

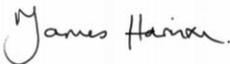
# BEACON HILL SCHOOL



## Strategic Three Year Plan

2015-18

Prepared September 2015

<b>Endorsement by Principal</b>	SIGNED.  NAME: JAMES HARRISON DATE: 24 <sup>th</sup> September 2015
<b>Endorsement by School Council</b>	SIGNED.  NAME: MALCOLM KEYS DATE: 24 <sup>th</sup> September 2015

## School Profile

<b>School context</b>	<p>Beacon Hill School, a member of the English Schools Foundation, was first established in 1967. It is a flourishing school serving the Kowloon area of Hong Kong.</p> <p>The school is situated on a small site, 7 storeys high. There are class sizes of 30 with 3 classes in each year band. The school has recently had some major renovations and is now equipped with an ICT suite, Drama Studio, Specialist Music and Art room, a well resourced Learning Centre and two multi-purpose rooms. The school has a Learning Support department that caters for students with moderate to severe needs in an inclusive environment.</p> <p>Standards at BHS are high. The curriculum offered is aligned to the philosophy of the Primary Years Programme of the International Baccalaureate Organisation and involves an inquiry-based, investigative style of teaching and learning. The teaching staff are well qualified, experienced and work closely with colleagues in the other ESF schools. Staff-student relationships are excellent and are based on a strong sense of mutual respect.</p>		
<b>Summary of relevant evaluation findings and/or recommendations</b>	<p>The major focus areas for the BHS Strategic Development Plan is drawn from:</p> <ul style="list-style-type: none"> <li>• ESF Strategic 3 Year Plan</li> <li>• IB PYP Evaluation Visit Report</li> <li>• CIS Accreditation Report</li> <li>• Maths Review</li> <li>• New Principal Review</li> <li>• LSC Review</li> </ul> <p>This is attached as an appendix.</p>		
<b>Planned evaluations and/or reviews</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
	CIS 5 Year Visit before Self Study		Host CIS 5 Year Evaluation Visit

## School Strategic Intent

Strategic Goals	Outcomes	Targets	Key Improvement Strategies
<b>A. Develop and support a culture of continuous professional development and improvement</b>	<b>1. Teaching and Learning</b> 1.1. Improved practice  <b>2. School Evaluation</b> 2.1. Process	<ul style="list-style-type: none"><li>• Classroom practice is enhanced and reflects current research and best practice</li> <li>• Improved evaluation processes (internal) so they are more streamlined</li></ul>	<ul style="list-style-type: none"><li>• To develop and improve knowledge and practice of educational pedagogy amongst the staff through more personalised PD, PLCs, TDOs and Performance Coaching</li><li>• CPD is aligned to targets from Professional Review and Development process</li><li>• To explore ways of streamlining our IB and CIS evaluation processes</li></ul>

<b>B. Develop and support approaches to teaching and learning that enable greater personalized learning for all</b>	<b>1. Assessment of/for Learning</b> 1.1 Improved tracking and use of student attainment data 1.2 Formative assessment more personalised for all learners 1.3 Improved reporting to Parents	<ul style="list-style-type: none"> <li>• Student progress over time is tracked via an online, centralised database.</li> <li>• Improved student performance due to better use being made of performance data (student writing, Maths)</li> <li>• More smaller group assessments with teachers are performed to document the students' learning journeys which in turn inform teaching</li> <li>• More varied forms of assessment are used to assess student progress and provide the next steps in learning.</li> <li>• Students have opportunities to demonstrate their knowledge in different ways.</li> <li>• To increase the Maths and English reporting frequency to parents</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a centralised database and tracking system</li> <li>• Give more targeted support to students following assessments</li> <li>• Increase opportunities for more 1:1 time between students and teachers</li> <li>• Implement more forms of formative assessment</li> <li>• To adapt our assessment processes to cater towards different learning styles</li> <li>• Identify what outcomes should be reported to parents at different times through the year</li> <li>• Set these reports up on the Gateway</li> </ul>
	<b>2. Teaching and Learning</b> 2.1 Personalised learning including improved model of inclusion for all including LOA 1 and 2, G&T 2.2 Curriculum strengthened 2.3 Resources	<ul style="list-style-type: none"> <li>• Greater personalised learning opportunities provided within the curriculum allowing students to improve in relation to their specific needs (including G&amp;T)</li> <li>• A balanced and well-managed curriculum is taught by classroom and single-subject teachers with identified links across all Uols</li> <li>• Teachers are able to easily identify and access teaching and learning resources for all areas of the curriculum</li> <li>• Improved use of HK resources to enhance the learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>• To identify ways in which we can provide opportunities for more personalised learning across the curriculum</li> <li>• To identify more opportunities for authentic links across Units of Inquiry</li> <li>• To catalogue, update and make all resources easily available and accessible</li> <li>• To make better use of resources available to us</li> </ul>

	<p><b>3. Home Learning and Communications</b></p> <p>3.1 Effective communications</p> <p>3.2 Home learning</p>	<ul style="list-style-type: none"> <li>• To enhance our home-school communications</li> <li>• Our Homework policy is revised to reflect the aims of the school</li> <li>• The parent community is better informed of our Homework expectations and support this through their actions</li> </ul>	<ul style="list-style-type: none"> <li>• To evaluate the efficiency of our communications</li> <li>• To evaluate the impact and effectiveness of our 'Homework' policy</li> <li>• To educate our parent body in terms of valuing the BHS homework philosophy and expectations</li> </ul>
	<p><b>4. Curriculum Development</b></p> <p>4.1 Differentiation</p> <p>4.2 Curriculum Planning</p>	<ul style="list-style-type: none"> <li>• Improved curriculum differentiation</li> <li>• Improved planning process</li> </ul>	<ul style="list-style-type: none"> <li>• To better meet the needs of all students</li> <li>• To make the planning process more efficient</li> </ul>

<b>C. To create environments where all learners can flourish</b>	<b>1. Student Welfare</b> 1.1. Behaviour 1.2. SEN 1.3. Awareness	<ul style="list-style-type: none"> <li>Improved student behaviour policies, systems and practice in place</li> <li>Improved provision for mainstream students (LoA 1 and 2)</li> <li>Improved awareness and sharing of 'home' circumstances to support students</li> </ul>	<ul style="list-style-type: none"> <li>To improve consistency in our approach to behaviour management</li> <li>To review provision for mainstream students (LOA 2) and develop a strategic plan for LOA 1 interventions.</li> <li>To have increased, shared knowledge of our students family life that will enable us to better support the students</li> </ul>
	<b>2. School Operations</b> 2.1. Effective and efficient management	<ul style="list-style-type: none"> <li>CIS and IB evaluations are successful</li> <li>School policies are updated and available to all stakeholders</li> <li>BHS follows all H&amp;S requirements to ensure the safety and well-being of all students</li> <li>Ordering and purchasing follows ESF procedure</li> </ul>	<ul style="list-style-type: none"> <li>CIS and IB Evaluation visits completed</li> <li>Review and development of school policies</li> <li>Continue health and safety improvements in line with ESF recommendations</li> <li>All staff are aware of, understand and follow the correct procedures</li> </ul>
	<b>3. Workforce</b> 3.1. Professional standards are known and understood 3.2. The staff team meets the needs of the school	<ul style="list-style-type: none"> <li>The ESF Professional Review and Development structure and process is aligned with our school-wide coaching model</li> <li>Decide on whether to extend the Teacher Librarian role beyond two years (from 2017 onwards, budget dependent)</li> </ul>	<ul style="list-style-type: none"> <li>Write a policy for Professional Review and Development at BHS and how this will include a flatter structure and use of the coaching model</li> <li>Monitor the effectiveness of the Teacher Librarian role and decide if this will need to be an ongoing position</li> <li>Explore possible solutions to improve the provision for mainstream SEN students (LoA 1 and 2)</li> </ul>
	<b>4. Governance</b> 4.1. Self-Evaluation 4.2. Transparency	<ul style="list-style-type: none"> <li>School Council measures progress</li> <li>Information is available for the wider community</li> <li>To have in place a procedure for identifying projects for the PTA to support financially</li> </ul>	<ul style="list-style-type: none"> <li>The School Council uses the Self-evaluation form to measure progress toward the School Mission</li> <li>Abridged versions of minutes from School Council meetings are available on the school website for the wider community</li> <li>School Council Chair includes termly updates in the School Newsletter</li> <li>Formulate an agreed process for identifying and selecting projects which the PTA support financially. Write and publish the policy with the stakeholders</li> </ul>

