


School Improvement Plan 2020—2021 Review Document

A place of learning, laughter and friendship

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School Goal 1 - Quality of Education Lead: Claire Redpath (DHT) 			
<p><i>Our curriculum ensures that children are equipped with the knowledge and cultural capital to succeed as learners.</i></p> <p>UNCRC Article 29: Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.</p> <p>Objectives a.) To review and adapt the curriculum so that children’s knowledge and skills are built upon over time. b.) To further develop children’s cultural and social capital.</p>			
Outcome – What? What are we aiming to achieve?	Autumn Term Review	Spring Term Review	Summer Term Review
<p>a.) To review and adapt the curriculum so that children’s knowledge and skills are built upon over time</p>	<ul style="list-style-type: none"> • Long Term plans have been reviewed to ensure curriculum coherence and objectives are sequences across the year and progress is evident in all subjects across school. • Autumn Medium Term Plans have been reviewed and adapted to consider key objectives not secured from previous year group. • Remote Learning Guidance and adapted Autumn curriculum has been created and implemented for individual children and whole groups isolating. • Knowledge Organisers for Autumn and Spring have been created and shared. Weekly tests have taken place to ensure children can recall knowledge. • Year 2 Phonics Tests have been completed and submitted to the Local Authority. • Autumn baseline PiXL tests carried out to identify gaps in previous year group curriculum. Autumn current year group tests have been administered. QLAs completed and 		

	<p>MTPs adapted to ensure gaps are closed in Spring Term.</p> <ul style="list-style-type: none"> • PPM carried out to identify trends and actions. • T&L Review Day monitored quality of oracy teaching and outcomes in books 		
<p>b.) To further develop children's cultural and social capital.</p>	<ul style="list-style-type: none"> • Weekly P4C sessions have been planned on MTPs. Baseline lessons to assess children's starting points have been filmed. • Circle assemblies have been adapted for current restrictions on group mixing. 6 key themes are planned weekly to ensure coverage. • School ambassadors have been chosen through an elections system as part of establishing week. Key rights have been planned into year groups PSHE sessions and links made to texts in English. 		

School Goal 2 – Behaviour and Attitudes

Lead: Dave Ash (PL)



Throughout the school community, difference is valued and nurtured whilst commonalities are identified and celebrated.

UNCRC Article 29: Education must develop every child’s personality, talents and abilities to the full. It must encourage the child’s respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.

- Objectives**
- a.) To broaden children’s understanding of the differences within our school and the wider community.
 - b.) To develop greater resilience in children when faced with challenges in their learning.

Outcome – What? <i>What are we aiming to achieve?</i>	Autumn Term Review	Spring Term Review	Summer Term Review
<p>a.) To broaden children’s understanding of the differences within our school and the wider community.</p>	<ul style="list-style-type: none"> • Medium term planning for P4C has ensured that a diversity of communities has been represented in P4C lessons across the Autumn term. This is to be reviewed termly and to be planned to ensure representation of different cultures, religions and to discuss gender and racial equality across each term. • Circle assembly themes were linked to P4C topics through the term to embed discussions about diverse communities and equality across curriculum. This will also be reviewed termly and themes are planned alongside P4C topics to ensure all children are accessing materials that represent different cultures and that they recognise different perspectives. • Circle assemblies and whole school events have ensured representation of different religious practises across the Autumn term. The children have learnt about festivals from major religions 		

