in within school and in the community</p>	<p>Staff trained in Systematic Instruction</p>	
	<p><b>WRL/IB</b> to liaise with YC Herts re: the development of the adviser network and potential involvement in school.</p>	Autumn 18		<p>An Enterprise event takes place within school on an annual basis. Students access Enterprise activities in the community.</p>		

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<p><b>Progression:</b> To track individual pupil progress across English, Maths, Science, Computing, PE and PSHE as well as EHCP aims and outcomes, ISEC, MOVE and RfL targets in new SOLAR system.</p> <p>Staff to become familiar with and use the target setting facility on SOLAR to enable tracking of progress.</p> <p>Ensure that pupils are enabled to make good and outstanding progress.</p>	<p><b>GW</b> to work with teaching staff to ensure pupil progress is tracked, including EHCP aims and outcomes, ISEC, RfL, MOVE; and target setting on SOLAR is used.</p> <p><b>GW</b> to ensure all teaching staff are predicting where pupils will be at the end of a year/key stage and that they are focussing on progress over a term.</p> <p><b>GW/Curriculum Team Leaders</b> to analyse available data and ensure good and outstanding progress is being achieved.</p> <p><b>GW</b> to keep up to date with developments locally and Nationally regarding 'Life without Levels' including developments following the Rochford Review.</p> <p><b>AHT's</b> to work with department staff to ensure teachers have an effective system in place in their class for keeping track of pupil progress which works with new curriculum</p>	<p>Ongoing. Focus on target setting in Spring/Summer 18 progress meetings.</p> <p>Spring/Summer Term 18</p> <p>Autumn 18/Spring 19</p> <p>Ongoing</p> <p>Autumn 17</p>	<p>Progress meeting time – supply cover costs 5 days E02</p> <p>Staff meeting Time/INSET</p> <p>Department meeting time</p>	<p>Teaching staff more aware of the progress pupils are making and teaching planned to ensure pupils are enabled to make good/outstanding progress.</p> <p>Teachers can predict and plan for long term progress.</p> <p>Teachers focused on progress over a term, and effectively plan to meet individual needs of pupils in their class.</p> <p>Staff are able to use SOLAR to identify whether pupils are on track, exceeding or not making expected progress.</p>	<p>Evidence shows pupils make good and outstanding progress across all subjects.</p> <p>Teachers set predictive targets for progress over a key stage and are focused on termly progress being made by all the pupils in their class. Teachers have appropriate tracking systems in place in their class.</p> <p>Target setting facility on SOLAR is being used to</p> <p>Areas of Learning are appropriately resourced to meet needs of pupil groups</p> <p>Appropriate tracking systems in place and effective in showing progress for current cohorts at current time.</p>	<p>Progress meetings did not take place as planned. They will be taking place in Autumn 18 and Summer 19</p> <p>ISEC needs to be developed further to include other areas of learning.</p> <p>Focus for 18/19 needs to be on using the target setting facility on SOLAR and on tracking EHCP targets.</p> <p>National developments are being kept track of.</p> <p>Classes all have good systems in place.</p>

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<p><b>College Links and Transition post school:</b> To develop further our links with local colleges and post school providers.</p> <p>To ensure appropriate post school transition is in place and working effectively.</p>	<p><b>IB</b> to work with college providers, DSPL group and Youth Connexions to develop further the provision of appropriate transition programmes for Post 16 students.</p> <p><b>IB</b> to work with college providers to review current college provision (link course) and develop further opportunities for KS 4 and Post 16 students to participate in college link courses.</p>	Autumn 18 – Summer 19	Time  £1000 E27	<p>Students will have further opportunities to enhance their learning in post school environments.</p> <p>Targeted learning supported by transition links with post school settings.</p> <p>Careers programme is motivating and engaging and supports <b>all</b> students effectively in their preparation for moving on from school.</p>	<p>Appropriate transition programmes in place for all year 14 students.</p> <p>Appropriate link courses in place and working effectively for KS 4 and Post 16 students.</p>	<p>IB participated in the LA task and finish transition group.</p> <p>A new link is being developed this year with Oaklands college and the link with WHC is continuing.</p>
<p><b>Post 16 accreditation:</b> To review Post 16 Accreditation scheme. Ensure appropriate accreditation is in place and being used.</p> <p>To look at ways of recording achievement of accredited qualifications.</p>	<p><b>IB</b> to work with <b>PW /ALG</b> to discuss appropriate accreditation schemes including AIM Awards, ASDAN, AQA and make decision regarding which ones to use.</p> <p><b>GW/IB</b> to lead on analysing Post 16 progress using available ISEC data</p> <p><b>IB/GW</b> to identify possible ways of recording and analysing achievement of accredited awards</p>	<p>Autumn 17/ Spring 18</p> <p>Autumn 17/ Spring 18</p> <p>Spring 19/ Summer 19</p>	Time	Analysis of data informs staff about progress students are making and teaching is planned to ensure students are enabled to make good/outstanding progress.	<p>Decision made regarding which accreditation schemes to use.</p> <p>Appropriate systems in place and being used to effectively track progress.</p> <p>Post 16 progress tracked and analysed</p> <p>Qualifications recorded and progress analysed.</p>	<p>Decision has been made to move to AQA accreditation. PW and JL will be attending AQA training in September 18 and IB will complete the training when a space is available.</p> <p>Post 16 ISEC data is being analysed regularly.</p>