	<p><b>5. Buildings</b></p> <p>5.1. To ensure learning spaces meet the needs of our learners and teachers</p>	<ul style="list-style-type: none"> <li>• To have one PLC group research the field of 'learning spaces' for 21st century learners</li> <li>• Evaluate the research and make decision as to what changes would be required to make our classrooms more suitable for the style of learning and teaching required.</li> </ul>	<ul style="list-style-type: none"> <li>• PLC groups research different learning spaces and make evaluations / recommendations</li> <li>• Budget to ensure funding is available to finance any agreed buildings work in classrooms.</li> <li>• Evaluate the effectiveness of any changes.</li> </ul>
<p><b>Celebrations</b></p>	<p><b>1. Successful recognition and celebration of BHS 50th Anniversary</b></p>	<ul style="list-style-type: none"> <li>• To have a key event to mark the 50th anniversary</li> <li>• Contact alumni to contribute to the celebration</li> <li>• Connect with ESF 50th anniversary</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a team to plan for the celebration</li> <li>• Begin to plan what events will take place and when they will take place</li> <li>• Create an alumni Facebook site to begin to share the message and allow alumni to connect and share information / photos</li> <li>• Communicate with ESF, Island School and other relevant groups to ensure collaboration with any similar celebrations.</li> </ul>

### 3 Year Development Plan 2015-18: English

Subject Area: English			Coordinator: Emily Jeves, Charlotte Fennelly and Katrina Heywood			Line Manager: Rachael Dewhurst	
Priority Areas	Outcomes	Targets	Key Improvement Strategies	Actions Year 1 2015-2016	Actions Year 2 2016-2017	Actions Year 3 2017-2018	Achievement Milestones
<b>Assessment of and for learning</b>	Improved tracking and use of student attainment data	Student progress is consistently tracked through school agreed Reading and Writing assessments.	Support staff with the continued use of the school agreed reading and writing assessments.	-Assessment tools introduced to new staff and offered as a refresher to others. Consolidate use.	-Establish new tool for writing assessment.	-Review and amend assessment tools as needed.	Achievement criteria are identified and calendar for assessment is agreed and acted upon.
		Progress in Viewing and Presenting, Listening and Speaking is monitored and reported on regularly.	Ensure that year groups are aware of related objectives and are identifying when these will be taught and assessed.	-SMT with the support of the English team to monitor and support target setting and reporting to parents.	-Sharing of successful self-assessment tools and expectations reviewed if necessary.	-Consolidate good practise.	All English curriculum strands feature in end of unit and end of year reports. Evidence of progress in all areas in identifiable in student portfolios.
	Formative assessment more personalised for all learners	Improved student performance due to better use being made of performance data.	Students to be given opportunities to self-assess progress in all English strands.	-Introduce emphasis on reporting for these strands to year groups, encourage staff to include self-assessment tools.	-Review whether targets for Listening and Speaking, Viewing and Presenting should be shared with parents.	- Review possibilities for students of similar abilities to work together across year groups particularly with regards to G&T.	Self-assessment opportunities are commonplace throughout the year.
		Individual student targets are shared with parents.	Monitor target setting procedures and support teachers in this process.	-Update reading and writing target stickers as needed. Support year groups with sharing these with parents.	-Review practise and use of ESF work samples.	-Review and amend reporting objectives as necessary.	The parent community is aware of the learning targets of the students.
		Termly moderation within year groups of writing.		-Continue as in previous years with emphasis on target setting. Clarify expectations for Year 6.	-Look at effectiveness of reporting outcomes in informing parents of student progress and next steps.		Assessment leads to shared target setting with students as much as possible.

	Improved reporting to parents	English outcomes to be reported in December in addition to end of year report.	Groupings, resources and learning experiences are carefully chosen to meet the needs of the children.  Identify outcomes to be reported to parents at different times throughout the year.	-Contribute to ESF work samples.  -Review reporting outcomes in light of POI changes.			Planning and assessment of the English curriculum is differentiated. Evidence on teacher's planning.
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	<p>Personalised learning including improved model of inclusion for all.</p>	<p>Policies and essential agreements are published and reflect the needs of the students and school philosophy.</p> <p>High profile of all aspects of English Language is maintained amongst whole school community.</p>	<p>Opportunities for staff to share English CPD and professional readings</p> <p>Share policy documents as part of new staff induction. Review expectations for English at the start of each year. Refine policies as necessary.</p> <p>Whole school Book Week and competitions throughout the year. Contributions to school newsletter. English language section of the weekly updates for all year groups.</p> <p>Clear expectations about how to plan and support from SMT to ensure embedded curriculum is</p>	<p>groups to explore the writer's workshop approach.</p> <p>-Ensure that policies are available to all stakeholders and reviewed as needed.</p> <p>-Book week to include writing competition.</p> <p>-English expectations are shared again with all staff at the beginning of the year.</p> <p>-Continue monitoring resources and update as needed, including online reading program.</p> <p>-Complete whole school audit of home readers and complete colour banding of books.</p>	<p>-Continue to enhance resources.</p>		<p>A consistent approach to the teaching of English is evident in planning, reporting and student achievement.</p> <p>The teaching of all strands of the curriculum are evident on staff timetables.</p> <p>Evidence of raised awareness amongst the parent community of ways to help their children develop English skills.</p> <p>Planning is consistent across all year groups and shows</p>
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		<p>Authentic opportunities to embed the teaching of English objectives are identified in the units of inquiry.</p> <p>Through the explicit teaching of basic skills in English, students are enabled to have both choice and voice about how they inquire and the questions they pursue.</p>	<p>commonplace. Strong links made to the Information Literacy curriculum.</p>				<p>authentic and meaningful connections to student's inquiry.</p> <p>Student's inquiry shows evidence of voice and choice.</p> <p>A range of high quality materials are being used effectively by both student and teachers.</p>
	Resources for teachers and students.	Enhanced quality and variety of teacher and student resources to support the delivery of the English Scope and Sequence.	Resources are regularly monitored and updated.				
<b>Home Learning and Communications</b>	Effective communications	<p>Raised parent awareness of the English curriculum and strategies that they can use to support their children at home.</p> <p>Regular involvement of parents in resourcing and teaching of reading in school.</p>	<p>Maintain use of an informative reading journal that is used at home by students.</p> <p>English sections of the school newsletter and on year group updates.</p> <p>Run workshops for parents on</p>	<p>-Continue to share learning targets with parents on a regular basis.</p> <p>-Workshops for parents and other interested parties as need arises.</p> <p>-Explore opportunities to better use The Beacon to support the teaching of</p>	<p>-Workshops to continue.</p> <p>-Better develop role of parents in supporting the teaching of English at school.</p> <p>-Maintain successful methods of communication.</p>	<p>-Workshops to continue.</p> <p>-Maintain successful methods of communication.</p>	Evidence of raised awareness amongst the parent community of ways to help their children develop English skills.

	Home Learning	Homework policy, with particular reference to the home reading program, revised to reflect the aims of the school.	identified areas of need. Develop use of school website and The Beacon as a resource area for both students and parents.  Provide training to interested parents to enable them to better assist with helping with the teaching of reading in the library and classrooms.  Relevant expectations and essential agreements are reviewed as necessary.	English.  -Share relevant policy and agreements with parents via the school website.			Increased number of parents are involved in the teaching of reading across school.  Documentation reflects the needs and philosophy of the whole school community.
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### 3 Year Development Plan 2015 -18: Maths

