

**Park Lane International School Development  
Plan September 2021 - September 2022**



**Whole school target:**

1. To further enhance the quality of Park Lane students' learning and academic achievements ('Challenge and Potential' recommendation from ISI).
2. To further enhance the wellbeing of students and staff.

**Priority areas for development:**

- To evaluate the impact of the COVID-19 Distance Learning Plan on student achievement and wellbeing, addressing gaps in learning and implementing support for struggling pupils/students;
- Consolidation following a hectic period of vertical growth, reviewing systems and procedures as we are now a fully established 2-18 school;
- To strengthen the staff performance development process.

**Where are we now with whole school target 1? with reference to the whole school targets noted above and informed by evidence.**

**Quality of learning and academic achievement including 'challenge and potential'**

Much of the 2019/20 School Development Plan is still to be implemented due to the disruption caused by the Coronavirus pandemic, which will very likely continue to create new challenges for schools across the world, including Park Lane International School, during the course of the next school year.

The first part of the 2019/20 school year, until the school closure in March 2020, saw the implementation of an action plan for a full review of all school policies (including those relating to academic achievement). This is now behind schedule and will be a key focus moving forward. Discussions took place regarding the restructuring of the GB and these will also continue into the new academic year. Challenge and Potential opportunities in EYFS, Primary and Secondary were enhanced and a focus moving forward will be to consolidate a whole school approach to C&P.

The EYFS and Primary and Secondary school reacted efficiently and effectively to the lockdown, with a minimum disruption to learning. Across the whole school, teachers and students adjusted quickly to the new way of learning and the school has been widely praised in the community for its professional response. During the lockdown, the Principal continued to informally drop into Distance Learning lessons to ensure quality of provision and key areas for improvement were identified. Middle Leaders and the Deputy Head of Primary ensured the quality of provision in EYFS

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and Primary. A parent survey was conducted during the school holiday, students and staff will be surveyed on their return to school, and further amendments will be made to the Distance Learning Plan accordingly. EYFS and Primary reopened in May and maximum time was given to pupil's learning and development and the Distance Learning Plan continued to be operational for pupils whose parents chose to keep them at home.

The academic team will need to prioritise and address the impact of Distance Learning on student learning and academic achievement. Currently we cannot fully know or understand the impact on our pupils and students of having spent 4.5 months of the school year learning from home, and it will be essential for us to gain a full appreciation of this in order to ensure all pupils and students realise their full potential.

**EYFS and Primary**

During Lockdown in the EYFS, all class teachers continued to offer challenging activities to help children reach their potential. This was possible through four daily Zoom sessions and a Daily Updates Plan (for parents to use at a time which was appropriate for them and their child). The Daily Updates were delivered via Tapestry.

To further challenge the upper Primary pupils the Deputy Head of Primary (Challenge and Potential coordinator) coordinated the English Subject Leader to run a weekly lunchtime club to stretch and challenge the more able pupils in KS2 in English. This club began in October 2019 and provided children with puzzles, challenges and projects to further develop their English language skills and deepen their understanding of the national curriculum objectives. However, from March 11th when the school buildings closed, the focus moved towards the implementation of a successful Distance Learning Plan and so many actions are still to be met and therefore feature again on the 2020/21 SDP.

During lockdown, the Distance Learning Plans in KS1 and KS2 focused more on core subjects, primarily English and Mathematics and Czech with shorter virtual lessons. PE was introduced later into the schedule and creative tasks were arranged through a virtual club programme. The Rising Stars Assessments continued to be implemented using an online option. When the school reopened in May, a number of school events were cancelled to ensure maximum time was given to pupil's learning and academic development.

**Secondary**

The Secondary Leadership Team was able to implement some of the agreed actions from the 2019/20 School Development Plan, particularly those relating to the development of Challenge and Potential, during the autumn and winter terms. However, from March 11th when the school buildings closed, the focus moved towards the implementation of a successful Distance Learning Plan and so many actions are still to be met and therefore feature again on the 2020/21 SDP.

During lockdown, Key Stage 3, lessons continued as usual, apart from a reduction in lesson time (see wellbeing section below for more details) and the suspension of homework. There was no Summer Assessment Week in 2020 because of Distance Learning and summative assessments were carried out in a variety of ways by different departments. Thus, there may be a desire for teachers to carry out baseline assessments quickly after we return to school. However, in order for students to meet their full learning and academic potential it will be necessary to prioritise student wellbeing during the month of September (see below for more details).

For Year 10 and 12 students, like their counterparts in Key Stage 3, learning continued as close to normal as possible. However, many teachers expressed their concern about the slower pace of learning that took place during Distance Learning. There may well be a high level of subject content for teachers to work through during 2020/21 and it will be important to address this while keeping student wellbeing in mind.

