



Dane Bank Primary School: School Development Plan 2022-2024 – Parent Summary



What are our current priorities for development that will help make Dane Bank the best school it can be?

	Key Priority 1	Key Priority 2	Key Priority 3	Key Priority 4
What is the priority?	To further improve the quality of teaching through the use of research-based teaching strategies.	To develop a high-quality approach to the teaching of Maths.	To review and develop how we teach spelling from Years 1 to 6.	To build upon the great work done in our Early Years department and enhance the learning environment.
How will we do this?	<ul style="list-style-type: none"> ✓ Plan a series of staff training opportunities that focus on understanding research-based approaches to teaching and learning. ✓ Developing our understanding of cognitive science and 'how' children learn most effectively. ✓ Improve the way we use questioning during lesson time and how we given children feedback. ✓ Work with our Teaching Assistants to ensure they are involved in the entire learning process. ✓ Develop our lesson structures so that more children get the opportunity to work in small groups with the Teacher or Teaching Assistant. ✓ Develop a whole-school timetable showing additional group teaching that children are receiving. 	<ul style="list-style-type: none"> ✓ Purchase new Maths resources for use across school – including Maths story books for Early Years. ✓ Develop a new way to plan Maths lessons that is more responsive to children's needs. ✓ Work with the National Centre for Excellence in the Teaching of Mathematics (NCETM) – staff to attend training through this organisation. ✓ Develop a programme of small group teaching for children who may need additional support in Maths. ✓ Review and develop our Calculation Policy – create a summary version for parents along with "How to" guidance videos showing how they can help at home using correct methods. 	<ul style="list-style-type: none"> ✓ English Lead Teacher to review our current spelling curriculum and speak to children about their attitudes towards spelling. ✓ Attend training to undertake research in to different approaches to teaching spelling – develop our own that will work best for our children. ✓ Use current research focused on improving Literacy to develop strategies for teaching. ✓ All children to undertake a specific spelling assessment that will show who may need additional, targeted support. ✓ Review current handwriting policy and how we can use the teaching of handwriting to also include spelling practice. ✓ Plan some fun events that raise the profile of spelling, e.g. – Spelling Bees in school and including schools in our Trust. 	<ul style="list-style-type: none"> ✓ Refresh and decorate the Early Years department – refresh displays and create new, more natural, environment. ✓ Develop the outside area to ensure learning opportunities encourage children to explore, ask questions and be curious about the world around them. ✓ Put speech and language programmes in place so that children with additional needs receive support as quickly as possible. ✓ Arrange some additional training for Early Years staff in early Phonics so that the best possible foundations for early reading are laid. ✓ Use new story books to support early Maths teaching and promote mathematical talk and questioning.
As a result of our Parent Survey, we will also prioritise:	Improving communication – ensuring messages come out with sufficient time and in a more consistent format.	Improve our school trips offer – ensure each class has at least 1 trip per year and that there is variety within these.	Increase our offer of after school clubs and try to offer some options of free clubs where possible.	Provide more information around children's learning and progress throughout the year rather than just at Parents' Evening.
As a result of our Pupil Survey, we will also prioritise:	A bigger climbing frame on the Key Stage 1 playground.	Some shelters – or quiet spaces – on the Key Stage Two playground where children can sit and chat or read.	Tame the willow area on the playground and "turn it in to something" again.	Children on school dinners and those on packed lunches to be able to sit together at lunch times rather than have separate tables.