

September 2020 – School Improvement / COVID-19 Response Plan

School Improvement Plan:						
Target:	Success Criteria:	Action:	Resources:	Who?	When?	Monitoring by Governors, SLT and Staff
1. To adapt the school's curriculum to respond to the educational needs of all pupils as they return to school	<ul style="list-style-type: none"> A broad and ambitious curriculum is taught from autumn 2020 which has a focus on prioritising significant gaps in pupils' knowledge. A return to the school's normal curriculum is in place by summer 2021 Assessment of learning and statutory assessment data shows that children have made good progress in the essentials – (phonics, reading, increasing vocabulary, writing and maths) despite time out of school Subject Leaders are able to talk confidently about strengths and areas for development within their subject as well as the rationale for content choices and sequencing Work scrutiny demonstrates that pupils are developing appropriate knowledge and skills in each subject and therefore producing high quality work by the end of the summer term 2021 Discussion with pupils demonstrates that they are 	<ul style="list-style-type: none"> Develop and implement an adapted Curriculum Plan for the autumn term to set expectations for staff and provide a strategic way forward. (See Plan for further detail) Update curriculum plan half termly in response to formative assessment across all areas of the curriculum in discussion with subject leaders Use assessment information gathered by teachers to plan 'Catch Up' strategy. Make use of EEF materials and DfE guidance / funding. Implement 'Catch Up' Plan Provide time and support for Subject Leaders to monitor and evaluate provision and implement actions to address areas in need of development Support teachers in adapting 'Success for All' materials to enable effective implementation in whole class groups. English Leader to focus 	School curriculum map / External resources to support teaching	SLT	Sept 2020	Govs
			Assessment information / Subject Leader time / Cornerstone Tests	SLT / Subject Leaders / Teachers	Half termly	Govs
			DfE funding / EEF Materials	SENCo / HT	October 2020	SLT / Govs
			SL Time / CPD for Subject Leaders	Subject leaders / Teachers	Ongoing – Weekly Leadership time	HT
			Success for All advisor support / The Write Stuff materials /	English Leader / Teachers	Sept 2020 – ongoing	HT

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	building schema and are able to recall learning in areas studied <ul style="list-style-type: none"> • 'Catch up' support implemented is effective in securing good progress and narrowing gaps in learning 	on securing improved standards in writing.	Plan for SFA units / Writing moderation opportunities / PDDay focus		P.D.Day Oct 2020	
2. To develop remote education so that it is integrated into school curriculum planning and enables pupils to be educated at home where it becomes necessary	<ul style="list-style-type: none"> • Assessments show that the majority of children continue to make progress during remote learning situations • Teachers, HLTAs and LSAs provide confident and consistent support to pupils in a remote learning situation. • All staff are making effective use of Microsoft Teams to support remote learning • It is clear that a planned and well-sequenced curriculum is in place and teachers are able to gauge how well children are progressing through this curriculum adjusting pace or difficulty where necessary. • SEND pupils and their families feel supported and able to access a relevant and appropriate curriculum for their child. • Support from the Family Support practitioner and SENCo is effective in engaging 'harder to reach' families ensuring all pupils are accessing learning activities 	<ul style="list-style-type: none"> • Develop a remote learning contingency plan following DfE guidelines. Create a remote learning plan for parents to follow. Implement this plan if it becomes necessary. • Provide support and training for teachers, pupils and parents to ensure they can make effective use of Microsoft Teams to develop and access remote learning opportunities. Begin to use Microsoft Teams to set Homework tasks enabling us to 'practise' using Teams and refine support. • Teachers and Subject Leaders to map external online resources to the school's curriculum plan to enable a smooth transition between in-school and remote learning where necessary. • Survey parents to find out who will need extra support in accessing online resources. Develop a plan to support families who need it. Implement plan if necessary 	Remote learning plan / DfE guidance / Microsoft Teams access SM time / Laptops for teachers / Guide for parents / Teaching time to support pupils PPA time / Leadership Time Survey / DfE / School laptops and iPads	SLT / Teachers / HLTAs / LSAs HT / SLT Teachers / HLTAs / LSAs Subject Leaders / Teachers Parents / SLT / ICT Support Team	Sept 2020 Autumn HT 1 Autumn HT 1 End of September	HT / SLT / Govs HT HT Govs