Year 11 and 13 students were in the unfortunate position of having their Cambridge IGCSE and IB Diploma examinations cancelled. Subject teachers continued to provide valuable learning opportunities for these students during the summer term when they would usually have been on Study Leave. In addition,

Throughout the summer, the Principal, Universities and Careers Coordinator and IBDP Coordinator have worked tirelessly to ensure students are awarded the grades they deserve, having been at a disadvantage due to the school's lack of historical data and cohort size. The recent announcement that IA grades will be used to adjust the overall grades awarded in July, have ensured that many of our students now have more realistic IB outcomes. However, work continues to take place for a small cohort of our highest achieving students who have been, we believe, unjustly downgraded. The IGCSE grades have come with the welcome news that teacher predictions would be used to calculate final grades, thus ensuring a justifiably strong set of results for this academically able year group.

**Where are we now with whole school target 2?** *with reference to the whole school targets noted above and informed by evidence.*

#### **Student and staff wellbeing**

Both student and staff wellbeing have, of course, been impacted by the COVID-19 pandemic lockdown and the Governing Board and Senior Management Team have been very conscious about offering adequate support to all. Wellbeing days were integrated into the spring and summer term every few weeks, to give both teachers and students some structured time away from the online academic working environment. Some of the policies related to pastoral care and wellbeing have been updated and others newly created/revised, including a Whistleblower Policy, Wellbeing Policy and a complete revision and update of the Equal Opportunities Policy.

The School took advantage of a free trial of the safeguarding software, MyConcern, during the lockdown and has since purchased a full subscription. Members of the Safeguarding and Pastoral Teams received training and began to utilise the software, inputting information about

students of concern.

Space management continues to create challenges to wellbeing and may be further impacted by the social distancing requirements of the COVID-19 pandemic. More renovation and improvement work has taken place at the Nessie and Klarov sites during the summer holiday to help with this. PE continues to be an area for development for Park Lane, not least because of our need for the use of off-site community facilities. PE is recognised as being an essential part of students' wellbeing and will be a key priority for development during the next stage of the school's growth. The COVID-19 Distance Learning programme created additional challenges for PE teachers and further support for the PE team will be implemented should the school buildings (including offsite facilities) be closed again. A new PE Subject Leader, with experience of working in small schools with challenges relating to sporting facilities, has been appointed in the secondary school to help address this.

The SMT and GB have revised the DLP in light of new government legislation related to COVID-19 with both staff and student wellbeing at the centre of any decisions being made. Our strongly held belief is that, if our staff and students are mentally sound it will make it far easier for teachers to support students in catching up with any missed learning. Careful consideration will need to be taken for students who have been out of the school environment for the last 6 months and throughout September, the main focus will be on reintegrating students to school from a wellbeing perspective before moving forwards with testing for gaps in academic progress. Additionally, provision will need to be made for students who are (or have relatives who are) medically vulnerable and are therefore unable to physically return to school. This will need to be carefully balanced with the need to protect the wellbeing of teachers providing both face to face and Distance Learning opportunities.

The Governing Board set up several initiatives to help support the whole Park Lane Community with their wellbeing during the lockdown: Primary students were treated to a daily online radio show; a special online clubs programme ran throughout the Easter holiday for EYFS, KS1, KS2 and KS3 students; a library on wheels visited students' homes, a Prague based treasure hunt was created for students, staff and their families to participate in; teachers were given the opportunity to participate in quizzes and a 'Save the Beer' challenge.

Distance Learning has at times led to the email curfew being forgotten about. This will need to be addressed during the INSET week as well as expectations for communication, and during any future lockdown, working during school holidays.

#### **EYFS and Primary**

In EYFS and Primary a Wellbeing Coordinator was identified to further enhance the wellbeing of pupils and staff The Wellbeing Coordinator is also the PSHEE curriculum leader. Wellbeing days for pupils and staff were scheduled into the academic calendar (two days per academic term and, with the guidance and help from the school nurse, topics such as mental health, diet and nutrition, emotional intelligence and equality and discrimination have been integrated into the teaching and learning experiences.

During lockdown, as part of the Distance Learning Plans we introduced 'The Early Years Extras' in the EYFS and 'Time to Talk' in KS1. In the Early Years, the aim was to provide an enhanced program of learning experiences, which were available at any time, to suit each individual family. In KS1 the aim was to help with the social interaction that the pupils were missing from not being school. In line with Secondary, wellbeing days were scheduled during lockdown ensuring pupils were given off-screen time and a range of wellbeing activities were provided by the teachers and homework was suspended. Weekly virtual meetings took place with all members of staff in EYFS and Primary during the period of lockdown and wellbeing was the focus of the meetings. Staff quizzes were arranged and led by different members of staff. Furniture, equipment and IT support was made available to staff to make it easier to work from home to deliver the Distance Learning Plan. The annual summer camp in EYFS and Primary was extended with an additional week for pupils.

