

## Layston School Improvement Plan (SIP) 2021 -2022 Key Priorities

<p style="text-align: center;"><b>Key Priority 1</b> <b>Curriculum 1(English)</b></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 greater consistency in the quality of teaching and learning in writing across the school (TLA visit)</p> <p>3.To improve the consistency with which spellings are taught and learnt across the school.</p> <p>4.To review the teaching of handwriting across the school.</p> <p>5.To review the use of the library and impact on reading</p> <p><u>Review of impact:</u></p>	<p style="text-align: center;"><b>Key Priority 2</b> <b>Curriculum 2(Mathematics)</b></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 that the pace of learning enables all pupils to thrive and still be challenged through going more broadly and deeply into learning.</p> <p><u>Review of impact:</u></p>	<p style="text-align: center;"><b>Key Priority 3</b> <b>Christian Ethos</b></p> <p>1.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>2.To support staff manage workload pressures</p> <p>3. To develop existing planning and policy documentation by explicitly linking key questions to one of the three golden threads of theology, sociology or philosophy.</p> <p><u>Review of impact:</u></p>	<p style="text-align: center;"><b>Key priority 4</b> <b>Curriculum</b></p> <p>1.To ensure the sequence of teaching help pupils to embed new learning in their long term memory.</p> <p>2.To ensure that formative assessment supports effective teaching and learning. To use the easy tracking HFL assessment system.</p> <p>3.To evaluate the impact of the curriculum across all foundation subjects, starting with Science, DT and PSHRE.</p> <p>4. To ensure that pupils make progress in terms of knowing more, remembering more and being able to do more.</p> <p>5.To continue to plan for the developments to the outdoor learning environment in EYFS ensuring that it offers children with an opportunity to engage in learning across the seven areas of development</p> <p>6.Ensure that resources and display materials include images and depictions of the wider community and expose children to different races, cultures, ages, genders and abilities whilst challenging stereotypes</p> <p><u>Review of impact:</u></p>
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<b>Key Priority 1:English</b>						
<b>Objective</b>	<b>Action</b>	<b>Timescales</b>	<b>Cost</b>	<b>Who</b>	<b>Success criteria</b>	<b>Intended Impact</b>
1. Embed the use of RWI resources YR-1, Y1-2, etc.	- continue to monitor children's phonics progress through RWI in YR R/1/2/3 Create a 'teaching of reading' policy which can be published on the school website and reviewed regularly to keep up to date as things	Throughout the year	Purchase of more RWI reading scheme books.	HK Class teachers/TA's/SENCO	- children are moving through the RWI programme at a good pace and interventions are in place for those who are at risk of falling behind - phonics is being taught consistently and daily and teachers are confident in their delivery of RWI phonics sessions	Children feel a sense of success and show confidence  Children in can quickly recall phonemes and these are matched to reading books.
2.To ensure greater consistency in the quality of teaching and learning in writing across the school (TLA visit)	Opportunities for early reading and writing skills - to practice fine and gross motor skills  -Cross-curricula inspiration for shared writing  Opportunities to edit pieces of writing in Y2,3 & 4	Autumn and spring term  Add timescales into plan	TBC Resources to develop Y1 outdoors environment	Helen	Teachers are confident in planning and delivering high quality writing sessions as intended  TLA to offer support with an approach to editing writing	Children write with stamina demonstrating at least the age related standard across different subjects  Consistent approach for writing across the school
3.To improve the consistency with which spellings are taught and learnt across the school.	Consistent approach to teaching spellings in LKS2 Evaluate PA plus essential spelling tool Take advice from TLA report findings	Summer term		HK Class teachers	Teachers are confident in planning and delivering high quality spelling sessions as intended PA plus resources are used (essential spelling) There is consistency across the school	
4.To review the teaching of handwriting across the school.	Consistent approach to teaching handwriting across the school	Summer term		HK Class teachers	Teachers are confident in planning and delivering high quality handwriting sessions as intended There is consistency	

					across the school	
<i>5.To review the use of the library and impact on reading</i>			£750 donation £250 donation			

<b>Autumn</b>						
	<b>Key Priority 2: Maths</b>					
<b>Objective</b>	<b>Action</b>	<b>Timescales</b>	<b>Cost</b>	<b>Who</b>	<b>Success criteria</b>	<b>Impact</b>
<p><b>Key Priority 2.1</b>  <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>	<p>Continue to push the importance of reasoning opportunities            Ensure that <b>vocabulary is being taught explicitly</b> so that children can use this in their reasoning.            Ensure that all classes are doing several <b>NRICH tasks</b> per term (those included on the curriculum map).            Share examples of good practice.</p>	Half-termly		<p>Subject lead</p> <p>Teachers</p>	<p>Evidence of children explaining their reasoning in books (e.g. scribed on post its or hand written by children)</p> <p>Three (minimum) problem solving tasks completed per term</p>	<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><b>Key Priority 2.4</b>  <i>To ensure that the pace of learning enables all pupils to thrive and still be challenged through going more broadly and deeply into learning.</i></p>	<p>Maths lead and DHT to share good practice across the school of mastery approach.            Monitor objectives covered in autumn term</p>	Half-termly		<p>BS, SB</p> <p>Subject lead</p>	<p>Sufficient progress through key learning evident</p>	<p>Maths taught consistently across the school.            All staff using White Rose Maths and CPA approach. Teachers increasingly using the teaching for mastery principles (now used in observations).</p>