	<p>including Diwali, Rosh Hashanah and Christmas. Within assemblies, children have explored the similarities and celebrated the differences between different religious practices.</p> <ul style="list-style-type: none">• DHT has begun accreditation with EqualiTeach - accepted onto their 2020-2021 award programme to achieve the Equality Award• AHT has worked to improve attendance with staff, children and the parent community to develop understanding of valid and invalid reasons for absence (in the light of Covid guidance and isolation).• English team have reviewed the canon of literature studied by children to ensure there is diversity of representation across the school and within each year groups curriculum. The canon of literature ensures children experience a range of perspectives, studying books where authors and protagonists are people of colour.• Humanities lead provided planning to link Black History month with the class theme of activism this year. All classes studied events significant to Black British culture to ensure that Black History Month was studied in a context that is familiar to the children.• Through PSHE, clear definitions of bullying were taught and classes discussed how to deal with conflict. All classes produced a video for anti-bullying week which helped to ensure that all children engaged in the topic.• Teaching and learning review day explored oracy across the school and has led to specific CPD to ensure that all children are active learners. The English team have prioritised use		
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	<p>of standard English in feedback to staff and are working with staff to ensure an effective balance of teacher and student led talk in lessons. This will contribute to ensuring that all children are active learners across the curriculum.</p> <ul style="list-style-type: none"> • 		
<p>b.) To develop greater resilience in children when faced with challenges in their learning</p>	<ul style="list-style-type: none"> • Art therapy sessions have been provided to vulnerable children to help them to cope with emotional impact of national restrictions and school closure. Art therapist has utilised conversations with children, parents and teachers to plan specific targets and actions to support vulnerable children. • Whole school focus on remote learning in the Autumn term led by the DHT and Computing lead. All classes have setup Google classrooms and are providing work for children who are self-isolating. This is being reviewed through the term and refined to ensure that it is accessible for all children. Where on year group had to learn remotely for two weeks, teachers provided daily lessons and attendance was recorded by support staff. All children unable to attend were contacted daily to ensure well being and to provide advice and support on how to access learning at home. 		

School Goal 3 - Personal Development

Lead: Stefan Marseglia (PL)



Access to a wide, rich set of experiences for personal development is beyond the expected and of exceptional quality.

UNCRC Article 24: Every child has the right to the best possible health. Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.

- Objectives**
- a.) To develop children's understanding about positive relationships and respect for others.
 - b.) Ensure that the enrichment offer is effective in supporting character development for all children.

Outcome – What? <i>What are we aiming to achieve?</i>	Autumn Term Review	Spring Term Review	Summer Term Review
a.) To develop children's understanding about positive relationships and respect for others.	<ul style="list-style-type: none"> • The Jigsaw post-lockdown “recovery curriculum” has been used across the school. Children have been able to explore issues such as: feeling safe; reconnecting with friends and school; keeping healthy (hygiene and washing); dealing with worries and anxieties; displaying gratitude and appreciation; thinking positively and dealing with loss and bereavement. • The weekly PSHE and circle assembly sessions have been designed and led by Phase Leaders and Subject Leads. Inclusion of key RRSA articles have been placed into each assembly to allow children to make links to global learning and their rights. Children are developing their voice and confident in speaking and debating in larger groups. • One teacher from each Phase has participated in The Global Teacher Award programme. They have developed their pedagogy relating to global learning and will use this to adapt the 		

	<p>school's long-term and medium-term plans in the Spring and Summer terms.</p> <ul style="list-style-type: none"> • The Right's Respecting Lead has ensured that all new members of staff are familiar with the language of the rights. They are able to use this language whilst teaching their lessons and a greater presence of the rights on displays across the school has occurred. • Early Years Phase Leader has completed Levels 1 and 2 of Forest School Training and will begin to run intervention sessions across EYFS and Key Stage One from the Spring term. 		
<p>b.) Ensure that the enrichment offer is effective in supporting character development for all children.</p>	<p>Focus for Spring Term</p>		

School Goal 4 – Leadership and Management

Lead: Lorraine Flanagan (HT)



Exceptional leadership and management ensures that staff are well-supported so that high expectations of all pupils are realised.

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- Objectives**
- a.) To consistently build on the subject, pedagogical and pedagogical subject knowledge of all staff over time.
 - b.) To further improve wellbeing for all parts of the school community, including consideration of workload.

Outcome – What? <i>What are we aiming to achieve?</i>	Autumn Term Review	Spring Term Review	Summer Term Review
a.) To consistently build on the subject, pedagogical and pedagogical subject knowledge of all staff over time.	<ul style="list-style-type: none"> • Staff supported in developing their knowledge of Google Classroom as a VLE and LMS • Line Management structure in place with all staff supported through effective appraisals. • Induction for all new staff has been carried out so they are aware of policies, schemes and expectations • School Improvement cycle has been implemented in challenging circumstances. • The quality of teaching and learning has been reviewed and professional development implemented. 		
b.) To further improve wellbeing for all parts of the school community, including consideration of workload.	<ul style="list-style-type: none"> • Staff effectively ensured the pastoral care of children when year group was closed due to Covid-19 case. • All children and families were contacted during the class/bubble closures and online learning and contact was maintained. • A focus on staff wellbeing was maintained informally throughout the term, time was given 		

	to staff for additional workload in light of remote learning.		
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