### **Secondary**

Before the lockdown, residential year group team building trips took place at an outdoor education facility just outside Prague. While these were largely successful, the decision was made for all but transition year groups to go on day trips to minimise the impact on learning time. Therefore, from September, if the Czech epidemiological situation allows, all students will go on day trips away from school to carry out a range of team building activities. A review of the suitability of the venue for younger students has also taken place and an alternative found.

The annual KS3 ski trip was once again a huge success for all who attended. However, the students who were left at school during that week had a reduced programme both because some of their teachers were away on the trip, and also because others did not want to move forward with the curriculum and leave missing students behind. In the longer term, the KS3 ski trip will be moved to the February half-term break, with wellbeing provisions put in place for staff who attend. Additionally, priority will be given to students who have not been on the trip in previous years, as there is a limited first come, first served sign up for this experience. This academic year, the ski trip will need to take place during term time due to availability at the ski facility. Teachers of Year 11 and 13 will not be able to attend the trip, should it go ahead, this year.

Finally, relating to trips, a mini-learning Without Borders Week took place at the end of the school year and gave students the chance for the social aspect of school to be somewhat resumed before saying goodbye for the summer break.

Responsibility for the Student Council was taken over last year by the Deputy Head of Secondary and a relaunch and restructure took place. The first half of the year saw the appointment of an SC president and treasurer from Year 12, who took a strong lead of the representatives from other year groups. A new Student Council Constitution has been drawn up and will be presented to students at the beginning of the new academic year. During lockdown, the Student Council remained active, meeting weekly to discuss future plans and fundraisers. The Student Council took an active

role in the planning of Wellbeing Days during Distance learning.

The structure of the Pastoral Team remains the same and we will be appointing a new Key Stage 5 Pastoral Coordinator early in the Autumn term to replace Jan Čihák who has recently been appointed as the new Subject Leader for Czech in addition to his IBDP Coordinator role. With the school's support, our Year 8 and 9 Coordinator, Lauren Castello, will be undertaking an MA in Pastoral Leadership and Sarah Powdrill, our PSHEE Coordinator continues her MEd in Pastoral Care, Guidance and Pupil Support, with a strong focus on Personal and Social Development, Health and Wellbeing. The Senior Leadership Development Scheme has seen our Challenge and Potential Coordinator, Jennifer Hutton and Key Stage 4 Pastoral Coordinator, Thale Herbertson gain permanent roles on the Secondary Leadership Team. The [Secondary Leadership Development Scheme](#) will continue in 2020-21, following the permanent appointment of Jennifer Hutton and Thale Herbertson to the Secondary Leadership Team in 2019/20.

A survey and review of the first year of our subscription to the PSHE Association resource website has been conducted by the PSHEE Coordinator and recommendations will be applied to planning for PSHEE in the coming year.

The decision has been made that, to protect the wellbeing of students returning to school after months of working from home, teachers will not conduct any tests during the month of September with any students, except for those in Year 11. CEM centre tests will still go ahead as planned, but students will be given a full month back to reintegrate and the focus will be on an enjoyment of learning collaboratively.

As announced to the Park lane Community in June 2020, an Enhancement and Development fund will be established by the GB. This fund will support key initiatives, e.g. additional teaching aids for science and new audio-visual equipment for our hybrid classrooms project. Further information will be shared with the school community from November 2020.