Subject Area: Maths			Coordinator/s: Chloe Dale, Gabbe McKinnon, Colette Davies			Line Manager: Susan Chung	
Priority Areas	Outcomes	Targets	Key Improvement Strategies	Actions Year 1 2015 - 16	Actions Year 2 2016 - 17	Actions Year 3 2017 - 18	Achievement Milestones
<b>Assessment of/for Learning</b>	<b>Improved tracking and use of student attainment data</b>	<ol style="list-style-type: none"> <li><b>Student progress over time is tracked</b> consistent systematic use of trackers</li> <li><b>Improved student performance due to better use made of performance data</b></li> <li><b>Smaller group assessments</b> with teachers documented reflections to inform teaching by <b>providing next steps in learning.</b> Teachers continue to provide tools for students to reflect on their learning</li> <li><b>Students have opportunities to demonstrate their knowledge in different ways</b></li> <li>Moderation within year groups of rich tasks and pre/summative assessments</li> </ol>	<p>Teachers incorporate ongoing use of trackers into practice</p> <p>Shared understanding of importance of trackers /how they link to performance indicators on the ESF rubrics / scope and sequence</p> <p><b>More targeted support given to students following assessments</b></p> <p><b>More forms of formative assessment implemented</b> adapted to cater for different learning styles Professional dialogue around assessments in collaborative planning meetings</p>	<p>Yearly overviews reviewed to include report statements from trackers and performance indicators from ESF rubrics</p> <p>Ongoing use of trackers WITH dialogue around student progress and moderation linked to the outcomes</p> <p>Children identified who need experiences which will enable or extend them mathematically</p> <p>Pre and summative assessments, formative assessments and reflection tools documented on planning. Investigate different strategies for self-reflection / students consistently given time for reflection / 'I can' statements</p>	<p>Consolidate ongoing use of trackers</p> <p>Year Groups continue to arrange targeted support</p> <p>Consolidate - Documentation of how reflection happens in each year group through vertical sharing</p>	<p>Review use of trackers</p> <p>Review and amend</p> <p>Review and amend</p>	<p>Teachers have incorporated ongoing use of trackers into their practice to benefit teaching and learning</p> <p>Student improvement is indicated from performance data</p> <p>Adapted assessment processes catering towards different learning styles</p> <p>Students able to explain their reasoning and make sense of what they do mathematically, they are aware of their next steps in learning</p>
	<b>Formative assessment more personalised for all learners</b>						

	<b>Improved reporting to parents</b>	6. Maths outcomes to be reported in December in addition to end of year report	Identify outcomes to be reported to parents at different times throughout the year	Set up reports for December (outcomes to report on / letters to parents )	Review and amend	Review and amend	Reports received in December Raised parental awareness of the Maths curriculum
<b>Teaching &amp; Learning</b>	<b>Improved practice including differentiation</b>	<b>1. Classroom practice is enhanced and up-to-date</b> Weekly planning includes evidence of differentiation  <b>2. Greater personalised learning opportunities within the curriculum allowing students to improve in relation to their specific needs</b>  <b>3. A balanced and well-managed curriculum is taught with identified links to Maths across UOIs</b>  <b>4. Teachers are able to identify and access teaching and learning resources for</b>	Professional Development through CPD, PLCs, TDOs and Coaching to ensure that adequate opportunities are available for teaching staff to gain a better understanding of Maths teaching and learning in the PYP Opportunities to share recent Maths PD and readings  Identify more opportunities for authentic links with Maths to UOIs  Staff informed of resources on the Hub and contacts to network with	Conversations around rotations and alternatives allowing for differentiation  PD Becs – alternatives for rotations Chloe and Gabbe to attend PD on the ‘cognitive activation’ approach to teaching and learning Maths – Peter Sullivan (Mathematically rich tasks/differentiation) Share in PLF  Embed rich tasks into classroom practice (identifying opportunities for extension and support/enabling)  Maths team to review links to UOIs  Yearly overviews updated, common terminology used	Continued commitment from the school to provide teachers with CPD  Differentiation in mental and oral starters  Embed further rich tasks into practice from ESF hub  Embed into practice authentic links to UOIs  Maths team to work towards updating extended outcomes on yearly overviews to meet Teachers	Continued commitment from the school to provide teachers with CPD  Review  Vertical Sharing of Rich tasks  Review	Improved quality of the teaching and learning of Maths  Improved teacher knowledge and practice of rich tasks  Every child offered sufficient level of challenge  Students have greater knowledge of Maths in real life Increased motivation of Maths  All resources available and accessible
	<b>Personalised learning including improved model of inclusion</b>						
	<b>Curriculum Strengthened</b>						
	<b>Resources</b>						

		<p><b>Maths</b></p> <p><b>5. Events to raise the profile of Maths</b></p>	<p>Continued events to be planned for such as:          Maths Week/          World Maths Day/          Gecko Maths/          Festival Walk Y1          Maths/ Measures /          Competitions to be planned for</p>	<p>Maths team continue to meet weekly/fortnightly-feedback to staff information on new resources, ideas, opportunities for problem solving etc.          Raise teachers awareness of outcomes on Origo</p> <p>World Maths Day (Mathletics) for UNICEF October 12<sup>th</sup> and 13<sup>th</sup>          Y1 – Maths at Festival Walk?</p> <p>Gecko Maths – week of Christmas parties (Measures T3?)</p>	<p>needs</p> <p>Maths Week – linked to ICT</p>	<p>World Maths Day (Mathletics) for UNICEF</p>	
<p><b>Home Learning &amp; Communications</b></p>	<p><b>Effective communications</b></p> <p><b>Home Learning</b></p>	<p>1.To raise parents awareness of the Maths curriculum and strategies to support children at home</p> <p>2. Homework policy revised to reflect the aims of the school</p>	<p>Rolling Programme of Workshops for Parents</p> <p>Evaluate impact and effectiveness of homework</p>	<p>Repeat of workshops organised last year          Parents of Y1, Y3 and Y5          Focus on Learning through play /Number with games and mental strategies/ Number groups and problem solving          Supporting your child at home</p>	<p>Review of workshops</p> <p>Audit information to indicate when and what Maths homework is given to each year group</p>	<p>Amended workshops</p> <p>Address inconsistencies          Review and amend homework</p>	<p>Parents feel confident in their partnership with Beacon Hill and in supporting their children with their Maths learning at home</p> <p>Parents are aware of the role of Weekly updates, The Beacon and Mathletics in providing information about the Maths curriculum</p> <p>Consistency of Maths homework across school</p>

					And what Maths goes on weekly update Survey parents		
<b>Curriculum Development</b>	<b>Differentiation</b>  <b>Curriculum Planning</b>	<ol style="list-style-type: none"> <li><b>Improved differentiation in Maths</b></li> <li><b>Improved Maths planning</b></li> <li><b>Improved use of Maths resources to enhance the learning experience</b></li> </ol>	<p><b>To better meet the needs of students</b></p> <p><b>To make the planning process more efficient</b></p> <p><b>To make good use of available resources</b></p>	<p>Continued weekly collaborative planning sessions - documented on google drive - ensure sufficient curriculum time devoted to Maths (ESF agreement) Continue implementation of PYP planners, revising content as nec. Rich tasks embedded into practice Authentic links to UOIs</p> <p>Use of recently purchased literature with Marilyn Burns suggested ideas for lessons/ opportunities for rich tasks</p>	<p>Reflection and review of breadth and coverage of Maths curriculum</p> <p>Review how resources are being used / opportunities for rich tasks / authentic links to inquiry. Consolidate</p>		
<b>Student well being</b>	<p>Student Well-being: A foundation wide commitment to inclusive education</p> <ul style="list-style-type: none"> <li>A developed social and emotional curriculum</li> <li>Greater understanding of SEN processes and a consistent approach to classification of level of adjustment and service access</li> </ul> <p>A developed Gifted Education Strategy</p>	<ol style="list-style-type: none"> <li><b>To demonstrate a continued commitment to inclusive education</b></li> <li><b>To include appropriate differentiation for gifted and talented children as well as those needing additional learning support in Maths</b></li> </ol>	<p>Planning should show clear differentiation for children needing extending and enabling</p> <p>All teachers to develop an understanding of differentiation for Gifted and Talented and develop a bank of strategies (CPD Susan)</p>	<p>All teachers to develop an understanding of differentiation for Gifted and Talented and develop a bank of strategies (CPD Susan)</p>	<p>Maths team collaborate with teachers at Maths planning meetings to identify high achieving children and children needing additional support.</p> <p>Included evidence of differentiation on planning</p>		