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<b>Provision Mapping:</b> To ensure provision meets individual pupil needs.	<b>DF</b> to take the lead with <b>SLT</b> to discuss further the way forward with regard to mapping provision for individual pupils.	Spring 19	SLT meeting time	Ensures monitoring of provision in place	Provision Map in place for each pupil.	.
<b>Personal Skills:</b> Demonstrate pupils' progress in personal skills: Independence, Self-esteem and Confidence	Review and develop further ISEC statements  Develop activity ideas and assessment activities for each of the statements.  Become familiar with the use of the analysis features in SOLAR in order to be able to input ISEC data and track progress of pupils.  <b>SD</b> to explore other possible schemes for assessing and tracking pupils' personal skills.	Autumn 18  Autumn 18/Spring 19  Autumn 18  Spring/Summer 20	Time  Staff meeting time/INSET  Time  Time	Info used for planning next steps and improving parents/staff awareness of pupil's capability so that everyone has high expectations.  Progress identified and monitored	Comprehensive ISEC package in place.  Assessment system in use and staff and parents aware of pupils' skills and progress. System measures what is important to the pupils as part of PFA.  Assessment levels moderated with another SLD school using the same package.	Time will be used during Friday staff training sessions to develop this work further.

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Area: Teaching, Learning and Staff Development				Monitored By: Teaching and Learning Committee		
Target	How	When	Cost/Budget Code	Impact on Teaching and Learning	Success Criteria	Review
<p><b>Peer Observations:</b> Develop a culture of peer mentoring/coaching initially through peer observation.</p> <p>Lesson/peer observations and learning walks to focus on reading, number, SSM and writing</p>	<p><b>SLT/MLT</b> review lesson observation procedures/process</p>	Autumn 17/Spring 18	Meeting time	Observations lead to improved teaching and consequently improved learning and pupil progress.	Lesson observation procedures/process reviewed and completed as planned.	<p>Some peer observations have taken place over the past year.</p> <p>SLT/MLT will plan the way forward regarding lesson observations for the coming year.</p>
	<p><b>SLT/MLT</b> to discuss and organise schedule of peer observation. Discuss with staff and encourage a culture of peer mentoring/coaching initially through peer observation and learning walks</p>	Autumn 17/ Spring 18	Time	Relevant CPD organised as result of lesson observations therefore improving teaching.	<p>Feedback given to teachers and good practice is shared.</p> <p>CPD organised as relevant</p>	
	<p><b>SLT/MLT</b> to do paired observations of some teaching staff in order to moderate judgements of teaching.</p>	Every Autumn term			Lesson observations moderated by SLT/MLT	
	<p><b>SLT/MLT</b> to do learning walks with multi-disciplinary team including Gobs, TAs, Teachers</p>	Every Spring term			Teachers participate in regular peer observations	
	<p><b>MLT</b> to organise peer observations to take place.</p>	Spring 18			Culture of collaborative working and peer mentoring is evident	
<p><b>SLT/MLT</b> to complete paired lesson observations with teachers, focused on teachers standards alongside an identified area of priority.</p>	Every Summer term			Improved pupil progress in reading, number, SSM and writing evident through data analysis.		

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<b>Assessment for Learning:</b> Pupil learning improves as a result of teachers and support staff effectively implementing AfL strategies within their classes/lessons	<b>SD</b> to lead teaching staff training sessions and TA training session to focus on AfL Top Tips. Use INSET activities within the AfL Top Tips book. Each teacher to be given a copy of the book.	Summer 18	Training time/Staff meeting time/INSET	Use of appropriate AfL strategies leads to improved teaching and learning and pupil independence.	Staff demonstrate their skills in using AfL strategies effectively in their lessons – evidenced through lesson observations and learning walks.	Learning walks have taken place over the year.  <b>GW/SD</b> have continued to work with AfL Network group to develop further AfL across schools
	<b>SLT/MLT</b> to organise a Learning Walk to include Governors, teachers and support staff.	Spring 18 and ongoing	Time		Learning Walks take place	
	<b>SLT</b> to observe AfL as a focus for learning walks	Summer 18	Time		Lesson observations at least once a year focus on AfL.	
	.	Ongoing	Time			
<b>Computing and mobile technologies:</b> To develop further mobile technology across the school.	<b>ALG</b> to work with primary department staff to implement the use of mini mobile phones accessible on the ICT shelf in the music room.	By Spring 18	Meeting Time	Development of life skills - Students will have up to date and relevant technology skills to support their learning at school, within the community and in their future lives.  Teaching and learning is practical and 'life skills' based which is more relevant and motivating.  Pupils will develop further their communication skills.	Mini mobile phones will be being used by primary aged pupils.	This has not yet been completed due to ICT lead leaving school.
	<b>ALG</b> to work with Secondary department staff to develop further the use of Facetime 8 and Videochat.	By Summer 18	Meeting Time		Facetime and Videochat will be used across the secondary department	
	ALG to implement the use of smartphones.	By Summer 18	£600		Smartphones will be purchased and in use.	