	Actions and staff responsible.	Completed
<b>Student focus</b>		
<p><b>Whole School Target 1:</b> To further enhance the quality of Park Lane students' learning, academic achievements</p>	<p><i>Whole school</i></p> <ul style="list-style-type: none"> <li>- <i>Whole school</i></li> <li>- <b>The Senior Management Team and Governing Board</b> will review the PL Governing Board structure, especially the composition and frequency of the supporting committee meetings relating to academic achievement and learning, i.e. Curriculum Committee, Human Resources Committee (PI, JES, EW, NWW, JBR and RJA).</li> <li>- <b>The Senior Management Team, Secondary Leadership Team and EYFS &amp; Primary Leadership Team</b> will review the impact of the Distance Learning Plan on students' progress and work with key stakeholders to address any identified learning gaps (PI, JES, EW, NWW, SLT and PLT)</li> <li>- <b>The Senior Management Team</b> will review feedback from parents, staff and students on the effectiveness of the Distance Learning Plan and review the strategy accordingly</li> <li>- <b>The Senior Management Team</b> will secure a discrete budget - one for EYFS &amp; Primary and one for Secondary - to be established for the development of C and P (PI, JES, EW, NWW)</li> <li>- Led by the <b>Deputy Head of Secondary and Deputy Head of EYFS &amp; Primary</b> the completion of a review and update of all policies relating to teaching, learning and academic achievement of pupils will take place (EW and NWW)</li> <li>- <b>The Challenge and Potential coordinators for EYFS &amp; Primary and Secondary</b> will meet regularly to develop a whole school approach to this area. (NWW and JHN)</li> <li>- <b>The Challenge and Potential coordinators for EYFS &amp; Primary and Secondary</b> will track C&amp;P students to garner an overall picture of their working day. (NWW and JHN)</li> <li>- <b>The Challenge and Potential coordinators for EYFS &amp; Primary and Secondary</b> will review and update the C &amp; P Policy (NWW and JHN)</li> <li>- <b>The Secondary and Primary Subject Leaders for English</b> will launch a cross-phase Spelling Bee competition involving Years 5 - 8 (JGN, MAS).</li> <li>- <b>The Operations Executive, Senior Management Team and IB Coordinator</b> will develop a</li> </ul>	

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	<p>Park Lane Alumni Policy (KSC, PI, JES, EW, NWW)</p> <ul style="list-style-type: none"> <li>-</li> <li>- <i>EYFS and Primary</i></li> <li>- <b>The Deputy Head of EYFS and Primary (Challenge and Potential Coordinator) and in consultation with the Primary Leadership Team (DBS, TCN, RPT, NPT, KSN, JPK) will analyse the impact of the Distance Learning Plan on the learning and academic achievement of all primary pupils</b></li> <li>- <b>The Challenge and Potential Coordinator</b> to identify the more able pupils in KS2 and arrange for stretch and challenge opportunities to take place in English and Mathematics, working closely with the subject leaders</li> <li>- <b>The Head of Primary and Deputy Head of Primary</b> will appointment of a full time IT and Computing Specialist teacher in August 2020 to work across EYFS and Primary</li> <li>- <b>The Head of Primary and Deputy Head of Primary</b> will appoint a full time Learning Support SENCO teacher in August 2020 to support the learning needs of pupils</li> <li>- <b>The Primary Leadership Team</b> will continue to implement the Spelling Bee for Y1-6 (twice a year)</li> <li>- <b>The Primary Leadership Team</b> will introduce a Maths Race, a new arithmetic challenge for Y1-6. It was introduced in January 2020 but due to the lockdown it was never completed. Led and arranged by the Mathematic subject leaders, (AJS and LCN)</li> <li>- <b>The Deputy Head of Primary</b> will review the Reading Curriculum to ensure no cross over and appropriate and challenging texts across Primary</li> <li>- <b>The English Subject Leader</b> will lead the trial of ‘Book Talk’ in Y5 (MAS)</li> <li>- <b>The Primary Leadership Team</b> will continue to promote the use of the ‘No more marking’ online system to moderate the writing within the Primary school</li> <li>- <b>The Primary Leadership Team</b> will introduce Talk for Writing in the Reception Curriculum</li> <li>- <b>The English Subject Leader</b> will support the further improvement of the approach to writing in Primary with the introduction of Write Stuff. (MAS)</li> <li>- In EYFS to continue with the use of the online learning journal ‘Tapestry’ in tracking the development of the children in EYFS</li> <li>- In the EYFS, introduce the White Rose Maths scheme (when appropriate) and cement the use of Read Write Inc. this will ensure continuity across both EYFS units/sites and build</li> </ul>	
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strong basic skills in numeracy and literacy for transition to KS1.

- **The DHoP** will implement a moderation and assessment schedule for the academic year detailing observations, scrutiny of work, learning walks and assessments involving PLT and Subject Leaders for the whole school (EYFS and Primary).
- **Primary Leadership Team** learning walks, pop-in lessons will continue either in school, or via Distance Learning. (SLT)
- Pupil voice video to be created with pupils sharing their thoughts on what challenges them (or not) in the classroom. (NWW)

