SDP 2021-22 Priorities

Child Centred Provision	High Quality Teaching and Learning	Effective Leadership	A School connected to its Community
Pastoral Care Whole school positive ethos is evident Review of Anti-Bullying Policy Participation in Anti-Bullying Week Focus on EHWB in all classes (use of Circle time, worry boxes…) Neuronimo Programme P1-7 **Child Protection** Child Protection training for all staff Review of Safeguarding and Child Protection Policy PSNI Internet Safety, Personal Safety and NSPCC workshop for pupils– Stand up, Speak out **Pupil Involvement** Appointment of School Council- monthly meetings Appointment of eco-council – monthly meetings Appointment of Head Boy and Head Girl **Healthy School** Review of Dugs Education Policy Participation in Healthy Heart Week Continued participation in Sustrans programme Mindfulness Project for P7 Dairy Council for Northern Ireland 'Food for Fitness' programme for KS2 Provision of Healthy snack at break time Healthy Lunch box promoted Yoga for Children lessons – P1-7 Physical Literacy coaching – P1-7	**Emphasis on Literacy** Continued Use of AR to monitor pupil reading progress Continued Use of personal pupil targets for AR reading quiz scores – Use of ZPD Monitoring underachievement (targeted pupils) through half-termly pupil progress meetings Continue to embed Handwriting Scheme, Penpals, in P2/3 **Emphasis on Numeracy** Develop pupils' problem solving skills in number and their ability to transfer to real-life contexts (use TSPC) Further development of Numeracy portfolios and regular completion of levelled samples of work Monitoring underachievement (targeted pupils) through half-termly pupil progress meetings **Using ICT** Continue to upskill all staff in use of i-pad apps, including through the use of blue-bots, robotics (coding) and Apple-TV Review levels of progression in Using ICT Integrate Using ICT tasks for each year group into planning through cross-curricular skills Embed 'Seesaw' as a mechanism to provide effective feedback to pupils/parents **Assessment and Data Analysis** Pupil Progress meeting for targeted pupils Accelerated Reader reports used regularly to track pupil progress in reading NNRIT test at P3 and P6 Training in new CCEA Levels of progression in Using Communication and Using Mathematics Use of PIE and PIM standardised	**Strategic Leadership** SDP in collaboration with governors and staff Communication of SDP to stakeholders End of Key Stage target setting and Data Analysis Management timetable to monitor action plans Review and update school prospectus Circulation of B.O.G. Annual Report to stakeholders Review and development of job descriptions and co-ordinator roles Governor training as identified and appropriate Review policies as timetabled Further develop local Principal Cluster Further establish Directed Time Budget **Professional Development** Refresher training in Linguistic Phonics New co-ordinator training by EA **Financial Management** Review of staffing levels and deployment Seeking opportunities for additional funding Use Engage Funding to target specific pupils/groups of pupils **Accommodation** Integrated approach to the use of i-suite and nurture-type room to enhance learning for all pupils	**Links with Parents** Open morning for prospective parents/pupils Improvement of communication with parents – for example, use of Text Alert, termly bulletins and website Curriculum letters(termly/monthly) for P1-7 Special Assemblies – grandparents' day, Easter Assembly Consultation with parents, for example through questionnaires (Microsoft FORMS) Improvement of communication with parents through the use of Seesaw **Links with the Local Community** Use of local church for religious celebrations Develop links with Playschool Improve links with DPS and KPS through Shared Education Programme Develop links with Derrygonnelly District Partnership (DDP) **Links with Outside Agencies** Develop links with YENI, PSNI, FRCI, RISE

	Development of Personal Learning Pathways, if required for specific pupils/groups of pupils **SEN** Implement further aspects of SEND Act 2016 Training for SENCO/LSC from EA Liaise with Ed Psychologist to update SEN register Review and update SEN Policy Collaborative teacher support for IEP review and target setting (Termly) Training on new PLPs for all staff Monitoring of IEPs by SENCO – targets achieved Use of SEN Files by SENCA – monitored and evaluated by SENCO **Continuity of Learning** Further embed Seesaw as an online platform for homework		