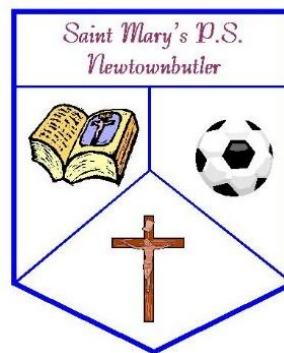


School Development Plan Summary 21-22

One Year Extension to 2018-2021 3 Year Plan Due to Pandemic



What we aim to do	Steps to Success
<p>Recovery</p> <p>Ensure the school environment is physically safe for all.</p> <p>Provide opportunities to enhance the well-being of members of the school community.</p> <p>Remediate the impact of the pandemic on standards</p>	<p>Risk assessments / management plans (eg: visitors, CEV,) implemented and reviewed as necessary. Restart COVID mitigations to be adapted in line with PHA, EA and DE advice and kept under review. Refresher training for Staff First Aiders</p> <p>Build upon awareness raising and training among staff on the importance of prioritising well-being for pupils and adults. Well-being activities / strategies (eg: mindfulness, yoga, breathing exercises, self-regulation) incorporated into weekly activities to ensure pupils are focussed and ready to learn, Neuronimo / Reverse the Trend Programme to be used in all classes Term 1 . Nurture Action Plan to be developed and implemented. Referrals made for further support as necessary (eg: Barnardo's 'See Hear Respond', Fermanagh Hub, RISE) EA well-being hub to support staff.</p> <p>Analysis of data from Assessments and teacher observations to identify gaps in learning. Targets to be set for specific curricular areas (See Maths and English) and for groups / individuals who require intervention. Engage funding to be used to release Miss McGuigan from class to provide both emotional and academic targeted support for identified emotional and academic needs.</p>
<p>Literacy</p> <p>Ascertain standards following the second school closure Jan-April 21, identifying:</p> <ul style="list-style-type: none"> Standards in specific aspects of English / Maths. Under-achievement / decreases in Standardised scores / gaps in learning and target these through focused support to bring about improvement. 	<p>Continue to track pupil achievement in English & Maths through formative assessment and standardised tests (June 21) Identify and target any low or underachievement by individuals or groups (Parents informed and strategies put in place) Target identified deficit in FS Speech and Language Development. Top Techniques Training for FS Staff, Speech and Language Therapist employed to provide additional interventions and upskill staff. Specific Literacy support for targeted pupils with the Engage teacher. Refresher training LEXIA for staff and implementation of the same to provide targeted support for identified individuals. Raise whole school standards in Literacy through more focussed planning and evaluations using revised whole-school scheme for Literacy. Promote children's engagement with Literacy and reverse the effects of isolated learning experienced during lockdowns by providing rich literacy experiences, having quality reading materials which pupils can relate to their own experiences, and expose pupils to text-level learning targets which are evidenced in planning and evaluations. Ensure children are reflective learners by providing quality opportunities for self-assessment, peer assessment and opportunities for pupils to learn how to improve. On-going monitoring by co-ordinator / SMT of teacher planning, samples of pupils' work and assessment results.</p>
<p>Numeracy</p>	<p>Continue to track pupil achievement through formative assessment and standardised tests (June 21): Identify and target any low or underachievement by individuals or groups (Parents informed and strategies put in place). Specific focus on pupils with a discrepancy between predicted and actual Maths score. Boys, high ability underachievers and FSM pupils have been identified as target groups. Specific Numeracy support for targeted pupils with the Engage teacher. Focus on Shape and Space throughout Key Stages (to be addressed within other aspects of maths and as a focus area at least half-termly, real-life application, Whole School Shape and Space Week planned for the Spring) Emphasis on expectation for and use of appropriate mathematical language throughout Key Stages. Monitoring by co-ordinator / SMT of teacher planning, samples of pupils' work and assessment results. Maths week in October.</p>

ICT	Continue to develop learning and teaching in ICT to equip pupils for 21 st Century Citizenship, with a focus on ensuring breadth and progression in the IT Curriculum across Key Stages.	Review of CCEA Tasks to be completed in each year band to ensure progress and breadth of skills across each key stage. Review ICT Policy Clicker 8, Lexia, Just 2 Easy Training for Staff and implementation of these. Audit of ICT Resources In response to COVID, in addition to timetabled ICT suite access for KS1/ 2, device clusters provided for each classroom. SENTINUS Mycropython 100 Coding and Robotics Programme for P6. Resources to be sources and strategies to be disseminated to KS2.
SEN	To develop professional knowledge of SEN	Further Development and Embedding of Provision Mapping for whole School Education Provision/ SEN Provision. Continued training and review of policy and practice in-line with SEND Bill <ul style="list-style-type: none"> • SEN Framework/ Code of Practice/ • Effective use of Classroom assistants • PLPs – focus no SMART targets Develop CA Handbook for SEN.
Pastoral Care and Child Protection	To review and update Pastoral policies. To ensure all parents are aware of the Child Protection Policy and procedures To ensure all pupils know who to talk to if they are worried or concerned	Review of Anti-Bullying, Safeguarding, Child Protection, Pastoral Care, Staff Code of Conduct and RSE. Engage teacher to provide specific support. All classes to complete Neuronimo – Reverse the Trend 12 week programme. NSPCC Soeak Out Stay Safe Assemblies for all classes. Nurture Action Plan All pupils are aware through assemblies, posters, PD&MU lessons and classroom discussions about who to talk to if they are worried Playground Buddies / Buddy bench systems continue. Updated training for DDT.
Shared Education	Transition Year	Maintain relationships with the Newtownbutler - Donagh Shared Learning Partnership by creating opportunities for virtual sharing.
Parents	To ensure parents are kept up to date with school business To support parents in their role, helping their child learn	See Saw app to detail the learning journey and as a communication tool. Website / App sharing links to agencies and specific resources such as High Five Newsletters. Signpost parents for well-being and SEN support. Consult with parents.
Building Maintenance	To maintain and improve the building and facilities.	Applications with DE / EA for: School Enhancement Programme, Lobby, carpark, bus parking / turning.
Finance / Resources	Budget to maintain 7 straight classes, while ensuring that additional funding is secured to enable recovery following the pandemic.	Additional funding for Engage programme, Well-being, SEND, COVID, Extended Schools. 3 Year Financial Plan to be approved, implemented and monitored. Admin training and implementation of EA One Payroll for teaching and non-teaching staff.
Governors	The Board will, <i>'...fulfil its statutory functions in relation to the school and to be accountable for ensuring that its decisions support the best interest of the school and its pupils'</i>	The Board will meet at least once each term. Standing items include, review of the School Development Plan (including the review of Standards, Finance, Safeguarding, Anti-Bullying, Staff and Pupil Attendance, Catholic Ethos, Staff Development, Successes).