*Secondary*

- **The Secondary Leadership Team, led by the Challenge and Potential Coordinator and Director of Studies and in consultation with Subject Leaders** will analyse the impact of the Distance Learning Plan on the learning and academic achievement of all secondary students (RM, JHN, SLT, Subject Leaders)
- **The Challenge & Potential coordinator** will continue to attend and promote NACE CPD opportunities with all staff, working within the framework – cost of accreditation needs to be reviewed. (JHN)
- **Learning Groups** will present their action research during August INSET and **the Challenge and Potential Coordinator** will consolidate findings relating to the enhancement of students’ learning and academic achievement for future staff development.(JHN)
- Led by **the Challenge and Potential Coordinator**, C&P link teachers will continue to explore and develop opportunities for enriching educational experiences both on and off site. (JHN)
- **The Challenge and Potential Coordinator** will conduct a series of observations to evaluate the experience of the C&P students and seek out good practice. Findings will be shared with staff. (JHN)
- **The Challenge and Potential Coordinator and Transition Coordinator** will interview Year 6 students for transition and gather data on these students, students will be added to the C&P register in light of CEM data and subject-based criteria. (SG/JHN)

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- **The Challenge and Potential Coordinator** will develop a [C&P Across the Curriculum](#) document and [Google site](#) to showcase department initiatives in 2020-21
- **The Director of Studies** will lead a review of progress data for all Key Stages and analyse the impact that the COVID-19 pandemic has potentially had on student learning. (RM)
- **The Director of Studies** will review the assessment policy to include information about how to accurately assess students during Distance Learning. (RM)
- **The Director of Studies** will ensure via departmental minutes / tracking sheets/ medium term plans that suitable planning and intervention occurs and that this is evaluated. (RM)
- **The Director of Studies, Challenge and Potential Coordinator and Literacy Across the Curriculum Coordinator** will review evidence from lesson/student observations as well as dept. and cross-curricular book looks to inform future staff development and students' intervention. (RM, JHN, TB)
- **The IB Diploma Coordinator** in collaboration with IB subject teachers, will review the results of the Internal Assessments and devise appropriate steps to improvements where necessary (JČ)
- **The IB Diploma Coordinator** in collaboration with IB subject teachers, will adjust their planning accordingly with the May 2021 examination changes introduced by IBO (JČ)
- **The IB Diploma Coordinator** will continue to ensure teachers receive the relevant IB training for their subjects
- **The IB Diploma Coordinator** will encourage and support Subject Leaders with the organisation of hosting IB job alikes (JČ)
- **The IB Diploma Coordinator and Director of Studies** will review system of IB subject selection taking into account space, staffing and timetabling limitations (JČ)
- **Secondary Leadership Team** learning walks will continue either in school, or via Distance Learning. (SLT)
- **The Lead Teachers for MFL** will review the blueprint for the development of stretch and challenge in MFL, focusing on early IGCSE entries and CEFR opportunities available through the FR/GER/SPA language and cultural institutes. The finalised blueprint will be ratified by the **Principal and Director of Studies** (IZ, SBE, HH, PI and RM)
- **The Universities and Careers Adviser** will further develop our network of work placement opportunities for Years 10 and above. (NB)

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	<ul style="list-style-type: none"> <li>- <b>The Universities and Careers Adviser</b> will continue with the 2020 Uni-Prep group sessions for Y12 and Y13 will continue as in the previous year and include hybrid in-class and Zoom sessions (as needed). In case of an eventual lockdown, the Universities and Careers Adviser is fully prepared to deliver all relevant content online.</li> <li>- <b>The Universities and Careers Adviser</b> is prepared for the challenges of Brexit going into full effect from January 1, 2021 and is mindful that university tuition fees for EU applicants to the UK is also expected to rise. Relevant advice for students and their families will be shared.</li> <li>- <b>The Universities and Careers Adviser</b> will, in light of the above and of the ongoing COVID-19 situation, prepare a more robust promotion and review of European universities to be put into effect with relevant undergraduate degrees and course options for PL students, especially in English.</li> </ul>	
<p><b>Whole School Target 2:</b> To further enhance the wellbeing of students</p>	<p><i>Whole school</i></p> <ul style="list-style-type: none"> <li>- <b>The Senior Management Team and Governing Board</b> will review the PL Governing Board structure, especially the composition and frequency of the supporting committee meetings relating to academic achievement and learning, i.e. Safeguarding, Child Protection and Pastoral Care Committee, Premises, Environment, Health and Safety Committee, and Park Lane Community Committee. (PI, JES, EW, NWW, HBR and JRK)</li> <li>- <b>The Senior Management Team, Secondary Leadership Team and EYFS &amp; Primary Leadership Team</b> will review the impact of the Distance Learning Plan on student wellbeing and work with key stakeholders to support students with their mental health.</li> <li>- Facilitated by members of the <b>Senior Management Team</b> regular meetings between <b>Secondary Subject Leaders and the EYFS &amp; Primary Leadership Team</b> will take place throughout the year, with a stronger emphasis on pupils transitioning from one key stage to the next. (SMT)</li> <li>- DHoP and PLT will hold regular meetings focusing on the pupils transitioning from one age phase to the next from EYFS to KS1.</li> <li>- <b>The Senior Management Team</b> will secure a discrete budget - one for primary and one for secondary - to be established for the development of student wellbeing (SMT)</li> <li>- Led by the <b>Director of Studies</b> and <b>EYFS &amp; Primary Curriculum Coordinator</b>, a whole school review of the approach to homework and testing will take place, including our</li> </ul>	

