

WILLOW DENE School Development Plan 2023-24



To develop understanding of the pedagogical approaches that inform teaching and learning and underpin the curricula, which meets the diverse needs of our children



What is the driver for this core priority?
 Why should people care about it or engage with it?
 To ensure staff have a clear understanding of pupil learning levels and the pedagogies that underpin teaching and learning.



What does beautiful look (or sound) like?
 How will we know this is achieved?
 Class teams have a clarity around their groups learning profile, what teaching and learning looks like for that learning level and what pedagogies support this.

SUMMER

What? (action)	Why? (is the change needed)	Success (what will it look / sound like?)	Evaluation (sources of impact feedback)
To triangulate learner profiles with documentation that supports best practice in class	Class teams to have a clear understanding of what we expect to see in class and what we don't want to see in class.	Each class team will have a document that reflects what should and should not be done in individual classes	LW 's and conversations between class teams /line managers will reflect what we want staff to be focussing on PDM's ensure all staff have a good understanding of expectations
To continue producing overarching document that links up theories-pedagogies and systems and approaches	Documentation supports our evolving work on pedagogy.	Class teams and line managers have a clear understanding of what their individual class priorities are in terms of teaching and learning	LW, PDM's ensure there is a linkup between documentation and staff knowledge and practice

To ensure next year's class groups reflect learner profiles and pupil needs. Transition classes are grouped where possible by learner profile	To ensure class groups continue to represent if a group is concept based, bridging or early development. That transition classes have a clearer understanding of what it means to be in a transition class	Class groups will be in place as will learner profiles ore fluidity between transition classes to support pupil moves when required. Staff are confident in adapting timetables planning to meet the groups needs	Class profiles are on display, staff have a good understanding of their groups learning profile Class teachers and their line managers have a good understanding of expectations for transition classes.
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Spring

What? (action)	Why? (is the change needed)	Success (what will it look / sound like?)	Evaluation (sources of impact feedback)
Learning walks collaborative working with teachers, teams and line managers this term will be used to ensure learner profile descriptors match implementation in the classroom.	To ensure that precision teaching is used and that teachers are targeting the right systems and approaches for their group.	Teachers and line managers are able to articulate the learning profile of the group and what systems and approaches are best for their class.	LW feedback Discussion between leaders and teachers Class profiles
To identify systems/approaches for the different learning profiles across school. To have a clear rationale as to why we have chosen them and to share with teams	To ensure teachers and teams have a clear understanding of what systems and approaches should be being used in their class.	Teachers and teams will have a good understanding of systems and approaches in their class and why they use them.	Teachers meeting Team meeting
To continue to produce a teaching and learning document that highlights our key pedagogies, why we use them To develop at teaching and learning document that sets out WD's pedagogy, systems and	Staff to have a clear understanding of pedagogy, theories and systems/approaches and why we use them. Both new and experienced teachers need to have a clear understanding of the	Staff to have a clear understanding of pedagogy, theories and systems/approaches and why we use them.	LW's highlight pedagogical use in class. Leaders and teachers can identify the correct systems and approaches for their class and why we use them. Feedback from teacher's meeting and from strategic core.

processes and key cognitive and psychological theories.	approaches we use, why we use them and how they contribute to teaching and learning at WD		
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AUTUMN

What? (action)	Why? (is the change needed)	Success (what will it look / sound like?)	Evaluation (sources of impact feedback)
To support and develop practice of teachers working in transition classes to be able to identify learning levels and tailor the curriculum to match the children's needs	Transition classes are new. Children will eventually move to a class with children of a similar learning level. Clear understanding of child development supports appropriate classroom placements	Transition classes will have established routines and structures and begin to identify children who may need a different classroom provision suitable to their learning needs	Class plans Transition class meetings Baseline assessments Shared visits and professional dialogue
To ensure there is a clear shared understanding of the different learning levels/profiles/styles across the school	To make sure teachers/support staff have a clear understanding of learning needs across the school and can effectively plan for these groups.	Staff have confidence in assessing their children at the appropriate level. Are clear as to what constitutes a learning profile at the different levels from FS, SO and P&S	Progress meeting outcomes LJ evidence and observations LW feedback and discussions with line managers PDM
To produce and share a document that highlights our key pedagogies, why we use them	Staff to have a clear understanding of pedagogical approaches, why we use them and their importance	Staff have a good understanding of the pedagogies that underpin their teaching and pupil learning	Timetables reflect a clear pedagogical approach to learning LW's highlight pedagogical use in class.