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<b>Communication:</b> To introduce and develop the use of PODD across the school	<b>DP</b> to purchase PODD software including Boardmaker; and install on one computer	Autumn 17	£400 ?	Pupils will have more appropriate and consistent communication which will enable them to express their needs and wants.	PODD software and Boardmaker purchased	This work is on track as per the development plan.
	<b>JP/MW</b> to produce PODD books for JP/MW/GW/BH	Spring/Summer 18	Material costs £1000 start up? TBC	Pupils will have greater access to a wider range of vocabulary through the use of PODD books	At least 15 PODD books made and being used. One PODD book available in each class	
	<b>BH/JP</b> to lead staff meeting to introduce PODD	Spring 18	Meeting time			
	<b>BH/JP/MW/MM</b> to visit Waverley School to find out more about implementing PODD	Autumn 17/ Spring 18	Time/supply cover	Staff demonstrate improved awareness of appropriate ways of communicating with identified pupils.	Staff training takes place	
	<b>JP/MW</b> to produce PODD book for each class and give basic training to class staff in how to use it	Summer 18	Time	Pupils make greater progress with their communication skills	PODD keyworker identified for each class	
	<b>BH/JP/MW</b> to identify pupils for whom PODD books would be beneficial and to start 5 pupils using them	Summer/Autumn 18	Time			
	<b>JP/MW</b> to make Powerpoint presentation to be used for PODD training	Summer 18	Time			
	<b>JP/MW</b> identify PODD keyworker in each class	Autumn 18 and annually	Time			
	<b>SLT/JP/MW</b> to organise whole school PODD training	Autumn 18	Training session time			
<b>JP/MW</b> ensure PODD books in place for all who need them	By end of Spring 19	Time				

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Area: Teaching, Learning and Staff Development				Monitored By: Teaching and Learning Committee			
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<p><b>Global learning and International Links:</b> To develop further leadership skills of teachers across the school</p> <p>To further develop global learning themes across school</p> <p>To continue with the Erasmus+ project as planned.</p>	<p><b>ALG</b> to coordinate global learning teams across school to plan 3 global learning weeks per year. Work with staff to ensure they are confident to engage with global learning and plan appropriate global learning events.</p>	<p>2<sup>nd</sup> – 4<sup>th</sup> October 2017</p> <p>5<sup>th</sup> – 7<sup>th</sup> March 2018</p> <p>11<sup>th</sup> – 13<sup>th</sup> June 2018</p>	<p>Time</p> <p>Resources and activities £1300 E27/E19</p>	<p>Extended positive links with schools within our local area as well as globally.</p> <p>Students are engaged and actively involved in global learning projects, leading to improved learning and progress.</p> <p>Improved opportunities for learning through development of links with other schools.</p> <p>Provides a context and focus for engaging and motivating lessons. Pupils enabled to explore new ideas and concepts.</p> <p>Gives opportunities for staff development. Teachers work together within their departments to plan and deliver exciting whole school global learning days.</p> <p>Pupils have the opportunity to engage in learning with pupils from other countries</p>	<p>Links are developed and maintained.</p> <p>Pupils across the school are engaged in a range of Global learning projects.</p> <p>3 global learning days per term will take place</p> <p>Staff work as a team to plan and deliver global learning projects</p> <p>Teachers are confident to lead and teach global learning themes – leading projects with their group.</p> <p>Erasmus+ work is planned and taking place – Romania, Poland and Belgium residentials.</p>	<p>.Erasmus projects have taken place as planned.</p> <p>A group is going to Belgium in Oct 18.</p> <p>ALG left and LG has taken over as Global Learning lead. The transition between the 2 worked well.</p>	
	<p><b>ALG</b> To work with teachers in groups to plan and deliver 3 global learning days for the whole school</p>						
	<p><b>Global Learning Teams</b> to focus on a specific theme each; to include our existing partner schools and overseas links.</p>			<p>Time</p>			
	<p><b>ALG/LG/SCW</b> To work together in the further development of the Erasmus+ project. John Warwick to be used to support the developments as necessary.</p>		<p>Autumn 17 and ongoing</p>	<p>Time</p> <p>£1,500 E27</p> <p>Erasmus project funding</p>			
<p><b>ALG/LG</b> to continue Erasmus links, plan and lead activities with a range of schools across Europe.</p>		<p>Autumn 17/Summer 18 ongoing</p>					

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<p><b>Moderation:</b> To ensure accurate Teacher Assessment across the school using SOLAR.</p>	<p>Teaching staff to be involved in regular moderation activities in school (SOLAR based) and externally (SLD schools' moderation group).</p> <p><b>GW</b> to liaise with Lakeside to discuss possibility of linking to produce some comparative assessment data for progress in ISEC.</p> <p><b>GW/SB</b> to continue to work with SSMAG group to moderate work across schools.</p>	<p>Twice per year</p> <p>Autumn 18</p> <p>On going</p>	<p>Staff meeting time/INSET</p> <p>Cover to attend SLD moderation meetings</p> <p>Time</p> <p>Time/ supply cover for SB</p>	<p>Teacher's skills in assessing pupil's levels are improved with more consistency between classes.</p> <p>Feedback from comparative data will enable sharing of good practice between schools</p> <p>Feedback from external moderation will be given to relevant teachers to enable them to maintain and improve their planning, teaching and assessment.</p>	<p>Teachers involved in moderation and show consistency of assessment levels.</p> <p>Regular moderation sessions built into staff meeting time.</p> <p>Comparative data available.</p> <p>TA levels externally moderated.</p>	<p>SOLAR star cards were moderated by SLT at the end of the summer term 18.</p> <p>Early Years moderation took place with the LA.</p> <p>GW continues to attend SSMAG where moderation is a regular agenda item.</p> <p>In the future we need to ensure in school peer moderation is taking place.</p>
<p><b>Sensory/HI/VI:</b> Make improved provision for pupils with sensory needs/VI/HI</p> <p>To develop further work on visual and hearing profiles.</p>	<p><b>SD</b> to support teachers to develop visual/hearing profiles for individual pupils.</p> <p><b>SD</b> to follow up outcome of teacher's guide on how to be a VI/HI friendly school.</p> <p><b>SD</b> to participate in the VI Coords group once per term.</p>	<p>Spring 18 and ongoing</p> <p>Autumn 17</p> <p>Ongoing</p>	<p>Staff development time</p> <p>Staff time</p>	<p>Teachers and TAs use information for planning next steps.</p> <p>Staff are more aware and confident in teaching pupils with sensory impairments.</p> <p>Pupils with VI/sensory needs make improved progress</p>	<p>Staff more aware of pupils' sensory needs and more able to plan for meeting these needs.</p> <p>School environment more suited to meeting sensory needs.</p> <p>VI profiles in place</p>	<p>SD continues to attend the VI Coords group.</p> <p>VI/HI profiles have yet to be completed.</p>