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	<p>policy on homework during Distance Learning (NWW and RM)</p> <ul style="list-style-type: none"> <li>- <b>The Head of EYFS &amp; Primary</b> and <b>Deputy Head of Secondary</b> will ensure all members of staff receive training with the new MyConcern software (JES and EW)</li> <li>- Led by the <b>Deputy Head of Secondary</b> and <b>Deputy Head of EYFS &amp; Primary</b> the completion of a review and update of all policies relating to the safeguarding of pupils will take place. (EW and NWW)</li> <li>- <b>The PSHEE coordinators for Primary and Secondary</b> will continue to meet at least once per term to further develop a whole school approach to PSHEE. (SPL and NPT)</li> <li>- <b>The PSHEE coordinators for Primary and Secondary</b> will evaluate the impact of wellbeing days implemented both during normal school time and Distance Learning to establish how these may be improved for the future (SPL, NPT)</li> <li>- <b>The Secondary and Primary Leadership Teams and SENDCO</b> will identify focus pupils to track throughout a school day/week to monitor workload and general wellbeing. (PLT, SLT, KG)</li> <li>- <b>The Senior Management Team and Operations Executive</b> will oversee the development of the outside space at Valdštejská to improve the activity range for break and lunch times. (SMT and KSC)</li> </ul> <p><i>EYFS and Primary</i></p> <ul style="list-style-type: none"> <li>- <b>The Deputy Head of Primary working with PLT</b> to timetable assembly meetings as year groups or age phases.</li> <li>- Continue to promote Mindfulness and Wellbeing opportunities via the EYFS, Primary and Secondary Updates.</li> <li>- Playground improvements to enhance pupil wellbeing (garden furniture, planters and equipment)</li> <li>- Improvements to the Prague 6 dining hall so pupils have a more enjoyable lunchtime.</li> <li>- The <b>Deputy Head of EYFS &amp; Primary</b> will continue to ensure the School Council is set up with pupil representatives from each year group, ensuring pupils have a voice and are involved in decisions about the school that affect them.</li> <li>- The <b>PSHE Coordinator and Wellbeing Coordinator</b> will review the effectiveness of the</li> </ul>	
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wellbeing days carried out last year and make amendments to any future wellbeing activities accordingly (NPT)

- The **PSHE Coordinator** will schedule wellbeing days during the school year (NPT).
- All staff trained on the use of MyConcern for recording and reporting any pupil concerns.

*Secondary*

- **The Deputy Head of Secondary and Pastoral Team** will seek to find providers to offer training to staff on pertinent safeguarding matters, for example, self-harm or eating disorders, how to handle difficult conversations, etc. (EW and PC's)
- **The Deputy Head of Secondary** will ensure that the Student Council have a strong voice within the school community, sharing their ideas, concerns and plans with the SLT and beyond. (EW)
- **The PSHEE Coordinator** will implement recommendations from the review of the PSHE Association (SPL)
- **The PSHEE Coordinator**, following a successful training session which took place during lockdown, will ensure the new RSE policy is implemented (SPL)
- **The PSHEE Coordinator** will review the effectiveness of the wellbeing days carried out last year and make amendments to any future wellbeing activities accordingly (SPL)
- **The Trips Coordinators** will review the Educational Trips and Visits Policy to ensure the COVID-19 pandemic situation has been accounted for, including planning for the eventuality of a mini-LWBW and an evaluation morning session at the end of LWBW (AA and JHN)
- **Pastoral Coordinators** will plan an assembly schedule for the year, including a provision for any future lockdown (PC's)
- **Pastoral Coordinators** will work with **Form Tutors** to organise at least one extra-curricular trip with their form groups to enhance their relationship with their tutees. (PC's and form tutors)
- **The Operations Executive** will continue to work on improvements to the packaging of food products in school to make it more environmentally friendly (KSC)
- **The Operations Executive** will work with **the Secondary Leadership Team and the Student Council** on playground developments including existing plans. (KSC, SLT and

