

How a school develops one aspect of its SDP: a report that critically reflects on the actions, impact and evidence base.

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Targets from last assignment

	Target	What have I done in this assignment
Target one	Proofreading your works remains a target area for you. Your writing needs to be accurate and have more fluency, especially as you move into level 7	I have proofread my work and I have had it peer assessed to ensure it is having more fluency.
Target two	Develop your critical voice	To develop my critical voice. I have looked at Manchester academic phrase bank to develop more of a critical style of writing.

Introduction

In this essay, I will be looking at the school's development plan (SDP); with a focus on the processes and a specific area of the SDP from my placement school. I will demonstrate my understanding of my chosen area and critically reflect and evaluate the processes. I will outline suggestions needed for the improvement of future development plans and highlight the points of focus for my future practices; further linking this to the standards of teaching.

The school has been anonymised to be in line with BERA (2018). The school is in the centre of a town in South Wales, they have 296 pupils in the school, including 3 pupils with Additional Learning Needs (ALN). 27 (9%) of their pupils are eligible for free school meals (eFSM) which is below the average for Wales at 23% (Estyn, 2023).

The area that I have chosen from the school development plan is new curriculum and assessment. The focus of this area will be to strengthen procedures for Assessment for Learning (AfL) across the school; by having approaches, awareness and understanding of all methods of AfL. For example, self-assessment, peer-assessment, summative and formative assessment. This will allow all pupils to take a lead in their learning, to understand what the next steps are and how they move forward in their education.

Literature Review

School Development Process

An SDP sets out the school's long-term vision and is key to the overall improvement of the organisation suggests Welsh Government (2014). Similarly, the Teachers TV/ UK Department of Education (2009) reports that the SDP needs to be detailed, in order to show how actions for improvements are going to be undertaken by those who need to implement it. However, there is a possibility that most will not read the SDP in detail and the complexity of the plan can deter people away from the main points. Meyers & Von Gronigen (2019) found a clear difference between what the Welsh Government (2014) & Teachers TV/ UK Department of Education (2009) say which is that an administrative approach and being closed-minded creates an SDP that is inauthentic. Furthermore, the people who are involved in the plan do not see it as an important aspect of their job.

Estyn (2014) says when an effective observation in a class has taken place, positive self-evaluation will be established. For self-evaluation to take place, schools need to reflect on their performance and it is also important for the improvement of the planning of the SDP. It allows schools to see how well they have performed, their strengths, any improvements that need to be made and what actions the school needs to take says Welsh Government (2014). Nevertheless, self-evaluation should not just be for schools to complete, it should involve external agencies such as stakeholders and School Governors (Chapman & Sammons 2013)

The Welsh Government (2014) suggests that schools should have access to a variety of data to aid them in creating a plan and it allows them to compare their standing with other schools. Data can come from inspection reports and information on the pupil's wellbeing. On the other hand, Chapman & Sammons (2013) reports that schools do not get enough support from external bodies or other members of staff who have the capabilities of sharing such information. The Welsh Government (2022) has a solution to Chapman & Sammons (2013) statement and suggests that data such as Programme for International Student Assessment (PISA) results and official statistics should be used to help the school with the SDP. This provides teachers, parents, and other members of the public to have an opportunity to see how the school is improving, by allowing this data to be readily available.

The Welsh Government (2014 & 2021) reports that stakeholders, school partners and governing bodies are involved in the SDP to recognise the strengths and weaknesses in the school, and they can also determine what a school should achieve and how successful the SDP is designed. They can do this by looking at the aims, objectives, targets of the school and reviewing the progress of the plan. Even if this information is reviewed, Brighouse & Woods (1999) states that they can affect the planning of the SDP through their behaviour and

attitudes, which in turn effects how a school operates. Their behaviour will determine whether the impact of the plan is positive or negative.

There are three key areas to strategic planning, these are: school performance and targets; annual reports from the Governors and managing performance. For strategic planning to be effective, the involvement of school partners and stakeholders is vital. The main plan should be a single document connected with all the other strategic plans to form the SDP suggests Welsh Government (2014). On the other hand, Bell (2002) reports that strategic planning is purposeless in allowing schools to prepare for their future.

The SDP must be monitored, reviewed and updated yearly at a minimum or after an Estyn report implies Welsh Government (2014). Dunaway et al (2012) says that an SDP should be measured and targets should be modified based on the results from data provided. However, teachers are not observing the pupils' achievements to measure the impact correctly. Legislation (2014) suggests that a plan is effective for three years and the governing body must revise it yearly and after each inspection by His Majesty's Inspectorate for Education and Training in Wales, which follows regulation 6. If the SDP needs to be looked at, it needs to be within the date that the inspector states (Legislation, 2006).

