

Westhead Lathom St James' CE Primary School -School Development Plan 2020-2021



Every year as a school we have key priorities that we have identified based on our in school evaluation. These key priorities always focus on improving the teaching and learning across school. Below you will find a summary of our three key priorities for 2020-2021; what these mean for your child, and how you can support your child at home.

Please do not hesitate to contact us at school if you would like to know more.

Miss Clark

Priorities for 2020/21	What this means for your child:
<p>1. Further develop and strengthen the Christian Ethos of Westhead Lathom St James' CE Primary School.</p>	<ul style="list-style-type: none"> ● Children will take part in our 'virtual' collective worship sessions. ● Children will have the opportunity throughout the year to plan, lead and evaluate collective worship. ● The Ethos Group will be working on a project to develop the class worship boxes. ● Class worship will include some materials that look at global issues. ● Children will have the opportunity to send their prayers to church every week. ● Church and school will continue with their strong links and will plan events and worship sessions for the whole school. ● RE lessons will provide a safe environment in which to discuss 'Big Questions and Ideas'. ● Children in EYFS and KS1 will be introduced to a religious persona doll to help them develop their understanding of other religions. ● School will host an Ethos Event that celebrates our Christian Vision and Values. ● Four children will be selected as school representatives and take on the role as Vision Ambassadors.
	<p>What you can do to support your child at home:</p> <ul style="list-style-type: none"> ● Talk to them about collective worship in school. Ask them what stories they heard and what they learnt. Do they have a challenge to follow up on? ● Encourage your child to take part in leading worship as part of a group. Encourage them to share any ideas they have with staff in school so it can be acted upon. ● Ask your child what class worship includes. What is on their worship display? Do they think it could be improved? Encourage them to share their ideas in school.

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| | <ul style="list-style-type: none">• Talk to your child about global issues and current events. Have they discussed any of these events in school? Have they any questions about what they have heard/seen?• Come along to events hosted by Church once they restart. E.g. special services, Community Praise, Family, Fun and Food.• Talk to your child about what they have learnt in RE. Ask them is there anything they are unsure of or would like to know more about. Encourage them to share their ideas with the teachers in school.• Talk to your child about the school's vision and core values. (Vision: 'With God's power working in us , God can do much, much more than anything we can ask or imagine.' Core Values: Wisdom, Dignity, Hope and Community) Ask them what they are? Can they remember them? Can they explain them to you?• If your child is selected as an ambassador support them in their role. |
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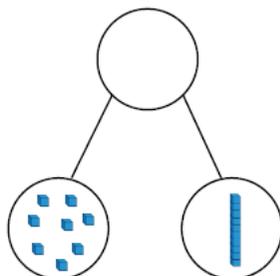
2. Develop a mastery approach to the teaching of mathematics.

What this means for your child:

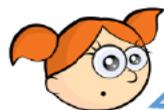
- Lessons will now follow the White Rose Mathematics Scheme of Work.
- Every lesson all pupils will be exposed to reasoning questions that help deepen their understanding of mathematical concepts and ideas.

e.g. a sample reasoning question from KS1 and KS2:

Alex makes a part-whole model.



She says:



There are 8 tens and 1 one.

Explain her mistake.

What is her number?

3 children are working out $6\frac{2}{3} - \frac{5}{6}$

They partition the mixed number in the following ways to help them.

Dora

$$5 + 1\frac{2}{3} - \frac{5}{6}$$

Alex

$$5 + 1\frac{4}{6} - \frac{5}{6}$$

Jack

$$5 + \frac{10}{6} - \frac{5}{6}$$

Are they all correct?

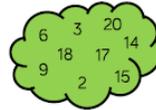
Which method do you prefer?

Explain why.

- Children will be exposed to many different representations of numbers to help embed a deeper understanding of place value.

e.g. Questions may be presented as follows:

- Use counters to make each number and share them into two equal groups. How does this help you decide whether a number is odd or even? Show this in the table.



odd	even

Can you see any patterns?