### 3 Year Development Plan 2015-18: Mandarin

Subject Area: Mandarin			Coordinator: Lynn Xu			Line Manager: James Harrison	
Priority Areas	Outcomes	Targets	Key Improvement Strategies	Actions Year 1 2015-2016	Actions Year 2 2016-2017	Actions Year 3 2017-2018	Achievement Milestones
<b>Teaching and Learning</b>	Mandarin Curriculum Strengthened	To further develop, monitor and evaluate stand-alone units for Pathway Three in Year Four, Year Five and Year Six  To further develop, implement and evaluate links with UOI in all year levels	To share knowledge and understanding about the process of planning, implementation and assessment for stand-alone units  To identify opportunities for authentic links across Units of Inquiry for all year level	To evaluate existing links with UOI  To identify new links with UOI with all year level  To improve knowledge and understanding amongst the staff through CPDs and schools visits	To share knowledge and understanding of the existing stand-alone units with all members of the Mandarin department  To identify, develop and implement additional stand-alone units	To share good practice within the department as well as with other ESF schools	
<b>Teaching and Learning</b>	Resources for Mandarin	Teachers and EAs are able to easily identify and access teaching and learning resources for Mandarin  Students will have better access to learning resources both in school and at home.	To source, select and purchase and update resources for teaching and learning  To liaise with companies who provide online teaching and learning resources  To encourage students to make better use of the online learning resources	To liaise with publishers/vendors locally and in mainland China to purchase resources needed	To maintain and update accounts for online learning websites more efficiently	To set up an award system to encourage students to make better use of the online learning resources	
<b>Home Learning and Communications</b>	Effective Communications  Home Learning	Parents will have reasonable expectations of the Mandarin programme in BHS  The parent community is better informed of our homework and other related expectations and support this through their actions.	To evaluate the efficiency of our communications  To educate our parent body in terms of valuing the BHS homework philosophy and expectations	To complete the monthly update on the website and monitor feedback from parents  To include expectations of homework in the monthly update	To continue to provide and update the Beacon Mandarin page so that parents are kept informed of what the children are learning in class.	To evaluate the efficiency of the parent conferencing structure	

### 3 Year Development Plan 2015-18: Information Literacy

Subject Area: Information Literacy			Coordinator: Emily Jeves			Line Manager: Rachael Dewhurst	
Priority Areas	Outcomes	Targets	Key Improvement Strategies	Actions Year 1 2015-2016	Actions Year 2 2016-2017	Actions Year 3 2017-2018	Achievement Milestones
<b>Assessment of and for learning</b>	<p>Improved tracking and use of student attainment data</p> <p>Formative assessment more personalised for all learners</p>	<p>Identification of effective ways of tracking progress in Information Literacy.</p> <p>Improved student performance due to better use being made of performance data.</p> <p>Students are increasingly aware of what they need to do to improve in this subject and are encouraged to self-assess.</p>	<p>Ensure that year groups are aware of related objectives and are identifying when these will be taught and assessed.</p> <p>Students to be given opportunities to self-assess progress.</p> <p>Assessment leads to groupings, resources and learning experiences are carefully chosen to meet the needs of the children.</p>	<p>Identification of specific Information Literacy objectives to be taught and assessed during each unit.</p> <p>Beginnings of self-assessment by the children to track their skill development.</p> <p>Assessment as starting point to planning within inquiry.</p>	<p>Consolidate embedded planning.</p> <p>Consolidate self-assessment. Adapt ESF passport of skills if available at this time.</p> <p>Explore how learning objectives are reported on and how next steps are identified.</p>	<p>Review planning and amend expectations accordingly.</p> <p>Review and amend as necessary.</p> <p>Maintain accurate and timely reporting for Information Literacy.</p>	<p>Information Literacy objective are being explicitly assessed. Evidence in summative, formative tasks and end of unit reports.</p> <p>Self-assessment opportunities are commonplace throughout the year.</p> <p>Planning and assessment of the Information Literacy curriculum is differentiated. Evidence on teacher's planning.</p>

<p><b>Teaching and Learning</b></p> <p><b>Curriculum development</b></p>	<p>Improved practice including differentiation</p> <p>Curriculum strengthened</p> <p>Curriculum planning</p>	<p>Classroom practice is enhanced and up-to-date: Scope and sequence outcomes are planned for and differentiated to account for the needs of all students.</p> <p>Enhanced understanding and confidence in teaching the Information Literacy curriculum in teaching staff.</p>	<p>Staff are supported in planning for all areas of the Information Literacy curriculum by the PYP coordinator.</p> <p>Teacher librarian to work with each year group on developing a high quality, meaningful Information literacy program.</p> <p>Language and skills of the Information Literacy cycle are shared across year groups.</p> <p>By enhancing the student's Information Literacy skill set to enable them to undertake more personalised inquiry.</p> <p>Groupings, resources and learning experiences are carefully chosen to meet the needs of the children.</p>	<p>SMT to monitor and support use of Scope and Sequence in planning.</p> <p>Staff given time to add objectives to yearly overviews.</p> <p>Teacher Librarian to explicitly teach locate and select skills for first 7 weeks then move on to spend two units with each year group across the year.</p> <p>Cycle is shared across school and Teacher Librarian to refer to this explicitly in sessions.</p> <p>Look for opportunities for one unit per year group which is more focused on personal inquiry. Teacher Librarian to support this.</p> <p>Ensure that the Information Literacy curriculum is differentiated.</p>	<p>Continue to monitor planning and assessment.</p> <p>Consolidate</p> <p>Teacher librarian role to be reviewed. Information literacy skills teaching to be made sustainable.</p> <p>Consolidate</p> <p>Expand on opportunities for personalised learning.</p> <p>Consolidate and focus on needs of G&amp;T students.</p>	<p>Continue to monitor planning and assessment</p> <p>Review effectiveness of planning.</p> <p>Approach to teaching of Information Literacy to be amended following review of the Teacher Librarian post.</p> <p>Review</p> <p>Review</p> <p>Review</p>	<p>Scope and sequence objectives are identified on the planners and English yearly overviews.</p> <p>Differentiation is shown on teacher's weekly planners.</p> <p>Profile of Information Literacy is raised across school community.</p> <p>Increase in personalised learning opportunities.</p> <p>Information Literacy cycle is displayed in all classrooms and used.</p> <p>CPD opportunities are taken by staff and shared.</p> <p>Improvement in achievement in students with the majority working within or above expected phase.</p> <p>Planning shows authentic and meaningful connections to student's inquiry.</p> <p>A range of high quality materials are being used effectively by both student and teachers.</p>
	<p>Personalised learning including improved model of inclusion for all.</p>	<p>Authentic opportunities to embed the teaching of Information Literacy objectives are identified in the units of inquiry.</p>	<p>Enhanced quality and variety of teacher and student resources to support the delivery of the Information Literacy Scope and Sequence.</p>	<p>Information Literacy cycle are shared across year groups.</p>	<p>Consolidate</p>	<p>Review</p>	<p>Information Literacy cycle is displayed in all classrooms and used.</p>
	<p>Resources for teachers and students.</p>	<p>Enhanced quality and variety of teacher and student resources to support the delivery of the Information Literacy Scope and Sequence.</p>	<p>Enhanced quality and variety of teacher and student resources to support the delivery of the Information Literacy Scope and Sequence.</p>	<p>Information Literacy cycle are shared across year groups.</p>	<p>Expand on opportunities for personalised learning.</p>	<p>Review</p>	<p>Improvement in achievement in students with the majority working within or above expected phase.</p>

			<p>In school opportunities for PD for teachers and EAs.</p> <p>Opportunities for sharing of good practise across school and amongst ESF colleagues.</p> <p>Opportunities for staff to share relevant CPD and professional readings.</p> <p>Links made to the English and Digital Literacy/ Learning technology curriculums and overlaps accounted for.</p> <p>Resources are regularly monitored and updated.</p>	<p>Making links with other schools regarding their teaching of Info Lit. Join ESF group and ALESS.</p> <p>Find relevant PD for all staff.</p> <p>Maintaining a collection of useful, high quality teacher and student resources, including online databases.</p>	<p>Staff meeting and PLF timetabled if needs are evident.</p> <p>Continue</p> <p>Continue</p> <p>Continue</p> <p>Review and update where necessary</p>	<p>Continue</p> <p>Continue</p> <p>Continue</p> <p>Review and update where necessary</p>	
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<p><b>Home Learning and Communications</b></p>	<p>Effective communications</p>	<p>Raised parent awareness of the Information Literacy curriculum, particularly with regards to Library.</p>	<p>Section of the school newsletter and year group updates.</p> <p>Explore options for including Library and Information Literacy on school website and The Beacon.</p> <p>Encourage more parental and wider school community involvement in the library.</p>	<p>Regular contributions to school newsletter and possible web page for library news.</p> <p>Development of multilingual collection.</p> <p>Explore opportunities for parent readers to come in to share stories at lunch times.</p>	<p>Maintain high quality home school communication.</p> <p>Maintain collection.</p> <p>Review and continue if working.</p>	<p>Maintain high quality home school communication.</p> <p>Maintain collection.</p> <p>Continue</p>	<p>Evidence of raised awareness amongst the parent community of what Information Literacy is and how it benefits their children.</p> <p>More parents using resources from and helping in the library.</p> <p>As below</p>
<p><b>Library</b></p>	<p>The development of this learning space will contribute positively to many of the school's priority areas, principally curriculum development.</p>	<p>Library is seen by the whole school community as a place to create, communicate and connect.</p> <p>Staff and students are encouraged to foster a love of reading literature.</p> <p>Enhanced quality of resources to support the delivery of the PYP curriculum at school.</p>	<p>Teacher Librarian post to raise profile of the library amongst all stakeholders.</p> <p>Through teaching of Information Literacy students are enabled to access and use information independently.</p>	<p>Explicit teaching of borrowing and locating skills to enable students to use the library throughout the day.</p> <p>Update catalogue as needed throughout the year to reflect curriculum needs and children's interests.</p> <p>More student centred signposts to guide locating.</p>	<p>Consolidate</p> <p>Maintain collection.</p> <p>Keep focus on the student being able to use the library independently.</p>	<p>Review and amend if necessary.</p> <p>Maintain collection</p> <p>Review.</p>	<p>Students and teachers are able to locate books and information independently.</p> <p>Library catalogue contains material to interest and entertain. It is updated and enhanced regularly. The collection is reflective of the school community.</p> <p>Parents are able to access school library and borrow.</p>