New Curriculum and Assessment

An assessment is a connection between teaching and learning. It focuses on student knowledge and supporting them, instead of documenting their achievements reports Berry (2008). Yet Graue (1993 cited in Faulty & Savage, 2008) found a clear difference and says that teaching and assessment for learning should not be linked together, due to the time and the purpose of assessment.

Self-assessment allows learners to increase their independency, it empowers them to take control of their learning and to have a positive outlook on their work, reports Steyn & Kamper (2006). Wragg (2001) is of a different opinion that states self-assessment is difficult for younger pupils to complete and can destroy a pupil's confidence.

Ashenafi (2017) says that peer assessment allows pupils to monitor their progress and can highlight what their strengths and weaknesses are. It allows pupils to build on their collaborative skills which improves learning outcomes and increases participation. On the other hand, Railean (2020) expresses that peer assessment increases a pupils' workload and can divide opinion between students, which could be seen as bullying. Pupils can be of the

mindset that the teachers are being lazy because they are not marking the work, which is requirement of the teaching role.

Dylan Wiliam said in an interview with Education Scotland (2016) that educators and learners look at pupils achievements and can make any changes to the pupils learning if needed. It allows teachers to change their teaching strategies and work to ensure that the pupil's learning is back on track. Black & Wiliam (2009) observed a distinct difference, which is that within formative assessment the teacher may not discuss the learning outcome with the pupils; As they may not be working towards the outcome that has been set. An outcome may be suitable for one lesson of assessment but not the next.

Summative assessment is used to see what the pupils have learned. An example of this is exams. The use of the targets of summative assessment is to provide the pupils with an opportunity to demonstrate their ability to meet set targets. Teachers will need to work together on aspects of summative assessments to meet the requirements. For example; creation, delivery, and the marking system implies White & Delaney (2019). On the other hand, Dixon & Worrell (2016) states that summative assessments are time consuming for both teacher and pupil and it is tough to execute. Black et al (2011) suggests that the work that is created for summative assessment cannot be measured by reliability, due to the collaboration that is needed between teachers, and it is not helpful to pedagogy.

Donaldson (2015) expresses that the curriculum is direct pathway to personal, social and economic needs, it is framed in respect to the key skills, capacities or competencies and is an inclusive perspective to education. However, it can be difficult for teachers to enforce the curriculum with existing understandings of the previous curriculum states Taylor & Power (2020).

Developing an action plan

Self-Evaluation

The SDP shows that the school has evaluated each target and they have stated what they have performed well and what they need to improve on. This is agreed by The Welsh Government (2022) who states that self-evaluations highlights the school's strengths and areas of continued improvements. The plan shows what actions need to be taken for the desired targets to be met. Some targets are evaluated by a few members of staff and not by all employees and external bodies. Bera (2022) and Welsh Government (2022) are of different

opinions which claims that all members of staff can give their feedback on their practice and evaluate the targets.

For the 'New Curriculum and Assessment' target, the school has shown what strengths they have and what improvements needed to be completed. They have evaluated what needs to be continued and what needs to be developed further. Whilst evaluating, it is shown that the assessment procedures are not consistent or evident for different Areas of Learning and Experience (AoLE), as well as Maths and English. MacBeath (1999) suggests that schools who give evidence when self-evaluating will have trust invested in them. It is important to evidence the quality of the pupils work because it is a reliable source of self-evaluation. Actions on the SDP are taken by all staff but evaluating is completed by the Senior Leadership Team (SLT) and headteacher. Welsh Government (2022) states the SLT and headteacher should be supported to develop and improve on their targets. They are working with cluster schools to focus on the Curriculum for Wales (CfW) and AoLE progression.

Data Analysis

For the SDP, it shows that small attainable targets link together to meet a bigger objective. The school looks at data from the Governors that visit the classes to observe. The report does not show what other data they have received but looking at the research I have found the school can look at data from PISA results, statistics for the school and previous inspection reports to help with the SDP. Fullan (1996) and Fullan & Stiegelbaur (1991 cited in Schmoker, 2003) both express that data should be broken down to show that the results and progress of the school must be the focus. Data should be collected on how well teachers understand what the goals are and how they plan to achieve them. The school should look at several types of data to help them complete the plan, which is agreed by Schmoker (2003) who states that data should allow teachers to set and understand the goals that need to be achieved and to stay focussed on what needs to be improved. Schildkamp (2019) has also agreed that data can cover various areas for school improvement, for example, improvement of pupils, the classroom, and the whole school.