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	<p>Student Council)</p> <ul style="list-style-type: none"> <li>- <b>Pastoral Coordinators</b> will plan drop-in time for students to be able to go and speak with them. (TH, LC, SG)</li> <li>- <b>The IB Coordinator</b> will review of the IB IA calendar and ensure even coverage of assessments across the school year (JČ)</li> </ul>	
<b>Staff focus</b>		
<p><b>Whole School Target 1:</b> To further enhance the quality of Park Lane students' learning, academic achievements</p>	<p><i>Whole school</i></p> <ul style="list-style-type: none"> <li>- <b>The Senior Management Team</b> will ensure parity of Performance Development procedures across the whole school, including for school leaders (PI, JES, EW, NWW)</li> <li>- <b>The Senior Management Team</b> will work with PD reviewers to ensure PD targets centre on teaching and learning, incorporating 'stretch and challenge' strategies. (PI, JES, EW, NWW)</li> <li>- <b>The Senior Management Team</b> will facilitate structured cross phase and cross-curricular collaboration opportunities (PI, JES, EW, NWW)</li> <li>- <b>The Senior Management Team</b> will ensure that the cancelled CPLP 'Stepping up to Senior Leadership' course is rescheduled for 2020/21 (PI, JES, EW, NWW).</li> </ul> <p><i>EYFS and Primary</i></p> <ul style="list-style-type: none"> <li>- <b>The Deputy Head of EYFS &amp; Primary</b> will coordinate with the English Subject Leader, (MAS) to plan training sessions for staff on the approach to writing through 'Write Stuff'.</li> <li>- <b>The Deputy Head of EYFS &amp; Primary</b> will coordinate with the Maths Subject Leaders, (LCN and AJS) to facilitate training sessions for staff on the White Rose Maths concrete-pictorial-abstract approach</li> <li>- <b>The DHoP</b> will implement a moderation and assessment schedule for the academic year detailing observations, scrutiny of work, learning walks and assessments involving PLT and Subject Leaders.</li> <li>- <b>EYFS &amp; Primary Leadership Team</b> learning walks, pop-in lessons will continue either in school, or via Distance Learning. (PLT)</li> </ul>	

	<ul style="list-style-type: none"> <li>- <u>The PLT Early Years Leader (DBS) will provide clear guidance on the use of the online learning journal 'Tapestry' for staff</u></li> <li>- <b>The Deputy Head of EYFS and Primary and PLT</b> will review the DLP and make improvements and enhancements. A document on the <b>Roles and Responsibilities of staff, pupils and parents</b> will be created in collaboration with the PLT.</li> </ul> <p><i>Secondary</i></p> <ul style="list-style-type: none"> <li>- <b>The Challenge and Potential Coordinator</b> will work with colleagues to facilitate the inset and training sessions as appropriate (JHN)</li> <li>- <b>The Challenge and Potential Coordinator</b>, along with the <b>Literacy Across the Curriculum Coordinator</b> and <b>Head of Humanities</b> will facilitate a CPD day with Tom Sherrington of Teacherhead Consulting in August INSET week (JHN, TB, AA)</li> <li>- <b>The Challenge and Potential Coordinator</b> will continue to conduct the Jan/Feb review, gaining student feedback. (JHN)</li> <li>- <b>The Challenge and Potential Coordinator</b> will establish Individual Challenge Plans (ICPs) students of exceptional ability across a number subject areas, this group will meet every half term to assess progress and future goals.</li> <li>- <b>The Director of Studies</b> will facilitate the sharing of exam techniques within and across departments (RM)</li> <li>- <b>The Director of Studies</b> will work with colleagues from the <b>Secondary Leadership Team</b> and the <b>SENDCO</b> to identify and devise a strategy for underachieving students and communicating with parents (RM, PI, EW, JČ, JHN, TH, KG)</li> </ul>	
<p><b>Whole School Target 2:</b> To further enhance the wellbeing of staff</p>	<p><i>Whole school</i></p> <ul style="list-style-type: none"> <li>- <b>The Governing Board</b> will create funding and practical measures to ensure all staff are able to receive the flu vaccination.</li> <li>- <b>The Governing Board</b> will test all staff for COVID-19 at the beginning of the school year and again in the case of any COVID-19 cases in the school community during the school year, or more often if required</li> <li>- <b>The Senior Management Team</b> will Informally appoint a Secondary and Primary link person to liaise with the Human Resources Officer (SMT)</li> <li>- <b>The Senior Management Team</b> will continue to pursue with the Governing Board, the</li> </ul>	