		<p>The library catalogue represents who and where we are as a school.</p>	<p>Library catalogue is well resourced and managed.</p> <p>Ensure job description for Library Assistant is shared in school.</p>	<p>Develop multilingual book collection.</p> <p>Develop a collection for parents.</p> <p>Establish a more flexible timetable for class use and small groups.</p> <p>Share library assistant job description.</p> <p>Set up library monitors program with Year 5 students.</p> <p>Establish the library as a classroom in terms of resources/ environment and child centred displays.</p>	<p>Maintain collection.</p> <p>As above.</p> <p>Consolidate</p> <p>Review and amend job description as necessary.</p> <p>Continue</p> <p>Consolidate</p>	<p>Review use and develop ways to increase this if necessary.</p> <p>Review</p> <p>Review and amend job description as necessary</p> <p>Continue to involve students in the maintenance of the library.</p> <p>Review</p>	<p>Students can access the library throughout the day for their own enjoyment and to further inquiries.</p> <p>Students and teachers can find resources in the library to help them organise their thinking and guide their inquiry.</p>
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### 3 Year Development Plan 2015-18: Learning Technology

Subject Area: Learning Technology			Coordinator: Stu Lowe			Line Manager: Chad Pheasant	
Priority Areas	Outcomes	Targets	Key Improvement Strategies	Actions Year 1 2015-2016	Actions Year 2 2016-2017	Actions Year 3 2017-2018	Achievement Milestones
<b>Teaching &amp; Learning / Curriculum Development</b>	To publish an E-safety Programme for BHS	<p>To evaluate the effectiveness of our E-safety Programme, identifying progression across the Year groups</p> <p>To produce an E-Safety Programme for Beacon Hill School and share it with staff, parents and students</p> <p>To evaluate the effectiveness of the teaching of the E-safety Programme at BHS</p> <p>To revise our Responsible Use Policy, in line with ESF policy and include this in our E-safety programme</p>	<p>A greater awareness of e-safety across the school community</p> <p>Sharing with parents through parent information evening</p>	<p>Evaluate the e-safety curriculum at BHS</p> <p>Identify gaps in current provision</p> <p>Produce a draft of the programme and present to staff</p> <p>Adopt e-safety programme for school in 2016-17</p>	<p>Present E-safety Programme to parents and students in term 1</p> <p>Adoption of E-safety Programme in teaching, both in LT lessons and in class lessons</p>	Evaluate effectiveness of E-safety programme and revise where necessary	E-safety Programme is adopted, being taught, and has been shared with our school community
<b>Teaching &amp; Learning / Curriculum Development</b>	To ensure our Learning Technology curriculum is meeting the needs of our students	<p>To evaluate the effectiveness of our Learning Technology curriculum to ensure full coverage of our LT Scope and Sequence document, published by ESF</p> <p>To document the teaching in all areas in Learning Technology, both by specialist teacher and class teachers, alongside the PYP programme</p>	<p>To have a clear documented Learning Technologies curriculum that clearly sets out where and when aspects are taught to our students</p>	<p>Using expertise of ESF embedded advisor, ensure that our LT curriculum fills gaps, previously identified, in the ESF LT Scope and Sequence</p> <p>Map curriculum across the school</p>	<p>Produce document for BHS that identifies LT curriculum expectation for specialist and class teachers, ensuring support and coverage in our PYP curriculum</p> <p>Review effectiveness of our programme</p>	Revise curriculum according to review carried out in previous year	Lt curriculum clearly states specialist focus, class teacher focus and alignment within our school Pol
<b>Teaching &amp; Learning / Curriculum Development</b>	To develop the teaching of coding at BHS in line with our above target	To develop a curriculum that includes coding, with clear expectations across year groups	<p>A greater awareness of coding opportunities in our curriculum</p> <p>The teaching of coding is clearly mapped across Year groups</p> <p>Our coding programme is shared with students, staff and parents</p>	<p>Develop the coverage of coding in our LT curriculum, in line with the ESF LT Scope &amp; Sequence</p> <p>How we teach coding is shared with staff and parents</p>	Coding is taught effectively within the curriculum at BHS	Continual reviewing of coding curriculum	Coding is included in our teaching and learning curriculum clearly and effectively

<p><b>Assessment of/for Learning</b></p>	<p>To develop assessment opportunities in LT and report on them to parents</p>	<p>To successfully identify aspects of the LT curriculum that will be assessed and reported on by specialist teacher and class teachers</p> <p>To include any changes necessary in our reporting to parents</p> <p>To share expectations with all stakeholders in our school community</p>	<p>To clearly identify expectations for reporting to parents</p> <p>To improve the reporting of the LT skills of our students to parents</p>	<p>Review aspects of LT curriculum included in our UoI reporting rubrics</p> <p>To identify aspects of LT curriculum that will be reported on by the specialist teachers</p> <p>To develop a reporting process for LT</p> <p>To share this process with our school community</p>	<p>Reporting of LT includes the process developed in Year 1</p>	<p>Ongoing review of LT reporting to parents</p>	<p>Clear reporting process for LT is developed, presented to staff, parents and students</p> <p>End of Year reports to parents include agreed LT reporting process</p>
<p><b>Teaching &amp; Learning</b></p>	<p>To develop the hardware within the school to meet the needs of the curriculum, our students and staff</p>	<p>To review existing hardware and to plan a rolling programme to update and renew, making sure that we are keeping abreast of the ever changing world of technology to the best of our abilities</p>	<p>Keeping abreast of the ever changing world of technology hardware and examining the implications for BHS students and staff</p>	<p>Plan a 3 year plan to update, replace and renew our technology hardware for students and staff</p>	<p>To continue to keep abreast of advancements on LT hardware and to plan for future growth</p>	<p>To continue to keep abreast of advancements on LT hardware and to plan for future growth</p>	<p>LT hardware meets the needs of our students</p> <p>Lt hardware meets the needs of our staff</p>
<p><b>Home Learning &amp; Communications</b></p>	<p>To continue to enhance our communications</p>	<p>To enhance our home-school communications</p>	<p>To continually evaluate and improve our home-school communications</p>	<p>Review our parents' views on the recent improvements we have made in our home-school communications</p> <p>Evaluate, in line with parents' views, our home-school communications strategy, including our website, app and use of Gateway for reporting purposes</p> <p>To identify any changes that need to be made and put these in place</p>	<p>Evaluate our home-school communications strategy, including our website, app and use of Gateway for reporting purposes</p> <p>To identify any changes that need to be made and put these in place</p>	<p>Evaluate our home-school communications strategy, including our website, app and use of Gateway for reporting purposes</p> <p>To identify any changes that need to be made and put these in place</p>	<p>Parent satisfaction with home-school communication improves</p>