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<b>PMLD provision:</b> To embed MOVE in practice across the school.	<b>SD</b> to organise and run regular MOVE practitioner meetings at least 1 per term after school hours.	Termly	£240 E02	MOVE helps to give pupils more opportunities and possibilities for independent movement. In turn this can help to develop their cognitive and communication skills, and it can also improve health and social inclusion. Movement is the cornerstone to learning – we learn by exploring the world around us, therefore pupils with more complex needs will have greater opportunities for learning.	MOVE programmes in place and being implemented.	MOVE is going well in school and is embedded in daily practice.
	<b>SD</b> to ensure sufficient numbers of staff are trained as MOVE practitioners and that current practitioners are updated as necessary.	Spring 18 and annually	Staff time/training cover costs E09		MOVE meetings take place with parents.	MOVE training was completed with all teaching staff in January 2018.
	<b>SD</b> to work with staff to ensure MOVE is embedded in practice and that staff are confident in running MOVE programmes across the school.	Annual updates	Staff time/resources £500 E19		MOVE meetings with staff take place regularly and appropriate training takes place to ensure sufficient staff trained as MOVE practitioners.	Some staff are recording/evidencing MOVE progress on SOLAR
<b>New Staff:</b> Develop skills of teaching staff particularly those in their first 3 years of working at Woodfield, including NQT's.	<b>SD</b> Maintain robust mentoring system as appropriate.	On-going	Staff time	Improved teaching as teachers become more confident in their ability to teach pupils with severe/profound learning difficulties.  Pupils make better progress  Expertise is shared.	Lesson observations show that teaching from new teachers is mainly good or better.	Expertise is shared amongst staff.
	<b>BH/SD</b> to source relevant training and provide necessary support	On-going			Pupils make good progress	Staff access training as appropriate.
	<b>SD</b> to seek feedback from previous new staff/NQT's to influence and develop the process. Complete exit interviews.	On-going			Teachers work collaboratively together.	Teachers are beginning to work more collaboratively together.

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<p><b>Developing Life Skills:</b> To explore the possibility of developing further off site learning opportunities.</p>	<p>SLT to explore possibility of setting up and running a shop in the local community.</p>	<p>Autumn 19/ Spring 20</p>	<p>Time</p>	<p>Greater opportunities for learning off site/outdoors in practical 'life based' situations which enables motivating lessons to be planned and therefore students engaged and making progress.</p> <p>Students encouraged to develop as independent young people and learn work related skills which can be used in future employment.</p>	<p>Possible premises located. Costs identified</p>	
<p><b>Learning Environment:</b> To support teachers and develop their creativity in further developing positive learning environments.</p>	<p>Resources available to create bright and appealing displays.</p> <p>SLT to review the system for buying classroom resources.</p> <p>Dept meetings to share good practice from within and external to school</p> <p>Allocation of noticeboards</p> <p>Time and resources allocated for 2 TAs to support the teachers on a weekly basis in putting up and maintaining display boards across the school.</p>	<p>Autumn 17</p> <p>Spring 18</p> <p>Spring/Summer 18</p> <p>Spring 18</p>		<p>Pupils engaged with their environment to support learning.</p> <p>Displays are accessible and interactive for pupils and enable a greater focus on learning.</p>	<p>Appropriate resources available</p> <p>Displays clearly focused on learning, engaging and interactive.</p> <p>Middle leaders oversee the learning environment in central areas and noticeboards are allocated.</p> <p>2 TAs are identified to be responsible for maintaining display boards and are participating termly in the AfL Network display group – sharing good practice. Teacher workload is reduced.</p>	<p>The learning environment has improved greatly.</p> <p>2 TAs were employed for additional hours to keep displays updated. 1 TA has now had to stop this as it was not financially viable for her. The other TA is taking on the hours. Displays in school generally look better.</p>