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	<p>appointment of cover supervisors (SMT)</p> <ul style="list-style-type: none"> <li>- <b>The Senior Management Team</b> will continue to pursue Staff Wellbeing/Personal days designed for staff members to be able to take a fixed number of days off work during a school year for personal reasons (SMT)</li> <li>- <b>The Senior Management Team</b> will revise the current PD procedures and ensure consistency across the whole school, including for school leaders, focusing on a supportive and enabling ethos. (SMT)</li> <li>- <b>The Senior Management Team</b> will further promote positive reflection, coaching, mentoring and sharing of excellent practice as part of the PD process. (SMT)</li> <li>- <b>The Senior Management Team</b> will introduce the policy of at least one PD target addressing and promoting staff well-being. (SMT)</li> <li>- <b>The Senior Leadership Team</b> will review, strengthen and implement appropriate PD measures for senior leaders and the admin team. (SMT)</li> <li>- <b>The Principal and Deputy Head of Secondary</b> will review all secondary school job descriptions and ensure they reflect the roles being carried out in our now fully fledged secondary school. (PI, EW)</li> <li>- <b>The CPD Lead and SMT, with the support of JRA</b> will aim to promote CPLP opportunities more effectively to potential external attendees. (JHN JRA, SMT)</li> <li>- <b>The CPD Lead and SMT, with the support of JRA</b> will seek to provide CPD for staff relating to student and staff wellbeing. Sessions to be organised and run internally as well as externally by CPLP. (JHN, JRA, SMT)</li> <li>- <b>The Senior Management Team</b> will share COBIS Webinars (and other web-based) CPD opportunities with relevant staff members. (SMT)</li> <li>- <b>The Senior Management Team</b> will carefully plan school events that take place at weekends with prior notice given to staff. COVID-19 health and safety precautions will be taken. (SMT)</li> <li>- <b>The Senior Management Team</b> will ensure that Pregnancy in the Workplace Risk Assessments carried out (SMT)</li> <li>- <b>The Senior Management Team</b> will continue to ensure that all SLT, PLT and Subject Leaders receive NSPCC online safer recruitment training (SMT)</li> <li>- <b>The Senior Management Team</b> will recruit a new Health and safety Officer for Prague 1</li> </ul>	
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	<p>(SMT)</p> <ul style="list-style-type: none"> <li>- <b>The Senior Management Team and Human Resources Officer</b> will develop a new staff - Relocation Welcome Pack (Honest and clear guidance for single person/family) SMT and KGA)</li> <li>- Regular Pregnant Women in the Workplace Risk Assessments are taking place</li> </ul> <p><i>EYFS and Primary</i></p> <ul style="list-style-type: none"> <li>- Shout out board and cover raffle</li> <li>- To continue with the 6 Wellbeing days scheduled in the school year for staff</li> <li>- Health and Wellbeing section on the Staff Intranet to be further improved</li> </ul> <p><i>Secondary</i></p> <ul style="list-style-type: none"> <li>- <b>The Secondary Leadership Team</b> will appoint a Staff Social Coordinator who will be responsible for the discrete Staff Social Activities budget, organising a range of activities and events for secondary teachers and will work alongside the Staff Social Coordinator from the Primary school on whole staff events. (SLT)</li> <li>- <b>The Head of Secondary</b> will offer 3 fixed term appointments to the Secondary Leadership Team, further developing the Secondary Leadership Development Scheme. (PI)</li> <li>- <b>The Deputy Head of Secondary</b> will work with pastoral colleagues to appoint a new Key Stage 5 Pastoral Coordinator (EW)</li> <li>- <b>The Principal and Deputy Head of Secondary</b> will recruit a Cover Manager from September (PI, EW)</li> </ul>	
<b>Other key areas for development</b>		
	<p><i>Whole school (EYFS, Primary &amp; Secondary)</i></p> <ul style="list-style-type: none"> <li>- Appointment of a social media administrator. (GB and SMT)</li> <li>- Review of class sizes in light of the COVID-19 global pandemic</li> <li>- The implementation of the Hybrid Classroom project from November 2020</li> <li>- DLP in-house training scheme</li> <li>- Commitment to the KAA CPD online platform</li> <li>- NEBOSH training for Health and Safety Officers</li> </ul>	

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	<ul style="list-style-type: none"><li>- Advanced Certificate in Online Safety for DSL's and deputy-DSL's</li><li>- Parent portal to be further developed and enhanced.</li><li>- Regular updates to HR PL GB Committee on statutory guidance for ISTIP induction</li><li>- In preparation for the implementation of the new EYFS curriculum in September 2021. The Deputy Head of EYFS &amp; Primary will discuss with the EYFS Leader, prepare staff and ensure relevant resources are in place.</li></ul> <p><i>Admin-academic staff communication</i></p> <ul style="list-style-type: none"><li>- Admin staff attendance at briefings and meetings</li><li>- Admin pop-ins to lessons to be arranged</li><li>- Regular SMT meetings with admin personnel.</li></ul>	
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To be reviewed by SMT in June 2021 alongside the creation of the 2021-22 SDP.

**Ratified by PLGB. October 2020.**