

Layston School Improvement Plan (SIP) 2020-2021 Key Priorities

<p>Key Priority 1 Curriculum 1(English)</p>	<p>Key Priority 2 Curriculum 2(Mathematics)</p>	<p>Key Priority 3 Christian Ethos</p>	<p>Key priority 4 Curriculum</p>
<p>1.To ensure all guided reading sessions are of high quality and effective in developing key skills and To implement RWI consistently well across EYFS/KS1</p> <p>2.To ensure that core text are used to inspire, promote happiness and well-being and encourage conversations and talk in the classroom.</p> <p>3.To use PA plus resources to inform planning.</p> <p>4.To ensure the outdoor learning space is conducive to support smooth transitions between year groups and support the development of reading and writing.</p> <p>5.To enable pupils to revisit and catch up on essential key concepts in English within each year group.</p> <p>6.To ensure greater consistency in the quality of teaching and learning in writing across the school (TLA visit)</p> <p>7.To improve the consistency with which spellings are taught and learnt across the school.</p> <p>8.To review the teaching of handwriting across the school.</p> <p>9.To review the use of the library and impact on reading</p>	<p>1.To ensure that all pupils experience opportunities to reason and apply their mathematical knowledge and skills in a range of contexts through problem solving and shared experiences.</p> <p>2.To ensure the outdoor learning spaces are used effectively to promote talk and shared learning experiences in maths.</p> <p>3.To enable pupils to revisit and catch up on key learning in maths within each curriculum year group.</p> <p>4. To ensure that the pace of learning enables all pupils to thrive and still be challenged through going more broadly and deeply into learning.</p> <p>5. To ensure that students make at least expected progress in maths next year.</p>	<p>1.To make strong links with parents, and the wider community to support children as they return to school in September.</p> <p>2.To engage in community projects to support children's learning at home and at school.</p> <p>3.To enhance pupils spiritual development through the use of safe spaces and reflective spaces outdoors and within the classroom, enabling them to have an area in which they can be tranquil, reflect, feel safe and pray.</p> <p>4.To develop a joint system of moderation and assessment with leaders of other church schools to ensure the high expectations in RE are maintained and excellent practice is shared.</p>	<p>1.To establish a coherently planned recovery curriculum that takes into account safety, well-being and learning and to begin to enact this in the autumn term as all children return to school.</p> <p>2. To ensure all staff are familiar with the new SRE and PSHRE curriculum and to support members of staff to enact our school curriculum intent in its implementation in the classroom.</p> <p>3.To ensure that mental health and well-being is at the forefront of teaching and learning.</p> <p>4.To ensure the sequence of teaching help pupils to embed new learning in their long term memory.</p> <p>5.To ensure that the curriculum is accessible to pupils both remotely and in school through GSuite.</p> <p>6.To ensure teachers own subject knowledge supports our teaching and learning</p> <p>7.To ensure that formative assessment supports effective teaching and learning. To use the easy tracking HFL assessment system.</p> <p>8.To evaluate the impact of the curriculum across all foundation subjects.</p> <p>9.To ensure that pupils make progress in terms of knowing more, remembering more and being able to do more.</p>