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<p><b>Intensive Interaction:</b> To develop intensive interaction skills of staff and embed in practice across the school.</p> <p>To identify Intensive Interaction lead person for each class and ensure regular support is given to these staff.</p> <p>To work with another SLD school and key II staff on a recording, monitoring and measuring progress project.</p>	<p><b>VG</b> to model good practice with identified pupils and ensure staff are trained in Intensive Interaction and using their skills.</p> <p><b>VG</b> working with identified staff in school to develop them as Int Int Practitioners.</p> <p><b>VG</b> to identify Int Int lead in each class and run regular meetings for the leads. Cascade Intensive Interaction strategies to all staff</p> <p><b>VG</b> to model the use of Intensive Interaction throughout the school day in order to support staff development.</p> <p><b>VG</b> to work with staff at Lakeside and lead Intensive Interaction staff nationally on a progress project.</p>	<p>Ongoing</p> <p>As relevant</p> <p>Autumn 17. Review summer 18</p> <p>As relevant</p> <p>Autumn 17 start.</p>	<p>£1000 E09</p>	<p>Staff demonstrate improved awareness of appropriate ways of communicating with identified pupils.</p> <p>Intensive Interaction strategies integrated into planning and used across the curriculum.</p>	<p>Staff have basic skills in using intensive interaction.</p> <p>At least 2 staff trained by Lead Practitioner as Int Int Practitioners</p> <p>Pupils demonstrate improved interaction skills/awareness of others.</p> <p>Regular meetings take place for the class Intensive Interaction leads</p> <p>System in place for recording and measuring progress in intensive interaction.</p>	<p>Completed as planned.</p>

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Area: Teaching, Learning and Staff Development				Monitored By: Teaching and Learning Committee		
Target	How	When	Cost/Budget Code	Impact on Teaching and Learning	Success Criteria	Review
<b>Outdoor Learning:</b> Develop further outdoor education and opportunities for outdoor learning.	<b>PW</b> to lead on development of Forest Schools if felt appropriate/Outdoor learning. Find out more about Forest Schools and the possibility of developing further use of the Dell through Forest Schools. Plan for possible mud kitchen in Dell and pizza oven; and also plan for allotment use.	Spring/Summer 18	Time	Greater opportunities for learning outdoors which enables motivating lessons to be planned and therefore pupils engaged and making progress.  Increased opportunities for pupils to work outside.	Staff meeting allocated to Forest Schools takes place.  Plan in place for way forward.	PW is now booked on a Forest School course.  PW is timetabled to teach some outdoor learning lessons across the school for 18/19.
	<b>PW</b> to organise shed to be used as 'Boot Room' for storage of appropriate clothing/equipment for Outdoor Learning.	Autumn 17	Outdoor Learning budget £3250 E19		Pupils tolerate working outside and experience a range of weather conditions.	
	<b>PW</b> to contact Wayne at Pinewood to explore costings for waterproof clothing and wellies and Forest Schools	Summer 17			Lessons take place in Dell.	Groundworks project: Phase 1 completed. Phase 2 is underway – funding is almost complete and work is planned for autumn 18/spring 19.
	<b>GW</b> liaise with Mudlarks regarding pizza oven project in Dell	Spring 18	£500 approx		Students accessing Lamerwood project as appropriate.	
	<b>PW</b> Continued development of Lamerwood project		£2250 project costs E19		New allotment is built and is being used effectively.	
	<b>BH/GW</b> liaise with Groundworks on phase 2 of their project ie the Allotment area.	Spring/Summer 18	WASPs funded??			

# Woodfield School Development Plan 2017 -2020



Area: Leadership and Management				Monitored By: Governing Body		
Target	How	When	Cost/Budget Code	Impact on Teaching and Learning	Success Criteria	Review
<p><b>Transition:</b> To develop further transition processes within school for when pupils move class to ensure relevant information is passed on and pupils and staff have an opportunity for transition to their new class.</p> <p>To plan effective transition for new pupils placed at Woodfield.</p>	<p><b>SLT</b> to ensure staff are using the transition booklet - <b>IB</b> to oversee.</p> <p><b>Assistant Head's</b> to ensure teachers have all pupil files/paperwork updated and ready to be passed onto the next teacher as appropriate.</p> <p><b>IB</b> to work with Sandra (NPQH placement) to evaluate the 2017 transition for new pupils.</p> <p><b>SD</b> to follow up with physio/OT to ensure appropriate resources in place prior to pupils starting at the school.</p>	<p>Annually</p> <p>Annually</p> <p>Autumn 17/Spring 18</p> <p>Summer 18</p>	<p>Staff time</p> <p>Time</p> <p>Time</p> <p>Time</p>	<p>Teachers more knowledgeable about new pupils and better prepared to plan for their needs.</p>	<p>Smoother transition</p> <p>Effective transition in place for pupils new to the school and staff aware of their individual needs.</p> <p>All relevant equipment in place ready for when a pupil starts at the school.</p>	<p>Completed as planned.</p>
<p><b>School Aims:</b> Ensure aims are relevant and embedded in practice.</p>	<p><b>SLT</b> to review aims with all stakeholders</p>	<p>Autumn 18</p>	<p>Staff meeting time</p>	<p>Whole school community focused on our aims and driving teaching and learning.</p>	<p>Aims reviewed and amended if necessary.</p>	
<p><b>Staff Development:</b> To identify way forward to ensure that regular staff training can take place.</p>	<p><b>SLT</b> to discuss possible options for staff training and present to staff.</p> <p><b>SLT</b> to review length of school day and discuss viability of an earlier finish one day per week. Complete necessary procedures if appropriate.</p>	<p>Spring 18</p> <p>Spring/ Summer 18</p>		<p>Staff are better trained and updated and are therefore better equipped to teach the pupils more effectively resulting in improved pupil progress.</p>	<p>Regular weekly time allocated for staff training.</p> <p>Training programme in place and being implemented as planned.</p> <p>Staff better trained.</p>	<p>Completed. School now finished for pupils at 2.30 on Fridays to enable staff training to take place on a weekly basis.</p>