For the new curriculum and assessment target, the school can see what the Governors have reported and use that information, as well as data from the reading and spelling tests for this target. It would also provide the school with an opportunity to collect more data through the medium of independent testing. Schildkamp (2019) implies that schools should not act on improvements without having all the data first. As this is not an effective way to improve a pupil's performance. This target works alongside other targets on the plan to meet a bigger objective for the school. The SDP does not state what data they have used for this target, apart from the Governors notes. I would suggest that they use test results, PISA results and

Inspection Reports to imbed the assessment strategies in all AoLEs and embed more CfW in order to complete AfL strategies consistently. Schmoker (2003) suggests that teachers should have data that can be analysed which shows the best strategies for the pupil.

Involving Stakeholders

All stakeholders must participate in the decision making of the SDP directly. They cannot achieve any goals if they do not collaborate implies Ansell & Gash (2008). The SDP shows that the Governors have an involvement in deciding what the school's targets are. It explains what external agencies they use for training purposes and shows that they are involving the stakeholders, as well as the cluster schools within the area. The teachers are involved in making sure that they action the strategies in the classroom which will allow them to meet the target. The SDP does not take note of all stakeholders in the plan, but they could involve parents, pupils, and the community's local church. Brighouse & Woods (1999) reports that a stakeholder is a person who plays a part that makes the school a success. For example, pupils, teachers, support staff, headteachers and Governors.

The Governor is involved in looking at the strengths and weaknesses of the target. They highlight which strategies need to continue and what needs to be developed further. Paletta (2012) states a professional environment in a school is one that can allow for a strategic focus, even if any conflicts arise from stakeholders. The teachers are involved in ensuring that they are continuing to use and development of the AfL strategies and embed them within all AoLEs in the CfW. The high expectations for pupils and stakeholders increase the pressure for all targets to be achieved and the school to meet their expectations suggests Paletta (2012). The school has joined with their cluster schools in the area to plan which AfL strategies are going to go into the curriculum. AfL allows children to complete their work independently by understanding what they are learning and what their next steps must be. Parents are not written into this target, but they can be involved to provide extra support to their children. For example, to understand their next steps and how they move forward by using self, peer, and summative assessment.

Strategic Planning

For the SDP, the school mentions that they will investigate the policies and review them accordingly. They have also used an action plan where they state who is involved in certain targets and the time scale that they must complete the target by. The plan shows that they are focussing on successfully completing the targets by putting goals in the SDP that are achievable. The school has explained what the impact of each target is going to have on the plan. The SPD does not mention what opportunities they hope for the future, nor it does it show any alternative directions for strategies that could aid in the completion of the targets.

They can look at different directions to carry out those improvements and ensure that the result is effective (Chang 2008; Bush & Coleman 2000).

For the new curriculum and assessment target, the school have set different dates to complete the targets by and they have stated who will be monitoring the targets progress. In this case the SLT and headteacher are monitoring those targets; which is approved by Bush and Coleman (2000) who states that there is a suggested hierarchy where strategic planning is concerned in the long term. For example, the senior management team. However West-Burnham (1994) Earley (1998 both cited in Bush & Coleman, 2000) have found a clear difference which explains that everyone should be involved in strategic planning to solve problems and make decisions. The school have expressed the impact of these targets in relation to the pupil's independent learning. There are goals for each sub-target, which will be advantageous in successfully completing the overall objective. There are no alternative or new directions discussed in the SDP to help the team successfully reach the targets or opportunities in the future. The SDP is a strategic plan that looks at improvements for the school targets and should include how the school are looking at their national priority. For example, Maths and Literacy results, the poverty impact and attainment in education suggests Welsh Government (2016).

Measuring Impact

For the SDP, it is reviewed as whole every three years, but the individual targets are reviewed each term. This is in an agreement with Chang (2008) & Bush & Coleman (2000) who claim that the SDP is looked at daily, monthly, and yearly. They measure the impact of each goal by stating how they would reach the target and how they can provide evidence of the impact. It is vital for all members of staff to know what they are doing; it is by everyone working together that the strategies will have the biggest impact in improving the school (Welsh Government 2022; Donaldson (2018). When the school is organising the SDP, they must take note of its performance, they must look at what strategies are aiding the school in meeting the targets and what is deterring them. It is my belief that the school would look at data from test and inspections and change any targets and sub-targets appropriately. If they had an inspection, they would revise and change the SDP based on the inspection report.