<p>Key Priority 1.3. To use PA plus resources to inform planning.</p>	<ul style="list-style-type: none"> - Alongside highlighted curriculum maps from previous year to identify gaps - Use PA plus catch up resources (back on track) to inform planning and missed opportunities -Low stakes - Plan plenty of retrieval practise and opportunities -Mindful quiz-taking experiences - Continue to use PA plus materials and annotate to meet the needs of the cohort 	<p>Autumn term</p> <p>Half termly</p> <p>Autumn 1</p> <p>Ongoing</p>		<p>Teachers</p>	<ul style="list-style-type: none"> -Teachers are aware of potential gaps in learning -Back on track resources are used to support catch up interventions - PA planning is used and annotated - Opportunities planned in daily timetable -Planning is in sequence with curriculum maps or annotated across the year to show coverage 	<p>Teaching is correctly pitched</p> <p>Children feel a sense of success and show confidence in recalling prior learning</p> <p>Children apply what they know and begin to build upon</p> <p>Children are able to share their learning</p>
<p>Key Priority 1.4 .To ensure the outdoor learning space is conducive to support smooth transitions between year groups and support the development of reading and writing.</p>	<ul style="list-style-type: none"> -Recovery curriculum to focus on increased FS and outdoor learning across all subjects. -Plan additional opportunities for outdoor learning -Cross-curricula inspiration for shared writing - Blended learning from EYFS to Y1 - 	<p>Autumn term</p>	<p>Outdoor resources identified by year group teachers</p> <p>Resources to develop Y1 outdoors environment</p> <p>Plan in and use resources in the literacy shed top playground</p>	<p>Subject lead Teachers</p>	<ul style="list-style-type: none"> -children are writing, using basic skills and recalling prior learning -children are inspired by reading and writing outdoor as well as in - writing observed - Children in EY make a smooth transition into Y1 -independent writing/mark making is occurring 	<p>Children write for a purpose in a variety of ways and contexts, areas etc.</p> <p>Children in year 1 are settled and are able to access materials for free writing and writing through their interests</p> <p>Children are able to write in sentences, conveying ideas etc. for themselves and readers.</p>
<p>Key Priority 1.5 To enable pupils to revisit and catch up on essential key concepts in English within each year group.</p>	<ul style="list-style-type: none"> -Recovery curriculum -Teacher handover -Spring data and predicted -Identify children who need further support to catch up and plan as needed - Use back on track English resources to support this. -Planning - Blended approach - prior, recall, teach, asses 	<p>Autumn term</p>	<p>Further resources in needed</p> <p>RWI in Y1 - sounds for the wall, etc</p>	<p>Subject lead Teachers</p>	<ul style="list-style-type: none"> -All staff are prepared of the Autumn term -Teachers are aware of those at risk and can support within class -children are able to access the learning and build on prior ready to move on 	<p>Children make good progress in recalling and using prior learning</p> <p>Children practise the skills they are familiar with and are confident to have ago</p> <p>Children are ready and begin to apply new learning</p>
<p>Key Priority 1.6.To ensure greater consistency in the quality</p>	<p>Date to be confirmed with TLA to discuss where the</p>	<p>Autumn term</p>	<p>TBC</p>	<p>Helen</p>	<p>Teachers are confident in planning and delivering high quality</p>	<p>Children write with stamina demonstrating at least the age related</p>

<p><i>of teaching and learning in writing across the school (TLA visit)</i></p>	<p>school is, any barriers and way forward Discuss actions, success criteria and intended impact and complete plan to move forward in this area</p> <p>Provide time for the new English lead to understand the strengths and next steps across the school. Use any evaluation to adapt and modify the action plan where necessary.</p>	<p>Add timescales into plan</p>			<p>writing sessions as intended</p>	<p>standard across different subjects</p>
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Autumn						
Key Priority 2: Maths						
Objective	Action	Timescales	Cost	Who	Success criteria	Impact
<p>Key Priority 2.1 <i>To ensure that all pupils experience opportunities to reason and apply their mathematical knowledge and skills in a range of contexts through problem solving and shared experiences.</i></p>	<ul style="list-style-type: none"> - Continue to push the importance of reasoning opportunities - Ensure that all classes are doing several NRIC tasks per term (those included on the curriculum map). - Share examples of good practice. 	<p>Initial monitoring autumn term.</p>		<p>Subject lead</p> <p>Teachers</p>	<ul style="list-style-type: none"> - Evidence of children explaining their reasoning in books (e.g. scribed on post its or hand written by children) - Three (minimum) problem solving tasks completed per term 	<p>Children are given more opportunities to reason and apply their mathematical knowledge. They become better at doing this and do so from young age.</p>
<p>Key Priority 2.2 <i>To ensure the outdoor learning spaces are used effectively to promote talk and shared learning experiences in maths.</i></p>	<ul style="list-style-type: none"> - Teachers to plan outdoor maths activities (perhaps problem solving or investigations). These could be applying previously taught key learning. Liaise and share plans with Forest School practitioners. - Some outdoor learning opportunities occur outside of Forest School sessions too. 	<p>Autumn term</p>		<p>Teachers Forest School practitioners</p>	<ul style="list-style-type: none"> - Some maths lessons effectively use the outdoor learning space. 	<p>Studies have found that teaching outdoors increases students' interest in a subject and intrinsic motivation to learn, and may help them to retain information longer than regular indoor classes.</p>