- Which number pieces are odd? Explain why. Find or draw other odd and even pieces. What do you notice?



- Spot the mistakes:

odd		even	
nine		1	
6		3	
		eight	
		25	

Can you make your own odd and even sets?

- Complete:



2 ones and 3 ones is equal to ___ ones.



2 tens and 3 tens is equal to ___ tens.



2 hundreds and 3 hundreds is equal to ___ hundreds.

- Complete each box for $400 + 500$

Draw It	Write It	Part-Whole	Number Sentence
	___ hundreds and ___ hundreds is equal to ___ hundreds		___ + ___ = ___

- Use the bar model to complete the number sentences.

600	
200	400

$$\begin{aligned} _ + _ &= 600 & 600 &= _ - _ \\ _ + _ &= 600 & 600 &= _ - _ \\ _ - _ &= 400 & 400 &= _ - _ \\ _ - _ &= 200 & 200 &= _ - _ \end{aligned}$$

- Lessons will be planned that help your child develop their coherence, representation and structure, mathematical thinking, fluency, and variation.
- Children will be encouraged to use the correct mathematical vocabulary related to the topic they are studying.
- Every lesson children will take part in 'Talk for Maths' where together they will look at reasoning problems and discuss how to solve them and is modelled by the teacher.
- Regular allocated time will be given to those in KS2 for practise of multiplication facts.
- End of term assessments will be used to gauge how well your child is progressing in mathematics.

What you can do to support your child at home:

- Ask them about their mathematics lessons. Were there any challenges today? If they say yes then encourage them by reinforcing that this means they are learning something new. If there were not then ask them if they now feel confident with a concept.
- Talk positively about mathematics at home.
- If you want to know more about the 5 key ideas: coherence, representation and structure, mathematical thinking, fluency, and variation then visit the NCETM website that has lots of materials on mastery in mathematics. <https://www.ncetm.org.uk/teaching-for-mastery/mastery-explained/five-big-ideas-in-teaching-for-mastery/>
- Ask your child if they have learnt any new vocabulary in mathematics. Ask them to explain what it means.
- Encourage your child to take part in 'Talk for Maths' each day.
- Support your child at home by practising facts for quick recall e.g. EYFS and KS1 children need to be able to recall pairs of numbers that make ten or one hundred. By the end of Year 4 all children should know all multiplication facts to 12 x 12.
- Support your child with completing their homework and returning it on time.

<p>3. Further develop the curriculum through learning opportunities that value and respect cultural diversity.</p>	<p>What this means for your child:</p>
	<ul style="list-style-type: none"> • Children will learn about British Values in PSHE. They will know what the British Values (Democracy, Rule of Law, Individual Liberty, Mutual Respect and Tolerance) are and what they mean. • Lessons across the curriculum will include a diverse range of resources. • Lessons will avoid resourcing and imagery that promotes stereotypes. • New resources purchased will reflect the diverse nature of the UK. • Collective worship and curriculum time will be used to celebrate the heritage of all our pupils plus looking at celebrations, festivals and awareness days that recognise the UK and its diversity. • Class collective worship will use the resource Picture News each week. This resource looks at global news items/issues.
	<p>What you can do to support your child at home:</p>
<ul style="list-style-type: none"> • Talk to them about the British Values and what they mean. Why is it important that we have these values as a multi-cultural society? • Ask them about what they have learnt about in school and challenge any stereotypes that they might have e.g. only men can be astronauts; all people in Africa are poor. • Ask about books they have read in school. What do they think of them? Would they like to read something on a particular subject/topic that we do not have? Encourage them to tell their teachers what they would like to know more about. • Talk to your child about the diverse nature of the UK and its many different communities, religions, heritages and family structures. Is there anything they would like to know more about? Encourage them to ask questions as school is a safe place for discussion. • Talk to them about collective worship. What was it about today? Have they learnt about any other religions, festivals etc? What did they learn? 	