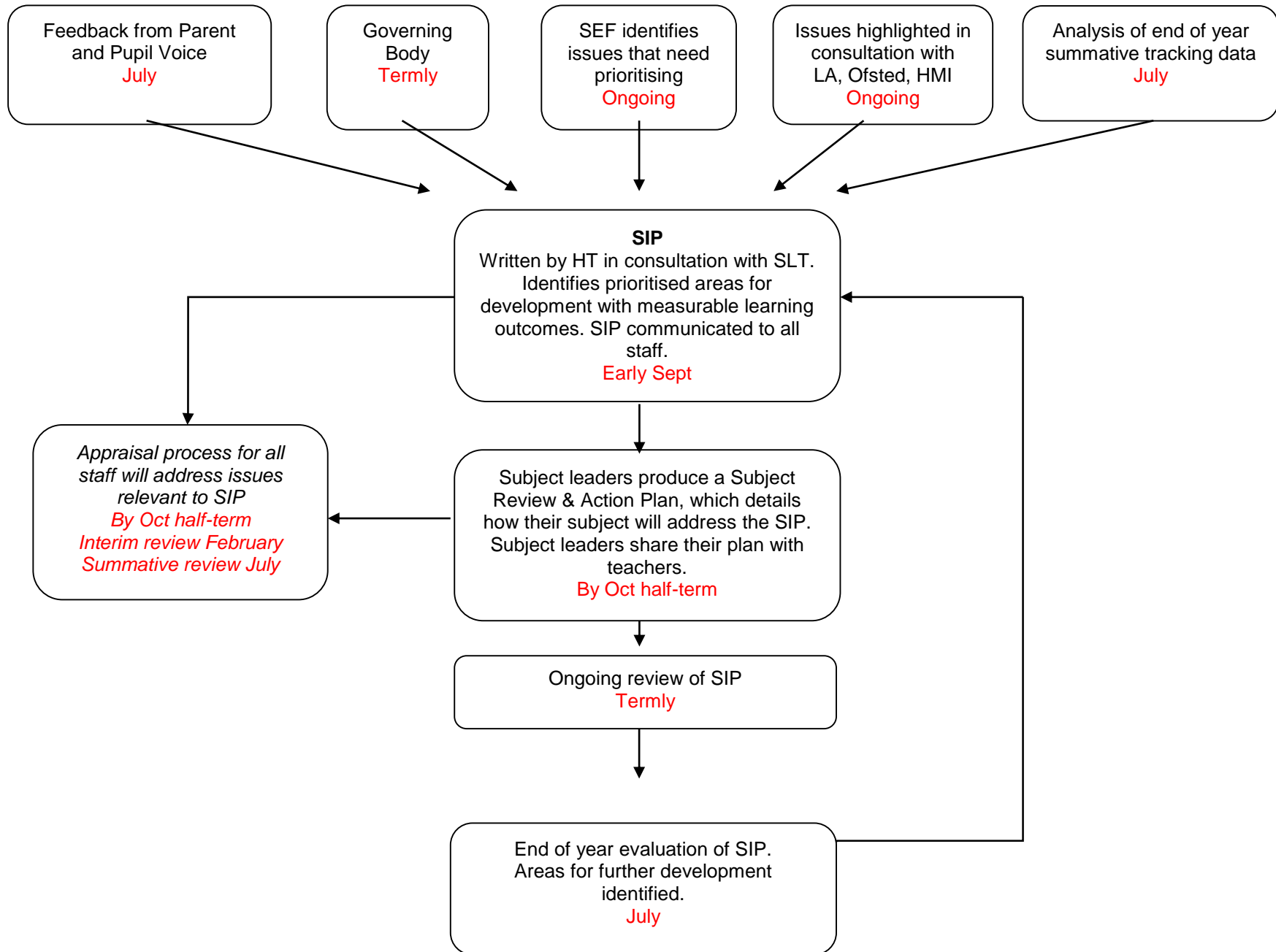


# The SIP process: An integrated framework for continued improvement



# SIP: Living our Vision and Values 2022-2023



## LIVING OUR VALUES:

### ENJOYMENT

*Laughing  
Loving  
Learning*

### ENGAGEMENT

*Communicating  
Collaborating  
Contributing*

### EXCELLENCE

*Be your best  
Be even better  
Be brilliant*

## St Day and Carharrack Community School

*We are the **CHANGE-MAKERS** of OUR WORLD!*

### OUR VISION

**ENJOYING, ENGAGING, EXCELLING**

Happy, healthy children, **enjoying** learning for life - surrounded by kind, respectful relationships and **engaging** in rich learning experiences. **Together** we will enable and encourage **ALL** our children to discover their unique gifts of character, talents and abilities. Our children will enthusiastically contribute to society, **excelling** in all they choose to do. They will communicate confidently, listen openly, think critically and question respectfully – our children will be the responsible **Change-Makers of Our World**.