<p>Key Priority 2.3 To enable pupils to revisit and catch up on key learning in maths within each curriculum year group.</p>	<ul style="list-style-type: none"> - Recovery curriculum gives plenty of opportunities for increased outdoor learning in FS. - Prioritise key areas such as number and addition, subtraction, multiplication and division. - Assess, identify gaps, plan, teach, repeat. - Teachers to identify (with the help of previous teacher) gaps in essential learning from prior year. Use back on track Maths resources to support children who have fallen behind to catch up 	<p>Autumn term Ongoing</p>		<p>Teachers Subject lead</p>	<ul style="list-style-type: none"> - All staff are prepared for the autumn term. - Teachers are aware of those at risk and can support within class. - Children are able to access the learning and build on prior learning ready to move on. 	<p>Children make good progress in recalling and using prior learning. Children practise the skills they are familiar with and are confident to have a go. Children are ready and begin to apply new learning.</p>
<p>Key Priority 2.4 To ensure that the pace of learning enables all pupils to thrive and still be challenged through going more broadly and deeply into learning.</p>	<ul style="list-style-type: none"> - Provide new staff with training around the use of Essential maths and the CPA approach. - Also provide new staff with access to White Rose CPA online course. - Maths lead and DHT to engage in Maths Hub CPD and make links with others schools and leading maths practitioners and share good practice across the school. - Monitor objectives covered in autumn term 	<p>Autumn term: Essential maths webinars run by HfL available for reception (multiple dates) and KS1 (21st Sept).</p> <p>End of autumn term</p>	<p>tbc</p>	<p>New class teachers</p> <p>Subject lead</p>	<ul style="list-style-type: none"> - All staff trained in the use of Essential maths and the CPA approach - Sufficient progress through key learning evident 	<p>All staff using Essential maths and CPA approach Maths taught consistently across the school.</p>
<p>Key Priority 2.5 To ensure that students make at least expected progress in maths next year.</p>	<ul style="list-style-type: none"> - Targeted interventions put in place (these target specific gaps that have been identified). - Pre-teaching for children that would otherwise struggle with an upcoming objective - Back on track maths catch up resources 	<p>Started by November</p> <p>First half term</p>	<p>Approx £500?</p>	<p>Teachers (planning and oversight) TAs Subject lead (support and monitoring)</p> <p>Subject lead</p>	<ul style="list-style-type: none"> - Target children identified and interventions in place by November 	<p>Critical gaps for targeted children are systematically addressed.</p>

	<p>- Ensure that all classes are well resourced (resource audit)</p>				<p>- All classes well-resourced with a range of maths manipulatives (and easily accessible by children)</p>	<p>All children are able to use a range of manipulatives to support and extend their understanding.</p>
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Autumn						
	Key Priority 3: Christian Ethos & RE					
Objective	Action	Timescales	Cost	Who	Success criteria	Intended Impact
Key Priority 3.1. To make strong links with parents, and the wider community to support children as they return to school in September.	BLM - SB coordinate buying of books with main characters who are other than white. Recovery Curriculum	On going See below	Books - £300?	Susie & Gemma	All classrooms and library will have stories containing characters from a range of ethnic backgrounds	Children see people of different cultures and backgrounds and value them
Key Priority 3.2. To engage in community projects to support children's learning at home and at school.	Fundraiser for foodbank	First half term	Children bring in £1 for non-uniform day	Susie to coordinate	Money is raised for foodbank	Vulnerable families in community are supported & children see the value of giving to others
Key Priority 3.3. To enhance pupils' spiritual development through the use of safe spaces and reflective spaces outdoors and within the classroom, enabling them to have an area in which they can be tranquil, reflect, feel safe and pray.	Create reflection areas outside cf. Art Create a collaborative prayer book	First half term SB to plan with CT - Second half autumn term	See art below Book	See art below Susie & CTs	See art below Prayer book available - possibly print & sell?	See art below Prayer book with illustrations and reflections included
Key Priority 3.4. To develop a joint system of moderation and assessment with leaders of other church schools to ensure the high expectations in RE are maintained and excellent practice is shared.	Meet with Roger de Clare, St Thomas' & Edwinstree RE leaders to moderate and discuss how they assess RE	Spring term?	?	Susie	RE is of high quality and practice if developed through sharing ideas. RE is assessed in an effective yet manageable way.	High quality provision of RE with continuity & progression, across year groups and schools