# Woodfield School Development Plan 2017 -2020



Area: Leadership and Management				Monitored By: Governing Body		
Target	How	When	Cost/Budget Code	Impact on Teaching and Learning	Success Criteria	Review
<p><b>Autism Provision:</b> To find out more about SCERTS with a view to the possible implementation of the programme in school.</p>	<p><b>IB</b> to feedback to SLT following completion of the SCERTS course</p> <p><b>IB</b> to identify pupils to trial programme</p> <p><b>IB</b> to train staff</p> <p><b>SLT</b> to evaluate impact of SCERTS trial</p>	<p>Autumn 17</p> <p>Autumn 17</p> <p>Spring/ Summer 18</p> <p>Autumn 18/ Spring 19</p>	<p>SLT meeting time</p> <p>Time for training staff</p> <p>Time to evaluate impact</p>	<p>Development of standards of autism practice.</p> <p>Improved levels or progress specifically within communication but generally.</p>	<p>Implementation, on a limited scale.</p> <p>Evaluation of impact of trial</p> <p>Decision made about implementing it throughout the school.</p>	<p>2 staff (IB/VJ) have been SCERTS trained.</p> <p>Pupils have been identified to trial the package.</p> <p>IB and VJ now need to work together to plan the way forward for the school.</p> <p>Decision to be made Summer 19</p>
<p><b>Academy Status:</b> To keep abreast of Government proposals regarding academy status.</p>	<p><b>GW/Govs</b> to attend information sessions as appropriate in order to keep up to date with academy status proposals.</p>	<p>At least annually</p>	<p>Staff time</p>	<p>Continuation of an appropriate curriculum in place enabling pupils to learn effectively and make progress.</p>	<p>Governing Body and SLT are kept up to date about proposals regarding academy status.</p> <p>Regular item on GB meeting via Heads report to Governors.</p>	<p>Academy status is kept up to date with.</p>
<p><b>GDPR:</b> To ensure all necessary procedures are in place ready for the implementation of the new GDPR regulations.</p>	<p><b>DP/GW</b> attend one day course on the new GDPR regulations</p> <p><b>DP</b> complete action plan and complete actions as necessary</p> <p><b>DP</b> to give regular monthly updates at SLT meeting</p>	<p>All to be completed by 25<sup>th</sup> May 2018.</p>	<p>Staff time</p>	<p>Pupils and staff are safeguarded in respect of data.</p>	<p>New GDPR regulations are in force.</p> <p>DPO is identified.</p> <p>Safeguarding policy updated as appropriate to reflect new regulations.</p>	<p>DPO in place</p> <p>Procedures reviewed and amended at appropriate.</p>

# Woodfield School Development Plan 2017 -2020



Area: Leadership and Management				Monitored By: Governing Body		
Target	How	When	Cost/Budget Code	Impact on Teaching and Learning	Success Criteria	Review
<p><b>Future School organisation and staffing:</b> To manage developments of the new classroom build to accommodate increased numbers.</p> <p>To ensure provision is suitable in school for our taller pupils.</p> <p>To review and develop leadership structure to include development of middle leadership team and support succession planning.</p>	<p><b>GW</b> to liaise with HCC planners and builders to ensure the new classroom build runs smoothly and the resulting building meets pupil needs</p>	Autumn 17/ Spring 18	Time	School groups effectively organised to meet future needs and ensure learning is enabled to take place in an appropriate way.	Plans for new classroom agreed and classroom built, set up and in use.	Completed as planned.
	<p><b>SLT</b> to explore various staffing scenarios to meet individual pupil needs taking increased numbers into account</p>	Spring/Summer 18	SLT meeting time	Pupils are able to access the curriculum in an appropriate way and are ready to learn.	Class groups organised for April/Sept 18	
	<p><b>SLT</b> to discuss and organise class groups and staffing for increased April 18 numbers. Staffing to be increased as necessary to accommodate significant growth in numbers.</p>	Spring/Summer 18		Appropriate succession planning and development of MLT ensures teaching and learning is not disrupted	Additional staffing appointed to allow for increased numbers.	
	<p><b>SLT</b> to review physical provision for our taller pupils eg changing room facilities/hoist access to ensure individual needs can be met</p>	Spring/Summer 18			Changing room facilities and hoist access are appropriate to meet the needs of our taller pupils	
	<p><b>SLT</b> to ensure plans are in place for succession planning.</p>	Spring/Summer 18			Staff are recruited to cover for staff retirement and re-location	
	<p><b>SLT</b> to work with UPS teachers to form a middle leadership team and define roles and responsibilities of the MLT</p>	Autumn 17/ Spring 18			MLT in place and working effectively	