### 3 Year Development Plan 2015-18: Science and Social Studies

Subject Area: Science and Social Studies			Coordinator: Rachael Dewhurst			Line Manager: James Harrison	
Priority Areas	Outcomes	Targets	Key Improvement Strategies	Actions Year 1 2015-2016	Actions Year 2 2016-2017	Actions Year 3 2017-2018	Achievement Milestones
<b>Assessment of/for Learning</b>	Improved use of science and social studies outcomes in formative and summative assessments	<ol style="list-style-type: none"> <li>1. Student progress against specific outcomes is evidenced</li> <li>2. Student progress against specific outcomes is reported on</li> </ol>	<p>Teachers incorporate Science Learning Skills &amp; Social Studies progression document into planning, learning and teaching</p> <p>Necessary skills to be assessed are identified in the planning process and reported against on Unit of Inquiry reports</p>	Identify the Science skills and processes to be assessed and reported on in units of inquiry.	<p>Review and determine gaps in assessing Science</p> <p>Identify the Social Studies skills and processes to be assessed and reported on in units of inquiry</p>	<p>Review and determine gabs in assessing Social Studies</p> <p>Incorporate areas in need of development as determined by previous years identified gaps.</p>	
<b>Teaching and Learning</b>	<p>Improved practice to include differentiation</p> <p>Personalised learning catered for</p> <p>Resources</p>	<ol style="list-style-type: none"> <li>1. Classroom practice is enhanced and up-to-date</li> <li>2. Planning includes Science and social Studies outcomes for learning e.g. big ideas as well as skills and processes</li> <li>3. Greater personalised learning opportunities within the curriculum allowing students to improve in relation to their specific needs</li> <li>4. Teachers are able to access teaching and learning resources for Science and Social Studies</li> </ol>	<p>CPD for teachers about teaching for understanding</p> <p>Focus on planning phase of units of inquiry to allow opportunities for teaching staff to gain a better understanding of teaching Science and Social Studies</p> <p>Identify opportunities in units of inquiry for students to take more control over their learning</p> <p>Staff presented with new resources for Science and Social Studies</p>	<p>Revisit Scientific Inquiry Process</p> <p>Identify in one unit of inquiry per year group a place where children can take part in personalised learning</p> <p>Examine POI and existing resources. Identify needs and purchase new and supplementary resources</p>	<p>Review previous year's opportunities for personalised learning one unit of inquiry. Examine other units that personalised learning could take place in.</p>	<p>Sharing of personalised learning experiences in both Science and Social Studies.</p> <p>All resources available and accessible</p>	

<p><b>Home Learning and Communications</b></p>	<p>Effective Communication about Science and Social Studies</p> <p>Home Learning</p>	<p>Raise parents awareness of the Science e and Social Studies curriculum and ways to support learning at home</p> <p>Revised homework policy to reflect aims of the school</p>	<p>Parent Information Evenings/Workshops</p> <p>Unit of Inquiry Overviews</p>	<p>Conduct a parent workshop about transdisciplinary learning</p> <p>Begin to send out Unit of Inquiry overviews.</p> <p>Regular newsletter items</p> <p>Focus inquiry overviews on ways parents can help their children at home</p>	<p>Regular newsletter items</p> <p>Review effectiveness of unit of inquiry overviews</p> <p>Audit of homework specific to Science and Social Studies</p>	<p>Regular newsletter items</p> <p>Review and amend homework when or if necessary</p>	
<p><b>Curriculum Development</b></p>	<p>Curriculum for Science and Social Studies complete</p>	<p>Introduction and regular use of Science and Social Studies Skills and Progression documents.</p> <p>Curriculum mapped and a balanced articulation of vertical and horizontal curriculum is evident.</p> <p>A balanced and well managed curriculum is developed with clear and identifiable links to all units of inquiry</p>	<p>Introduce Science Skills and Progression document to staff and embed outcomes into units of inquiry</p> <p>Take part in ESF wide group to help develop Social Studies Skills and Progression document</p> <p>Development of Social Studies Skills and progression document</p>	<p>Use Social Studies skills and progression document.</p> <p>Consolidate use of Science Skills and Progression documents.</p>	<p>Identify any gaps in coverage of Science strands</p> <p>Introduce Social Studies Skills and Progression document to staff and embed outcomes into units of inquiry</p>	<p>Review Science Skills and Progression document.</p> <p>Identify gaps in coverage of Social Studies strands</p>	
<p><b>Student Well Being</b></p>	<p>Commitment to inclusive education</p> <p>Greater understanding fo ways to cater for gifted and talented provision across the areas of Science and Social Studies</p> <p>Improved intercultural understanding</p>	<p>Demonstration of commitment to inclusive education.</p> <p>Inclusion of appropriate differentiation for children in need of support at both ends of the scale</p> <p>Focused work of Student Council to help raise awareness of the world around us</p>	<p>Planning to show clear differentiation for students in need.</p> <p>Student Council work on raising awareness of intercultural understanding</p>	<p>Work in conjunction with G &amp; T coordinator to develop range of strategies and resources to support learning</p>	<p>Embed a range of strategies to support learning at both ends of the spectrum.</p> <p>Consolidate the work of the Student Council</p> <p>Develop further to include new understandings learned in previous year</p>	<p>Review of the support provided for students with different needs</p> <p>Review the work of the Student Council from previous 2 years.</p>	

### 3 Year Development Plan 2015-18: SEN

Subject Area: SEN			Coordinator: Belinda McLaughlin			Line Manager: James Harrison	
Priority Areas	Outcomes	Targets	Key Improvement Strategies	Actions Year 1 2015-2016	Actions Year 2 2016-2017	Actions Year 3 2017-2018	Achievement Milestones
<b>Student welfare</b>	<i>Behaviour</i>	<i>Improved student behaviour policies, systems and practice in place</i>	<i>To improve consistency in our approach to behaviour management</i>	<i>To support the school wide review of behavioural systems with information</i>	<i>To support the school wide review of behavioural systems with information</i>	<i>To review school wide behaviour systems and practices</i>	
<b>Student welfare</b>	SEN	<i>Improved provision for mainstream students (1/2)</i>	<i>To review provision for mainstream students (LOA 2) and develop a strategic plan for LOA 1 interventions</i>	<i>SEN dept to maintain an SEN register for students at LOA 1 and 2 including data input and collection on the ESF gateway. All staff to be aware of gateway systems for referring a student or obtaining information for students on the SEN register. Review SSP for students at</i>	<i>Review communication and feedback for parents at LOA 2  Implement model including the implementation of school wide standardised assessment data for all students at LOA 1/2  Consider staffing implications for implementation of reviewed provisions</i>	<i>Review strategic plan and provision for students at LOA 1 and 2.  Work with SEN advisors from ESFC to develop criteria for best practice at LOA 1/2.  Reflect upon SEN staff training opportunities</i>	

LOA 2

*Develop a plan for staff training on SEN skills and strategies*

*Professional learning community for SEN provision to develop a model for SEN provision at LOA 1*

*Confirm standardised assessment data for LOA 1 selection across ESF dimensions of schooling*

*ESF levels of adjustment documentation to be shared with all school staff*

*Implement SEN staff training (in house, ESFC and outside agencies)*

<p><b>Student welfare</b></p>	<p>Awareness</p>	<p>Improved awareness and sharing of home circumstances to support students</p> <p>LSC students participate in extracurricular activities provided by the school *</p> <p>The pastoral programme (in particular for students with behaviour, social and emotional needs) in place is effective *</p>	<p>To have increased shared knowledge of our students' family life to enable us to better support the students.</p>	<p>To develop systems for parents to share important information regarding home circumstances to enable us to better support students in school.</p> <p>Offering parent workshops to support home/family relationships</p> <p>SEN department to offer ACA's which support learning styles of SEN students. This will also include parent participation.</p>	<p>Review SEN ACA's including feedback from parents</p>		
<p><b>Curriculum development/ Teaching and Learning</b></p>	<p>Differentiation</p>	<p>Improved curriculum and practice including differentiation</p> <p>Teaching takes full</p>	<p>To better meet the needs of all students</p>	<p>All staff to be aware of the PMP differentiation prompt sheets to be used for whole class or individual</p>	<p>PMP differentiation prompt sheets to be used for collaborative and individual planning</p>	<p>Review differentiation practice school wide</p>	

		account of information and targets in individual education plans and statements. *		<p>planning</p> <p>Develop a strategic plan to support Specialists teachers with differentiation including staff training and support from ESFC</p> <p>SEN department to develop supporting documents for parents to support the Unit overviews when additional differentiation is required. Share with parents.</p> <p>All staff to be informed of how to access ESF gateway for SEN purposes</p>	<p>sessions for all staff.</p> <p>Continue with Specialists strategic plan for differentiation</p> <p>Review use of individual supporting documents for unit overviews.</p>	<p>Review Specialist strategic plan for differentiation</p> <p>Review all procedures for improved differentiation</p>	
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### 3 Year Development Plan 2015-18: PSE