Autumn						
	Key Priority 4: Curriculum (Recovery Curriculum)					
Objective	Action	Timescales	Cost	Who	Success criteria	Intended Impact
Key Priority: 4.1/4.2/4.3. PSHRE & MH - to prioritise PSHRE & MH in the Recovery Curriculum PSHRE & MH - to timetable 10 minutes Mindfulness after lunch every day for each class	CT timetable PSHRE lessons in weekly to deliver statutory curriculum PSHRE & MH built into RC	Autumn Term	None	Susie & CTs	Regular weekly PSHRE sessions across school, 5W2WB promoted & PB Network Hands revisited	PSHRE helps process the difficult and emotionally challenging aspects of lock down - therapeutic
	Mindfulness timetabled in daily	Autumn Term	PSHRE book request - see separate document	SLT	Mindfulness established across school	Pupils' concentration and ability to manage anxiety increased
Key Priority: 4.1/4.3. Art - to create a collaborative piece of school art work to recognise lock down Art - to create reflection area outside using old CDs to hang in trees and rag/ribbon hoops	SB to organise art day (am activity)	First half autumn term	Resources	Susie	Art work displayed in hall or corridor	Art helps process the difficult and emotionally challenging aspects of lock down - therapeutic
	SB to organise art day (pm activity)	First half autumn term	Resources	Susie	Art work displayed outside (outdoor classroom & around trees)	Art helps process the difficult and emotionally challenging aspects of lock down - therapeutic
Key Priority: 3.3/4.1/4.3. RE - to create a collaborative prayer book	Each class develops prayers relating to Covid-19 - themes of hope, compassion, thanks...	SB to plan with CT - Second half autumn term	Book	Susie & CTs	Prayer book available - possibly print & sell?	Prayer book with illustrations and reflections included
Key Priority 4.1. Science All students experiencing good quality science across the school. That has clear progression linked to the national curriculum outcomes.	Recovery curriculum is planned for autumn term and science curriculum map is amended to reflect the increased opportunity for outdoor learning, investigations and questioning - working scientifically	Autumn 1	£800	MB	Recovery curriculum is followed and children are happy and secure and are able to learn Science is planned weekly and is evident on the time table. FS and outdoor learning	Children are curious about science and enjoy investigations Children take part in science activities every week

	<p>-SL to sign up to the QPSM to support CPD and science teaching across the school. Strong links with FS and outdoor learning in autumn term is reflected on the curriculum map - annotated curriculum map shows FS links and planning</p> <p>FS knowledge organisers show cross curricular links with science</p>	Summer 2019		GL	<p>is used to deliver science objectives.</p> <p>Curriculum map show links with FS</p> <p>Knowledge organisers show progression across the year groups</p>	<p>FS is used to deliver some science teaching and learning</p> <p>Curriculum maps have FS links highlighted</p> <p>Knowledge organisers are used to ensure progression across year groups</p>
<p>Key Priority 4.7. To ensure that formative assessment in science supports effective teaching and learning.</p>	<p>Blended learning from previous year group to incorporate any gaps in learning</p> <p>Highlighted subject and year group maps identify gaps</p> <p>Science amended curriculum map reflects this</p> <p>Home learning to be valued and drawn upon to inform next steps/curriculum map reviews.</p> <p>Use of knowledge organisers to help with assessing children's knowledge and understanding of topics covered at home.</p> <p>Use ASE resources to support assessment of units</p>	<p>Autumn 1</p> <p>Summer 2019</p> <p>Summer 2019</p> <p>Autumn 1</p> <p>Autumn 1</p>	£	<p>AM Class teachers</p> <p>AM and class teachers</p> <p>AM</p> <p>Class teachers</p> <p>Class teachers</p>	<p>Gaps are identified on curriculum maps and teachers address these in lessons</p> <p>Knowledge organisers are used to as an assessment tool to find out what the children already know about previously taught units.</p> <p>ASE plan it units are used to support teacher assessments</p>	<p>Children are secure in knowledge and understanding of concepts taught in curriculum year</p> <p>Knowledge organisers are used to assess learning and are used as a tool by staff and children</p> <p>Staff use AFL when teaching units of work in science</p>
<p>Key Priority 4.4. Students to be engaged and excited about science and are able to</p>	<p>Recovery curriculum focus on collaboration, talk and investigative learning</p>	Autumn 1	£	AM	<p>Pupil voice shows that children are excited and are enjoying science</p>	<p>Children enjoy science and are able to talk about current and previous learning</p>

<p>talk about and build on previous learning. The outdoor environment is used to support investigative enquiry using non statutory guidance.</p>	<p>Investigations are planned termly and science through story is planned termly Outdoor learning and strong links with FS to encourage an enquiry approach to learning Teachers use ASE, Explorify, STEM resources</p>	<p>Summer 2019/ Autumn 1</p> <p>Autumn 1</p> <p>Autumn 1</p>		<p>Class teachers</p> <p>GL Class teachers</p> <p>AM Class teachers</p>	<p>Investigations are planned for every unit of work</p> <p>Stories are used to start a topic or unit</p> <p>Science is delivered during FS sessions and the outdoor space is used for children to develop their learning</p> <p>Teachers are using ASE and explorify to deliver exciting lessons and thought provoking starters</p>	<p>Children remember more and are able to ask questions about science ideas</p> <p>Children use their environment to explore and investigate scientific ideas.</p>
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