# Woodfield School Development Plan 2017 -2020



Area: Leadership and Management				Monitored By: Governing Body		
Target	How	When	Cost/Budget Code	Impact on Teaching and Learning	Success Criteria	Review
<p><b>Leading Parent Partnership Award (LPPA):</b></p>	<p><b>VG</b> to lead on working towards the LPPA, working with ET to set up LPPA working group</p> <p><b>VG</b> to complete self-evaluation against award criteria and write action plan.</p> <p><b>VG</b> to lead an information session for staff at staff meeting</p> <p><b>VG</b> to carry out actions identified/identify who to carry out specific actions</p> <p><b>VG</b> to monitor progress against action plan targets Collect evidence for award</p> <p><b>VG</b> to work with external verifier to complete the Award</p>	<p>Spring18 through to Spring 19</p>	<p>Staff time</p> <p>£1050.00 for award</p> <p>£600 per day if additional adviser support needed.</p>	<p>Parents better informed and supported thus enabling them to support their children's learning and progress.</p>	<p>Regular training opportunities in place for parents as appropriate</p> <p>Action plan in place and actions carried out.</p> <p>LPPA achieved</p>	<p>Work has started on this.</p>
<p><b>Developing training school:</b> Explore possibility of further developing the use of the Lodge/ Conferencing facilities as a training centre</p>	<p><b>SLT</b> to discuss possible ways of developing further training opportunities and promote training in the local and wider community and develop appropriate facilities.</p> <p><b>BH</b> to lead on developing courses which could be run in school and offered externally.</p> <p><b>SLT</b> to discuss and agree costings for training courses run by school staff.</p>	<p>Summer/Autumn 19</p>	<p>Meeting time</p> <p>Initial set up costs/admin Staff cover E02</p> <p>Staff time</p>	<p>Range of courses on offer giving staff CPD opportunities</p> <p>Improved skill level of staff resulting in better pupil progress</p>	<p>Plan in place for way forward.</p> <p>At least one course running each term</p>	

<p><b>Interventions and therapies:</b> To develop further and increase the provision of specific interventions and therapies based on individual pupil needs.</p>	<p><b>SLT</b> to work with relevant staff to explore the costs and possibilities of implementing and further developing specific interventions and therapies to include: reflexology, hairdressing, rebound therapy, hydrotherapy and play therapy</p> <p>Also explore possibility of introducing interventions and therapies such as drama, music, pet, art, aromatherapy, massage,</p>	<p>Summer 18</p> <p>Spring 19</p>	<p>Staff meeting time</p> <p>Costs to be identified for specific interventions – Use of Pupil Premium money E03</p>	<p>Pupils' learning is improved through involvement in a range of interventions.</p> <p>Pupils are 'ready to learn' following intervention/therapy.</p> <p>Improved social interaction skills and independence.</p>	<p>A range of possible interventions and therapies are identified for pupils as relevant.</p> <p>A greater range of interventions/therapies are implemented across the school.</p>	<p>There has been an increase in the number of interventions we now offer, to include reflexology, 2 more staff trained in rebound therapy, music therapy.</p> <p>3 pupils now on very individual timetables.</p>
<p><b>Swimming:</b> Review the provision for and teaching of swimming</p>	<p>Review class swimming lessons and use of school pool.</p> <p>Astley Cooper groups to be reviewed</p> <p><b>SLT</b> to identify possible options for the future teaching of swimming in preparation for staff retirement</p>	<p>Summer 18</p> <p>Summer 18</p> <p>Summer 18</p>	<p>Staff time</p> <p>Staff time</p> <p>SLT meeting time</p>	<p>Swimming lessons ensure pupils are making good progress</p>	<p>Swimming additions to Physical Development curriculum as necessary</p> <p>Staffing in place for teaching swimming from Sept 18.</p>	<p>Completed as planned. JL is now leading school swimming across the week.</p>
<p><b>MOVE accreditation:</b> To ensure MOVE is embedded across the school and the MOVE Quality Mark is achieved.</p>	<p><b>SD/MOVE team</b> to lead on obtaining MOVE Quality Mark</p> <p><b>MOVE team/trainer</b> to work on meeting the criteria for Centre of Excellence.</p>	<p>Autumn term 17 through to end of summer term 18</p> <p>Summer term 19</p>	<p>Staff time/resources £500 E19</p> <p>Time</p>	<p>MOVE helps to give pupils more opportunities and possibilities for independent movement. In turn this can help to develop their cognitive and communication skills, and it can also improve health and social inclusion. Movement is the cornerstone to learning – we learn by exploring the world around us, therefore pupils with more complex needs will have greater opportunities for learning.</p>	<p>Quality Mark obtained</p> <p>Centre of Excellence criteria achieved.</p>	<p>This is work in progress. Needs to be completed by the end of summer term 19.</p>