Subject Area: PSE			Coordinator: Rachael Dewhurst			Line Manager: James Harrison	
Priority Areas	Outcomes	Targets	Key Improvement Strategies	Actions Year 1 2015-2016	Actions Year 2 2016-2017	Actions Year 3 2017-2018	Achievement Milestones
<b>Assessment of and for Learning</b>	Clear reference to Scope and Sequence Outcomes when assessing and reporting strands of identity and interactions	1. Student progress against specific outcomes is referenced and reported on	Teachers reference outcomes from the PSE scope and sequence document and identify specific outcomes to be reported on	Review current practice  Determine where improvements can be made by auditing current practice	Implement plan of improvement from audit completed in the previous year	Consolidate plans in place from previous year	
<b>Teaching and Learning</b>	Improved teaching and learning of the PSE strands identity and interactions	5. Classroom practice is enhanced and up-to-date 6. Planning for PSE includes strands of Identity and Interactions 7. Teachers are able to access teaching and learning resources for Science and Social Studies	PSE curriculum mapped vertically and horizontally  Focus on planning to include PSE scope and Sequence as well as MindUP concepts	Review current practice of teaching PSE strands. Audit strengths and areas of development  Complete audit of MindUP practice concepts embedded into teaching and learning  Research current up-to-date practice about positive education	Implement plans based around previous years audit, specifically in relation to positive education	Consolidate plans in place from previous year	
<b>Home Learning and Communications</b>	Effective communication about the PSE curriculum at BHS	1. Raise awareness of how PSE is taught at BHS.	Improve focus of PSE in home learning.  Offer a range of parent workshops for parents  Identify further avenues to improve communication	Include PSE element in unit of inquiry overviews in home learning section  Inclusions in school newsletter  Parent information evenings	Audit usefulness of communication plan from previous year  Amend where necessary	Consolidate new plans Made based on audit from previous year	
<b>Curriculum Development</b>				Continue to review MIndUp curriculum and map to current units of inquiry			

<p><b>Curriculum Development</b></p>	<p>Improved focus on use of PSE scope and sequence documents</p>	<p>1. All teachers have clear understanding of PSE strands, MindUP concepts and Approaches to learning</p>	<p>Emphasis of referencing of PSE strand outcomes in unit of inquiry planners</p> <p>Mapping of approaches to learning to specific PSE outcomes</p> <p>Alignment of MindUP concepts to PSE scope and sequence</p>	<p>Map current practice of Strands to Programme of Inquiry and Units of Inquiry</p> <p>Align MindUP concepts to PSE documents</p> <p>Align Approaches to Learning to PSE documentsd</p>	<p>Introduce consolidated mapping document to teams</p>	<p>Review use of previous years mapping document</p>	
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### 3 Year Development Plan 2015-18: Gifted and Talented

Subject Area: Gifted & Talented			Coordinator: Susan Chung			Line Manager: James Harrison	
Priority Areas	Outcomes	Targets	Key Improvement Strategies	Actions Year 1 2015-2016	Actions Year 2 2016-2017	Actions Year 3 2017-2018	Achievement Milestones
A. <b>Develop and support a culture of continuous professional development and improvement</b>	<b>1. Teaching and Learning</b> 1.1. Improved practice	Classroom practice is enhanced and reflects current research and best practice	To develop and improve knowledge and practice of educational pedagogy amongst the staff through more personalised PD, PLCs, TDOs and Performance Coaching  CPD is aligned to targets from Professional Review and Development process	To seek professional development opportunities in Gifted Education  SC to attend PD provided by Hong Kong Academy for Gifted Education to assess quality. Open this up to all staff.  To develop teacher's strategies for catering for G & T learners	Continue to develop teacher's strategies for catering for G & T learners	Review G & T strategies	
	B. <b>Develop and support approaches to teaching and learning that enable greater personalization</b>	<b>5. Assessment of/for Learning</b> 1.4 Improved tracking and use of student attainment data  1.5 Formative assessment more personalised for all learners	Student progress over time is tracked via an online, centralised database.  Improved student performance due to better use being made of performance data (student writing, Maths)	Develop a centralised database and tracking system  Give more targeted support to students following assessments  To adapt our assessment	To develop a system for tracking G & T learners' progress over time.  To develop a system for identifying specific individual	To implement a system for tracking G & T learners' progress over time.  To implement a system for identifying specific individual programming	To review the system for tracking G & T learners' progress over time.  To review the system for identifying specific individual programming

<p><b>ed learning for all</b></p>	<p><b>6. Teaching and Learning</b>          6.1 Personalised learning including improved model of inclusion for all including LOA 1 and 2, G&amp;T          6.2 Resources</p>	<p>Students have opportunities to demonstrate their knowledge in different ways.</p> <p>Greater personalised learning opportunities provided within the curriculum allowing students to improve in relation to their specific needs (including G&amp;T)</p> <p>Teachers are able to easily identify and access teaching and learning resources for all areas of the curriculum</p>	<p>processes to cater towards different learning styles</p> <p>To identify ways in which we can provide opportunities for more personalised learning across the curriculum</p>	<p>programming needed for G &amp; T students</p> <p>To lead PD in the use of varied methods for assessing and teaching G &amp; T learners and allowing opportunities for them to play to their strengths.</p>	<p>needed for G &amp; T students</p> <p>To lead PD in the use of varied methods for assessing and teaching G &amp; T learners and allowing opportunities for them to play to their strengths.</p>	<p>needed for G &amp; T students</p> <p>To lead PD in the use of varied methods for assessing and teaching G &amp; T learners and allowing opportunities for them to play to their strengths.</p>	
<p><b>c. To create environments where all learners can flourish</b></p>	<p><b>2. Student Welfare</b>          2.1. G &amp; T</p>	<p>G &amp; T policies, systems and practice in place          Improved provision for G &amp; T students          School policies are updated and available to all stakeholders</p>	<p>To improve consistency in our approach to identification of G &amp; T students</p> <p>To review provision for G &amp; T students and develop a strategic plan for interventions.</p>	<p>To implement a BHS Gifted &amp; Talented Policy</p>	<p>To consolidate practices.</p>	<p>To review G &amp; T policy and practices.</p>	

### 3 Year Development Plan 2015-18: Sustainable Development

Subject Area: Sustainable Development			Coordinator: Susan King			Line Manager: James Harrison	
Priority Areas	Outcomes	Targets	Key Improvement Strategies	Actions Year 1 2015-2016	Actions Year 2 2016-2017	Actions Year 3 2017-2018	Achievement Milestones
<b>Teaching &amp; Learning</b> To educate the school community about the importance of environmental sustainability by reducing packaging waste.	A reduction in the amount of packaging waste brought to school by staff and students.	Enhanced understanding by staff, students and parents about how and why to reduce the amount of packaging used.	Increased input from all staff to participate in educating students. assemblies Frequent newsletters to parents. Assemblies led by SK/Green Team.	~Implement Fruity Friday to reduce amount of packaging brought into school. ~Collect and compare waste packaging each term to visually show children amount of waste. ~Reminders in newsletters to parents and during assemblies.	~Continue to monitor amount of waste being brought to school.	~Ensure that amount of packaging waste brought into school remains low.	
<b>Teaching &amp; Learning</b> To implement a more efficient recycling scheme for plastics, paper and metal.	A reduction in the amount of waste sent to landfill produced by the school.	To ensure that all classes are reusing recycling paper. To ensure that items that are recyclable are put in the school's recycling bins.	To educate school community about recyclable items. Frequent newsletters to parents. Assemblies led by SK/Green Team.	~Ensure that all classes reuse and recycle paper. ~Ensure that staff are recycling in the staffroom. ~Encourage children without recycling bins at home to bring in the recyclable items.	~To continue the waste separation and recycling schemes. ~Encourage the children to bring in recycling from home.	~To continue the waste preparation and recycling schemes	
<b>Teaching &amp; Learning</b> Planting and composting	Organic vegetables/herbs grown in the gardens and other available areas. All waste from 'Fruity Friday' to be composted.	To ensure that the Green Team and other students understand how to maintain the growing areas and what items can be composted.	Involve the Green Team in planting and composting.	~Buy new planters to replace micro gardens. ~Green Team to sow and then look after vegetables. ~Teach the Green Team how to do Bokashi composting so that they are able to	~Maintain the growing areas in the school and composting. ~Use the compost produced for planting.	~Maintain the growing areas in the school and composting. ~Use the compost produced for planting.	