<b>Autumn</b>						
	<b>Key Priority 3: Christian Ethos &amp; RE</b>					
<b>Objective</b>	<b>Action</b>	<b>Timescales</b>	<b>Cost</b>	<b>Who</b>	<b>Success criteria</b>	<b>Intended Impact</b>
<i>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.</i>	Meet with Roger de Clare, St Thomas' & Edwinstree RE leaders to moderate and discuss how they assess RE	Spring term/summer term 2021	SL time	SB	RE is of high quality and practice is developed through sharing ideas. RE is assessed in a meaningful yet manageable way.	High quality provision of RE with continuity & progression, across year groups and schools.
<i>To support staff manage workload pressures</i>	SB to send out staff Well Being questionnaires	Autumn 21	PPA time ring fenced	SB AM	Staff wellbeing is carefully monitored & support provided when needed	Staff well-being is good and workload is manageable.
<i>To develop existing planning and policy documentation by explicitly linking key questions to one of the three golden threads of theology, sociology or philosophy.</i>	R.E. leader to complete action research as planned; How can knowledge organisers support retrieval in R.E.? RE lead to develop knowledge organisers in RE across the school RE lead to develop understanding amongst all staff around theology, sociology and philosophy	Autumn 21		SB	Knowledge organisers have key questions linked to 3 themes Staff have a better understanding about each of the themes and are confident teaching them	Planning and policy are linked explicitly with the 3 golden threads

<b>Autumn</b>						
	<b>Key Priority 4: Curriculum (Recovery Curriculum)</b>					
<b>Objective</b>	<b>Action</b>	<b>Timescales</b>	<b>Cost</b>	<b>Who</b>	<b>Success criteria</b>	<b>Intended Impact</b>
<p>1.To ensure that formative assessment supports effective teaching and learning</p> <p>To use the easy tracking HFL assessment system.</p>	<p>Staff workshops to share good practice about AFL</p> <p>Lesson planning format shared with staff</p>	<p>Autumn 21 &amp; Spring and Summer 21</p>		<p>BS</p> <p>SB</p>	<p>AfL now on school, lesson obs &amp; lesson planning doc'ts</p> <p>All staff are recording data drops using Easy Tracker</p>	<p>AfL used across school in all subjects and children develop &amp; use the language of AfL to talk about their learning</p> <p>Staff are confident using ET</p>
<p>2.To evaluate the impact of the curriculum across all foundation subjects.</p>	<p>Lesson observations</p> <p>Pupil voice</p> <p>Deep dives</p> <p>Knowledge organisers</p>	<p>Autumn term</p>		<p>SLT</p> <p>SL</p> <p>Class teachers</p>	<p>Pupils can confidently discuss their learning from previous week, term, year group. Mastery approach is being developed across the school</p>	<p>Curriculum is broad and balanced for all children in all subjects and year groups.</p>
<p>4. To ensure that pupils make progress in terms of knowing more, remembering more and being able to do more.</p>	<p>Lesson observations</p> <p>Pupil voice</p> <p>Deep dives</p> <p>Knowledge organisers</p>	<p>Autumn term</p>		<p>SLT</p> <p>SL</p> <p>Class teachers</p>	<p>Pupils can confidently discuss their learning from previous week, term, year group. Key vocabulary is used and understood. Mastery approach is being developed across the school</p>	<p>Pupils across the school make progress in knowing more, remembering more and are able to do more across all subject.</p>
<p>5.To continue to plan for the developments to the outdoor learning environment in EYFS ensuring that it offers children with an opportunity to engage in learning across the seven areas of development</p>	<p>Focus on development of front concrete outdoor space:</p> <p>Develop outdoor woodworking space and gravel pit</p> <p>Add further outdoor mark-making opportunities</p> <p>Develop play house into</p>	<p>Throughout the Year</p>	<p>£500</p> <p>Resources to develop the Reception concrete outdoor space, including:</p>	<p>HK</p>	<p>Children are fully engaged in their learning in the outdoor spaces</p> <p>Children understand how to use and look after the resources in the space</p> <p>The area is well organised and an</p>	<p>Provision in the front outdoor space offers the best possible opportunities for children to move forward in all areas of learning, and children make the best possible progress as a result.</p>

	<p>reading/mark-making/story telling space</p> <p>Audit outdoor sand and water provision and develop as appropriate</p> <p>Develop shed to be self-access for children to get resources out</p>				attractive environment to learn in.	
<p>6.Ensure in EYFS that resources and display materials include images and depictions of the wider community and expose children to different races, cultures, ages, genders and abilities whilst challenging stereotypes</p>	<p>Audit display materials for images and remove/update as needed</p> <p>Purchase books to support exposure to diverse range of people</p> <p>Purchase further small world people to increase diversity of representation</p> <p>Purchase resources for home corner to ensure a range of home life and food is represented</p>	Autumn Term	<p>£75</p> <p>Books/small world figures/home corner resources</p>	HK	<p>Display materials and resources represent a wide range of people</p> <p>Children have the opportunity to develop their understanding of the wider community through their play</p>	<p>Provision provides a range of opportunities for children to encounter the wider community and children are more aware and accepting of human diversity.</p>