	<ul style="list-style-type: none"> The majority of pupils are able to access online resources effectively Where families are unable to access online resources, paper-based resources provide effective alternative support for pupils. 	<ul style="list-style-type: none"> Explore and purchase offline resources which can be used to support the small number of families who may not be able to access online remote learning support. 	Workbooks to support learning	SLT	End of September	HT
3. To ensure that pupils behave consistently well demonstrating highly positive attitudes and commitment to their education	<ul style="list-style-type: none"> The majority of pupils behave consistently well and demonstrate highly positive attitudes Observations demonstrate that staff are consistently implementing policy changes and that their interactions model the culture we have agreed to adopt Disruptions to learning are rare 	<ul style="list-style-type: none"> September Training Day – Pivotal Training for all staff. Agree behaviour plan Develop / update behaviour policy in response. Monitor implementation of agreed actions / change in culture. 	<p>P.D.Day focus – Pivotal Trainer</p> <p>SLT Time</p> <p>Pivotal Day (Huw Lloyd 24.09.20) SLT Time</p>	<p>All staff</p> <p>HT / SLT</p> <p>SLT</p>	<p>Sept 1st</p> <p>Nov 2020</p> <p>From Sept 2020</p>	<p>HT / Govs</p> <p>SLT / Govs</p> <p>SLT / Govs</p>
4. To ensure the curriculum and wider work of the school supports pupils to be confident, resilient and independent and to develop strength of character	<ul style="list-style-type: none"> Discussion with pupils demonstrates their resilience and strength of character Pupils are observed to be confident and independent in a range of situations Pupils are able to talk about Growth Mindset with simple understanding of the concept and model it in their approach to learning Evidence from monitoring of SMSC / PSHCE and RSE provision in school shows that it has a clear impact on developing strength of 	<ul style="list-style-type: none"> Implement the use of the Resilience and Engagement Scale and Toolkit (REST) to help identify children in need of extra support Provide training for staff to support delivery of the mental health section within RSE curriculum (See DfE materials) Provide time and support for RSE Leader to work alongside colleagues to implement RSE curriculum effectively Implement Pivotal approach to behaviour support (See target above) 	<p>Jigsaw REST materials. Time to carry out assessment Staff Meeting time / DfE resources</p> <p>Leadership Time for RSE Lead</p> <p>PDDay 1st Sept Pivotal Trainer</p>	<p>SENCo / Teachers / LSAs</p> <p>HT / Teachers</p> <p>RSE Lead / Teachers</p> <p>All staff</p>	<p>Wk beg 07.09.20</p> <p>Sept 2020</p> <p>By Dec 2020</p> <p>Autumn Term</p>	<p>HT</p> <p>SLT</p> <p>HT</p> <p>SLT / Govs</p>



	<p>character for the majority of pupils.</p> <ul style="list-style-type: none"> Staff state that supervision provides time and space to reflect on experiences and practice in a supportive environment. 	<ul style="list-style-type: none"> Provide emotional and social support interventions for pupils (and families) identified through ELSA Team and FSP. SENCo to coordinate. Continue to develop Growth Mindset principles - Raise the profile of the GM principles within the classroom and through assemblies Provide professional development for staff – ensure that GM is modelled in staff behaviour Begin to trial a system of staff supervision to enable staff to cope more effectively with the challenging role they play in supporting children with a range of complex needs 	<p>Jigsaw REST materials / ELSA materials / FSP Time</p> <p>GM Posters / Staff Meeting time to review principles / Assembly time</p> <p>Training for staff / Time to carry out half termly 1:1 session</p>	<p>SENCo / FSP / ELSA Team</p> <p>All staff / HT</p> <p>HT to lead SLT / Teachers / HLTAs/ LSAs / FSP</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Autumn Term then ongoing</p>	<p>SLT</p> <p>Govs</p> <p>Govs</p>
<p>5. To ensure teachers receive focused and highly effective professional development to enable them to respond confidently to challenges of the coming year</p>	<ul style="list-style-type: none"> Teachers confidently use Microsoft Teams to deliver remote learning effectively in a range of different ways. Teachers are able to identify the impact of a range of CPD on their success in the classroom. Staff achieve and exceed Performance Management targets The teaching of the curriculum and appropriate use of assessment is enhanced as a result of a focus on effective CPD 	<ul style="list-style-type: none"> Teachers are supported in developing knowledge and ability to use Microsoft Teams effectively through whole staff training opportunities, 1:1 support and signposting to other online resources. Extra PPA time to be focused on achieving confidence and competence in this area. (see also Target 2) CPD budget and ‘Catch Up’ funding is used effectively to support training for staff delivering structured interventions and to fund Olevi Creative Teacher Programme to impact on high quality teaching 	<p>Microsoft Teams / Extra PPA Time</p> <p>CPD budget / ‘Catch Up’ Funding / Olevi training provider</p>	<p>Teachers / LSAs</p> <p>SLT / Teachers / LSAs</p>	<p>By Oct 2020</p> <p>Ongoing</p>	<p>HT</p> <p>HT / Govs</p>



	<ul style="list-style-type: none"> Pupils achieve higher standards as a result of improved teaching across all subjects 	<ul style="list-style-type: none"> NQT and NQT + 1 are provided with high quality mentor support and an appropriate programme of training for the year. Teachers are directed towards and encouraged to engage in online CPD opportunities reflecting their own interests and needs. Apprenticeship levy used to allow Maths Leader to undertake Masters course 	<p>Mentor time / NQT Courses</p> <p>Online CPD opportunities</p> <p>Funding from LA / NTC programme</p>	<p>NQT / NQT +1 / TB and SF</p> <p>Teachers / HLTAs / LSAs / Subject Leaders</p> <p>VH / HT</p>	<p>Action plan in place by 21st Sept - All year</p> <p>All year</p> <p>July 2020</p>	<p>HT / Appropriate Body</p> <p>HT / Govs</p> <p>HT</p>
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