

# School improvement Plan 2020-21 (COVID Recovery Plan)

RAG rated: **completed**, **ongoing**, **not yet actioned**

1. To have a whole school focus on gap filling due to coronavirus (children have not covered the age related curriculum and will therefore have gaps in their learning as the pupils move on to the next academic year)  
Post Covid-Curriculum eg. Planning for September, mixed models of learning that address our shared problems while accommodating the utterly disparate learning experiences of each individual.

## Expected Outcome:

Further develop teaching and leadership of curriculum areas to bridge the gap due to Covid 19:

- Teachers to continue to deliver basic skills for the first three weeks of the academic year
- Refine the maths teaching model for Autumn 1 to focus on 'practise and apply'
- Using AFL and assessment data plan for basic skills to bridge gaps in maths and for the lead up to the writing assessment
- Set up intervention groups for key children in order to bridge the gap-review during Pupil Progress Meetings

2. To develop a focus on mastery teaching with a clearer focus on catching up and deepening understanding of concepts and ideas - school action research through phase, including moderation.

## Expected Outcome:

Increase the understanding of mastery teaching:

- Explicit modelling of cohesive writing focusing on sentence structures, punctuation and the effect on the reader
- Big write to be planned for a purpose and include editing and uplevelling focusing on the effect and reasons for change
- Explicit teaching of unfamiliar language and the effect this has on the reader. (Monday session and the whole school focus in Spring)
- In Autumn 2 focus on the whole maths model including reason
- Bar modelling to be incorporated into every possible lesson as well as after every assessment point manipulatives to be used to ensure mastery

3. Continue to develop the foundation subjects through lead practitioner's accountability, focusing on subject content, curriculum organisation and linking previous learnt pupil knowledge and skill to next steps in their learning (Ofsted target)

## Expected Outcome:

- Review vertical plans and the curriculum to ensure deep coverage and links to previous knowledge
- Develop and embed the role of the Curriculum Development Leads in mentoring and coaching Lead Practitioners to ensure the curriculum is well organized, links pupil knowledge and moves learning on

4. Improve outcomes for all groups of SEND pupils further, given the range of additional and specialist needs in our school, so pupils are catching up and an increasing percentage reaching the expected standard by the end of the academic year - targeted interventions with a focus on addressing specific gaps in their learning, and/or they are able to have their needs met

Expected Outcome:

- To accurately identify and support pupils with SEND needs, ensure the plans and provision in place meets the needs of pupils
- Monitor plans and targets so pupils are making progress against these and wherever possible are working within their age related curriculum
- SEND interventions to be set to meet specific needs and enable ch to make accelerated progress, fill gaps and catch up (where possible)
- All pupils who are SEND are receiving a broad and balanced curriculum in line with the school's intent, implementation and impact
- Pupils develop confidence to thrive as learners and develop perseverance and resilience so they are able use their knowledge to extend their learning (deepening knowledge against plans)

5. Improve standards further for pupil premium and more-able pupil premium, increasing the percentages that are working securely in the year group curriculum and above the year group expectations.

Expected outcomes

- Focus on Pupil Premium children in core subjects and interventions to ensure they make accelerated focus
- An increased number of children to achieve Age Related Expectations and beyond if they are more able Pupil Premium

6. To improve presentation and handwriting across school in all subjects-OFSTED target

Expected Outcome:

- Presentation policy to be reviewed with all staff to ensure this is applied by the children
- Ensure staff are modelling correct handwriting and neat presentation at all times
- Teachers to actively review misconceptions in handwriting

7. Pupils mental health - develop further of the role of the Well-being Co-ordinator and support programmes for pupils following the extended closure of the school due to coronavirus, ie. Given the realities of where we are today, what can we do for every child to support good mental health now? What has worked well in the past, what additional things do we need to do to get effective targeted and specialist services to those who need it most?

Expected Outcome:

- Develop the role and meet the training needs of the pupil well-being coordinator
- Ensure school develops pupil resilience and well-being, addressing mental health needs, through the school SMSC, Unicef Rights and Respect and school values of SHARE and CRISP initiatives
- Develop pupil roles as councilors and pupils as well-being warriors to support peers
- Audit mental health needs at the beginning of the academic year as a priority, and then ensure that staff continue to refer throughout the year
- Develop pupil well-being programmes for mental health in partnership with the DHT and external agencies and monitor impact

8. Identify key priorities and risk assessments for all year groups in relation to teaching and expertise and address through year group plans to ensure that all children are able to make progress and fill their gaps in learning

Expected Outcome:

- SLT to assess each year group based on pupil need and experience of teaching staff (their experience in the year group or actual teaching experience)
- Produce plans to ensure that all needs are met and review plans at least on a block basis to identify any further actions

9. Physical Health & Fitness ie. What are the key threats to children's physical health (lock-down related obesity, where pupils have not undertaken physical activity) and what are some remedies that are working to address these?

Expected Outcome:

- Children to have opportunities to go out at key times e.g. break time and lunch time- following covid-19 guidance
- Children to understand the importance of physical health and fitness through designated wellbeing afternoons and assemblies
- Children to engage in active P.E units of work, following covid-19 guidance
- Coaches to be used to develop teacher CPD to ensure lessons are active and engaging to reduce risks of obesity

10. Continue to develop Early Reading (in EYFS and across school) to ensure a love for reading is developed through exposure to good quality texts as well as a systematic approach to learning phonics

Expected Outcome:

- To continue to embed the systematic approach to phonics through the RWI programme so all staff are phonics experts and the children make sustained and rapid progress
- Develop the role of the RWI Support Teacher to include newly arrived children across the school and those with SEND in Key Stage 2

11. Continue to develop Early Maths (in EYFS and across school) to embed reasoning skills and deepen knowledge of maths concepts

Expected Outcome:

- To continue to embed the Early Maths through Focus/Guided Maths sessions in order that children make sustained and rapid progress to be ready for the next stage in their education
- To ensure the use of appropriate manipulatives to embed learning and deepen knowledge

12. To develop an effective interactive remote learning the school curriculum which is delivered by teachers, which provides feedback and tracks progress

Expected Outcome:

- To review against the current DfE guidance on remote learning and ensure an age appropriate remote learning curriculum is in place by November 2020
- To ensure the curriculum is in line with national expectations which uses subject content to deliver effective lessons for pupils in year groups (if local lockdowns in place)
- To plan and provide on-line and off-line work for individual pupils who are self-isolating or shielding
- Support for most vulnerable including pupil engagement and digital poverty