# Woodfield School Development Plan 2017 -2020



Area: Safeguarding and Premises <i>See also Asset Management Plan</i>				Monitored By: Safeguarding Committee		
Target	How	When	Cost/Budget Code	Impact on Teaching and Learning	Success Criteria	Review
<p><b>Doors/building accessibility:</b> Install automatic doors to hall/dining room and replace all old doors.</p> <p>Develop use of environmental control technology.</p>	<p><b>SC/GW</b> to investigate costs of various automatic doors to hall and dining room; and for replacing doors throughout the school.</p> <p><b>SD</b> to explore different forms of environmental control and costings.</p>	<p>Spring/Summer 18</p> <p>Summer/Autumn 19</p>	<p>Approx. £3,500 per set of auto doors. E12</p>	<p>Easier access for pupils.</p> <p>Increased independence for pupils</p>	<p>Doors installed</p> <p>Environmental control technology in use.</p>	<p>New automatic doors have been installed to dining room.</p> <p>New doors have been installed into the hall – but not automatic.</p> <p>Doors replaced throughout school.</p>
<p><b>Emergency Call system:</b> update emergency call system</p>	<p><b>SC/GW</b> to review and confirm costs for system that includes pagers for SLT/nurse and works wirelessly; plus additional panel in Ass Head's Office. Alarm speaker in other locations (staff PPA room/DH Office) – may be dependent on outcomes of new build.</p>	<p>Spring 18 linked to new build</p>	<p>£1800 TBC E12</p>	<p>Ensures continued safety for all when incidents occur.</p>	<p>Improved safety for staff and pupils as additional staff can attend more quickly if there is an efficient alarm system.</p>	<p>The main current system still works but is at full capacity.</p> <p>A new system was installed for the new building which is working alongside the main system.</p>
<p><b>Sensory Room:</b> to plan for updating the sensory room</p>	<p><b>SD</b> to explore costs for redeveloping the sensory room and put a costed plan in place for discussion with SLT.</p>	<p>Autumn 19/ Spring 20</p>	<p>Costs TBC</p>	<p>Appropriate learning environment in place for pupils to engage in sensory learning</p>	<p>Sensory room updated.</p>	<p>WASP have asked for initial plans for updating the sensory room. SD is currently working on this.</p>

# Woodfield School Development Plan 2017 -2020



Area: Safeguarding and Premises				Monitored By: Safeguarding Committee		
Target	How	When	Cost/Budget Code	Impact on Teaching and Learning	Success Criteria	Review
<b>Outdoor play area:</b> Improve outdoor play areas	<b>SC</b> to explore possibilities for using 'sails'/outside shading and liaise with SLT	Summer 18	Costs to be confirmed	Increased opportunities for physical activity and adventurous activities.	Equipment purchased and being used.	The outdoor play spaces have been completely re-vamped. ☺
	<b>GW/SC</b> to re-investigate costs of safety surfacing the primary playground	Spring/Summer 18	Costs to be confirmed ? £45,000	Enhanced learning through appropriate and relevant play opportunities.	Shaded areas available for pupils to use.	
	<b>MLT/Primary staff</b> to plan and cost development of Primary Playgrounds	Summer/Autumn 18	E12/fund raising	A range of shaded areas available to enable outdoor learning in safe and pleasant environment.	Cycle track /trampoline available and being used.	
	<b>MLT</b> to develop further outdoor play space to include possible cycle track around the field, road markings, wheelchair accessible in ground trampoline.	Spring/Summer 19		Bright and inviting play spaces for pupils to play and learn in	Primary playground is safety surfaced.	
<b>Off Site Visits:</b> To ensure that all necessary paperwork and procedures are in place	<b>IB</b> Staff to be trained in the use of Evolve on Line through a rolling programme (as and when).	Summer 18 Ongoing	Staff time	Pupils and staff are safe when undertaking off site visits.	All offsite visits paperwork complies with EVC requirements including use of Evolve on line.  Staff clear about what they need to do in planning and preparing for an offsite visit.	IB has worked with staff as appropriate on Evolve  IB/GW booked in to do EVC update.  All off site residential trips are routinely put on Evolve and systems have been established.
	<b>GW/IB</b> to produce off-site visit guidelines for staff to follow	Summer 18	Time			
	<b>IB</b> to lead staff training in risk assessment	Autumn 18	Meeting Time			
	<b>IB/GW</b> to complete EVC update training	When available	Costs TBC			

# Woodfield School Development Plan 2017 -2020



Area: Safeguarding and Premises				Monitored By: Safeguarding Committee		
Target	How	When	Cost/Budget Code	Impact on Teaching and Learning	Success Criteria	Review
<p><b>Staff Toilets:</b> To explore the feasibility of increasing the number of staff toilets to include male toilet.</p> <p>Investigate improvement to flushing of current toilets.</p>	<p><b>SC</b> to work with SLT to look into the possibility of reconfiguring the current toilets and increasing the number of toilets available. To look into other areas in school for potential staff toilets, including a male toilet and a disabled toilet for visitors.</p>	Autumn 18	Costs to be identified.	Staff spend less time waiting for toilets to fill up and therefore have more time in class.	Costs and possibilities identified.	
<p><b>Car Park:</b> To improve the car park area</p>	<p><b>SC</b> to organise re-painting of the lines and road markings/signs in the car park</p> <p><b>SC/SD</b> to explore the possibility of changing the zebra crossing for a pelican crossing.</p> <p><b>SB</b> to follow up with council regarding path outside school</p>	<p>Summer 18 – dependent on new build</p> <p>Spring 20</p> <p>Summer 18</p>	<p>Costs to be identified.</p> <p>Costs to be identified.</p>	<p>Pupils and staff safer when using the car park area.</p> <p>Improved opportunities for learning about road safety.</p>	Costs identified and decision made regarding way forward.	Additional parking spaces have been added as part of the new build project.

## Additions to new SDP:

SEND Capital bid

Behaviour analysis using SOLAR

Further development of ISEC

Assessment of English and Maths without P levels

Early years Baseline roll out

Peer mentoring and coaching – teachers

Expansion of moderation

Expansion of WRL for all pupils

Development of PSHE and RSE – implement statutory RSE from Sept 2020

Electric front gates and revamp carpark/front of school

Development of individualised curricula – space and staffing