For the target, each sub-target is looked at by the SLT and headteacher. OECD (2018) says that members of staff have discussions regarding whether the targets have had an impact on the independency of the pupil or if they need to change the direction of the plan. They have put how using AfL relates to the CfW and how pupils will be able to self and peer assess, as a way of increasing their independency. They measure the impact by how pupils develop their

own use of AfL strategies and it is possible the school will face challenges due to the impact of the CfW and AfL changes, with teaching and learning being purpose driven (Donaldson 2018).

Reflection and Evaluation

Looking at the SDP, all the targets meet with the school's ethos and vision, especially the religious target, as the concept of religion is evident throughout the school. Martin (2018) suggests that the vision and ethos of the school is one of the key purposes of its governance. However, Yoeli & Berkovich (2010) found a clear difference, they state the SLT does not separate their personal vision to that of the schools. This SDP shows the outcomes needed to improve the school and how their visions for pupils developing a love for learning is brought about; by allowing pupils to be creative through independent work and self-assessing. As religion is a big part of the school, there is involvement from the church, it is not however, put on the SDP. In regards to the stakeholders, the school has involved the SLT and Governors to create the outcomes to improve the school. However, the SDP does not express all the stakeholders' voices; for example, parents, teachers, and pupils. They should involve the opinion of these stakeholders as every voice should be heard in the SDP and their position on the matter can be gathered through data. Davies & Ellison (2003) confirms that there are many stakeholder groups that should be involved with the SDP. Yet, Tett et al (2003) argues that when stakeholders are collaborating, issues can arise. For example, different opinions when discussing what the SDP should look like. The SDP has identified areas that needed improving, these improvements are identified through an inspection of the school. The awareness of such issues can provide the school with an opportunity for self-improvement, which in turn will allow them to meet their targets. The plan is reviewed termly and yearly to look at the progress the school has made for each goal, which enables the stakeholders to discuss if the outcomes have been successfully implemented or what needs to be done further for them to meet the target.

Looking at the 'New Curriculum and Assessment' target, the school has made considerable progress with this target, in relation to the school's pillars of assessment and continuation of reading and spelling tests. The school is further developing their one-page tracker to show the pupil's progress and to work with the cluster of schools in their area, to collaborate a plan for assessing with the CFW. However, they need to bring in more recent strategies, for example, self and peer assessment and to develop AfL strategies across all AoLEs, as well as Language, Literacy and Communication (LLC), because the AfL concepts are not consistent nor evident in the plan. Donaldson (2015) reports that AfL is an important part of teaching and learning and it needs to be linked to the AoLEs. To improve these, the school could allow for

more time or chances for pupils to use AfL and incorporate them into the AoLEs. This will provide pupils with an opportunity to oversee their learning and become more independent with their work. The school has not fully covered on the SDP how they are going to continue to develop the CfW in the classroom. A way that they could complete this is by ensuring that the four purposes are contained within the main objective of the lessons and link it to the topic of that lesson. The Welsh Government (2017) states that CfW allows schools to design their own curriculum, which enable pupils to work towards the four purposes.

Conclusion

In this essay, I have investigated the school development process and explored the SDP with particular focus on the 'new curriculum and assessment' target. I have described the processes that go into creating an SPD, who is involved with the SDP and when it gets reviewed. I have explained how the SDP showed how it is focussed on children's independency in their work and how the SDP can be used to make improvements within the school. An SDP sets out the school's long-term vision and is key to progression within the school (Welsh Government (2014)). I have learnt that the school's target was to ensure the embedding of different AfL strategies in all areas of AoLEs. As well as continuing to use their 'pillars of assessment.' like reading and spelling tests. I have further described the role that the SLT played in creating and reviewing the target, which has allowed me to strengthen my knowledge of what a SLT does and how it is pursuing change within a school; in order to create a positive atmosphere to learn in. It has allowed me to see how I can encourage the pupils to work independently and allow them to find the next steps in their learning. Self-assessment allows learners to increase their independency and it empowers them to take control of their learning confirms Steyn & Kamper (2006). I can use the knowledge that I have gained from this essay to use effective AfL strategies and use them in all AoLEs. This essay links with the standard working with in-school colleagues because I have worked with colleagues to increase the experience for learners, whilst using AfL strategies and supporting formal leadership roles because whilst I am using AfL strategies, I am successfully contributing to the school's vision of implementing more of these types of assessment in a pupil's learning.

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