				compost the left over fruit from Fruity Friday.			
<b>Teaching &amp; Learning</b> Educate the school about sustainable development	A school environment which is more sustainable and where students have a greater understanding and awareness of how their actions can affect the environment.	Provide students with the opportunity to learn about different environmental issues from to visiting speakers/ Paul Melsom.  Provide students with educational resources/activities to deepen their understanding of sustainable development.	Paul Melsom Visiting speakers/ organisations Whole school celebration of environment days.ie. Earth Hour, Environment Day Green Week Participation in Annual ESF ESD conference.	~Paul Melsom to work with each year group during UOI's with links to the environment. ~Join in environmental activities led by "Green" organisations.	~Paul Melsom to work with each year group during UOI's with links to the environment. ~Join in environmental activities led by "Green" organisations.	~Paul Melsom to work with each year group during UOI's with links to the environment. ~Join in environmental activities led by "Green" organisations.	
Monitor and reduce the amount of energy/resources used.	A greater understanding of how energy/resources are consumed in the school.	To lower our electricity bills.  Reduce the amount of paper used, photocopied, printed and laminated.	Green Team to help with energy checking.  Use energy tracking software in the school to monitor energy usage during 'GREEN' Time.  Look at the amount of paper printed and photocopied per year group on the Papercut account.	~'GREEN' Time every Monday morning after assembly to remind children about reducing energy consumption during the week. ~Show results of 'GREEN' Time to the school in assemblies. ~Green Team to check energy usage in classrooms (Lights, whiteboards, air cons). ~Look at printing and photocopying per year group and show results in the staff room. ~Remind external clubs about reducing energy usage.	~Use the system to monitor energy usage. ~Link the Entrak system to other curriculum areas (Maths, UOI). ~Use the papercut account to monitor paper usage.	~Continue to monitor and reduce energy and resource usage in the school.	

### 3 Year Development Plan 2015-18: PE

Subject Area: Physical Education			Coordinator: Tim Teahan			Line Manager: Susan Chung	
Priority Areas	Outcomes	Targets	Key Improvement Strategies	Actions Year 1 2015-2016	Actions Year 2 2016-2017	Actions Year 3 2017-2018	Achievement Milestones
<b>Curriculum Development</b>	Health and fitness/PSHE	To improve the teaching of health and fitness at BHS  To incorporate the PSHE curriculum into PE	Teaching training  Planning	Review health and fitness schemes	Look at the link between PSHE and PE especially in relation to class units	Implement new Health and fitness PE units	PE health and fitness is improved at the school and PSHE units are closely linked to PE
<b>Teaching and Learning</b>	Teacher and EA training	Improve the skills of teachers and EAs	Teacher training  EA training  Coach training	PLF sessions on unit planning  PMP training	Look for opportunities for courses for our sports team coaches	Unit planning for the sessions taken by class teachers	Teachers skills are improved
<b>Teaching and Learning</b>	Pitch	Review the effectiveness of pitch lessons	Teacher training  Review	Plan pitch lessons with the each class (PLF)	Review and modify the pitch lessons unit		Pitch lessons are used as effective tool for enhancing PE at BHS
<b>Assessment of Learning</b>	Teams	To look at opportunities for regular games for sports teams	Student involvement in team games	Join Kowloon football and netball league  Look at 'b' team possibilities	Look at possibilities of some Year 4 sports teams		More children are involved in inter school games

### 3 Year Development Plan 2015-18: Music

Subject Area: MUSIC			Coordinator: Scott Gibson			Line Manager: James Harrison	
Priority Areas	Outcomes	Targets	Key Improvement Strategies	Actions Year 1 2015-2016	Actions Year 2 2016-2017	Actions Year 3 2017-2018	Achievement Milestones
<b>Assessment of/for learning</b>	To achieve more informed assessment of individual students' musical ability and potential.	To gain a greater understanding of where students are with regard to their musical development.	Liaison with class teachers. More opportunities for students to perform in class and assemblies, both individually and in small groups.	Make notes or records of students' experience and what their next learning steps should be in music.	Review, modify and Continue	Appraise	To have a workable and useful system of record keeping that is meaningful for student and teacher alike.
<b>Learning and Teaching</b>	More opportunities for differentiation in classroom activities.	To try and ensure that all students have the opportunity in music activities to work at their appropriate level.	Ensure that in performance children are encouraged to rise to the challenge and attempt pieces or accompaniments that are out of their "Safety zone" and that less experienced students also have a meaningful role to play within group or class arrangements.	Ensure class arrangements have a varying degree of difficulty so that all levels of ability are catered for.	Review, modify and continue	Appraise	A greater degree of differentiation in music lessons and extra-curricular activities.
<b>Home Learning and Communications</b>	Greater use of musical resources posted on BHS website.	Ensure that the school website is used for the distribution of lyrics and music where appropriate so students can practise at home. Both for curricular music and extra-curricular activities.	Ensure copies of work sheets are posted on website so that students can practise at home.	Some songs and class arrangements can be added to the Monthly updates for Music.	Review, modify and continue	Appraise	Increased use of musical resources on school website.
<b>Curriculum Development</b>	More opportunities for trans-disciplinary links.	Achieve better collaboration with class teachers on Uols to explore possible links	Liaison with year group teachers to explore links with upcoming units of inquiry.	Look at areas linked with music such as sound production, acoustics, harmonics etc.	Review, modify and continue	Appraise	A greater use of the arts through which to explore other areas of the curriculum, such as the humanities, sciences etc.

### 3 Year Development Plan 2015-18: Visual Arts

Subject Area: Visual Arts			Coordinator: Xiao Bing Yu			Line Manager: James Harrison	
Priority Areas	Outcomes	Targets	Key Improvement Strategies	Actions Year 1 2015-2016	Actions Year 2 2016-2017	Actions Year 3 2017-2018	Achievement Milestones
<b>Assessment of/for Learning/Curriculum Development</b>	For assessment in visual arts to be transdisciplinary and inform understanding and concepts linked to UOI	To encourage a range of assessment strategies across the visual arts through reflective questioning and feedback	Working with PYP coordinator during planning, art curriculum sessions	PLF, staff meeting, year group meetings	Continue	Continue and review	
<b>Teaching and learning</b>	Improve teaching of art skills across school	To provide students with high quality opportunities to view and create visual arts To ascertain need of staff in teaching visual arts and provide relevant and timely CPD	All children involved in art lessons with teachers and EAs present	Implement art lessons across all year groups	Review	monitor	
<b>Students well-being</b>	Student's interests, talents and skills are encouraged and developed through the arts	To encourage students interest within the arts	Continue to celebrate student achievements in visual arts through assemblies, newsletters, school displays, website and ESF centre	Ongoing	Ongoing	ongoing	

### 3 Year Development Plan 2015-18: Drama and dance

Subject Area: Drama and Dance			Coordinator: James Harrison			Line Manager:	
Priority Areas	Outcomes	Targets	Key Improvement Strategies	Actions Year 1 2015-2016	Actions Year 2 2016-2017	Actions Year 3 2017-2018	Achievement Milestones
<b>Teaching and learning</b>	<p>Improved teaching of Drama and Dance skills across school</p> <p>Drama and Dance continue as a high priority across the school, in conjunction with the other arts.</p>	<p>Continue to explore ways of funding specialists to support the teaching of Dance.</p> <p>Map the teaching and learning opportunities across all year groups to ensure consistency and development</p> <p>Develop experiences of live performance so that students can make connections to existing understandings.</p>	<p>Budget for specialists</p> <p>Use planning sessions to build in understanding and discussions amongst teachers</p> <p>Ensure the AV equipment is functioning and easy to use</p>	<p>Employment of dance specialists</p> <p>Organise and map opportunities for all year groups to experience live performance</p> <p>Audi the AV equipment. Update / refine as required</p> <p>Write simple guides on how to use the equipment</p>	<p>Continue – Review – does this meet the needs of our students now?</p> <p>Review the mapping of experiences – this will change on a yearly basis due to the performances available each year.</p>	<p>Review and reflect</p>	
<b>Assessment for learning – next steps</b>	<p>Teachers are able to confidently assess the progress of students and can plan the next steps.</p>	<p>To ensure teachers are always guiding students in their learning.</p> <p>Explicit opportunities are noted in planning documents</p>	<p>Use of resources – highlight with staff</p> <p>Use planning sessions to build in opportunities for discussions on assessment of drama / dance</p>	<p>'Drip-feeding' resources to staff.</p> <p>Use of dance specialist to help teachers understand the progression.</p>	<p>Continue to provide resources and ideas in planning sessions</p>	<p>Review and reflect</p>	