### OUR SCHOOL AIMS:

*to live our vision and values through our behaviours It starts with every one of us!*

**People** – placing kindness at the centre of our community to grow healthy, trusting, listening relationships to enable everyone to be responsible, respectful, self-sufficient, valuable members of our local, national and global communities

**Place** - creating a safe learning environment both in and out of the classroom where children's voices are heard, the bravery, risk-taking and uniqueness of everyone is encouraged and celebrated - to grow our 'CHANGE –MAKERS'

**Purpose** - living our values of **ENJOYMENT, ENGAGEMENT** and **EXCELLENCE** to deliver high quality, inclusive education in order that all learners achieve and exceed their personal best – to **be brilliant**.

# School Improvement- 5 Priorities for the year 2022-2023

## 1. Quality of Education: 'Enjoy, Engage, Excel'

To raise standards through embedding a bespoke, rich, ambitious and progressive curriculum so children increasingly **know more, remember more and can do more to be their best**. Our 'CHANGE model of learning' ensures consistently good or better teaching which is purposeful and inclusive - enabling brilliance. Learning is adapted to match the needs of all learners and provides challenge for all. Through embedding oracy skills, children are encouraged to **think critically** by being **curious, collaborating** and **communicating** effectively in a range of contexts - to support thinking widely and deeply about themes which are of local and global importance.

## 2. Behaviour and Attitudes: 'Positive and Purposeful School Parent Partnerships'

Parents and school staff to have the **HIGHEST EXPECTATIONS** for learners' attendance, behaviour and conduct at all times through respectful, nurturing, restorative relationships and by following the behaviour policy consistently. Through a Rights Respecting Schools culture, children understand their rights and responsibilities, which enables everyone to feel safe, happy and excel with their learning. Our Restorative Justice and Trauma Informed approaches support the development of **children's self-regulation, resilience and empathy**. Children will be equipped to navigate challenges with confidence.

## 3. Personal Development: 'Every Child a Communicator and Collaborator'

Our children will discover their talents and interests and understand the positive **contribution** they can make to our school community. They will be encouraged to take risks within a safe, contained and understanding environment. Each child's unique identity will be recognised and celebrated; diversity acknowledged as a strength uniting our community together. School staff will endeavour to enable children to access a range of wider opportunities beyond the curriculum, facilitating children's individual growth. The PSHE curriculum enables children to understand and manage their mental health and well-being, preparing them for life in a global world.

## 4. Leadership and Management: 'Shared Leadership –IMPACT'

Collective leadership at every level across the school drives the shared vision of securing the best outcomes for all children, meeting age-related expectations in reading and writing and maths through living the school values, in partnership with families. Subject Leaders are the champions, guardians and experts of their subject areas ensuring children enjoy, engage and excel within a curriculum, which prepares and enables them for every next step, building on what came before. Effective governance and leadership identifies areas of strength and improvement ensuring timely actions and interventions to actively advantage all of our children including those with additional needs and pupil premium.

## 5. Early Years Education: 'Fantastic Foundations'

An immersive, interactive environment where children feel motivated, excited to learn, communicate, play and explore build the fantastic foundations for all children, including disadvantaged pupils and those with additional needs. Children make progress from their individual baseline assessments to meet the Early Learning Goals. Investing in developing purposeful and positive partnerships between school and home will support every child's journey to excellence as they move through school. A relentless focus on the development of early literacy, including a love of reading and oracy skills prepares each child for a successful future. Children will be taught how to self-regulate and to enjoy, engage and excel in their learning. Early identification of learning need will lead to timely and personalised intervention.

## SIP – School Improvement Plan for the 5 Priority Areas 2022-2023

### 1. Areas for development in Quality of Education 2022-2023

**Continued BARRIERS include:**

- KS1 results in reading and writing below 2022 national standard
- PSC results below 2022 national standard
- Inconsistent 2022 maths results within school
- High levels of SEN linked to in-year admissions requiring bespoke and personalised provision

<b><u>INTENT</u></b> Target	<b><u>IMPLEMENTATION</u></b> Specific Actions	<b><u>IMPACT</u></b> Intended Outcomes	Evidence	Responsible Leaders	*Monitoring and Evaluation + Timescale <i>*see</i> <b>MONITORING CALENDAR</b>
<b>1.1</b>  <b>All pupils are able to read to an age expected level enabling access to the full curriculum offer.</b>	<ul style="list-style-type: none"> <li>• Communication of expectations (to be ARE) via parent reading workshops – Early Reading 5.10.22</li> <li>• RWI teaching and groups – analysed half termly by Phonics Lead</li> <li>• Increased tutoring targeting children who need to ‘keep up’ as identified through half termly assessments – specific challenge points</li> <li>• Catch-Up groups have a specific focus on fluency, accuracy or comprehension dependent on 2022 outcomes, targeting the lowest 20% (diagnostic analysis in place) and those year groups where there is inconsistency in outcomes</li> <li>• Reading fluency training for Reading Leads – Autumn 2022</li> </ul>	<ul style="list-style-type: none"> <li>• All pupils are able to read to an age expected level (at least 79%)</li> <li>• Increased % of children receiving the PSC threshold in summer 2023</li> <li>• Lowest 20% make increased rates of progress</li> <li>• Children are matched with texts appropriate to their ability</li> <li>• Children can access the wider curriculum at an age-related level, reading material fluently</li> <li>• Children report enjoying reading and demonstrate greater confidence whilst</li> </ul>	<ul style="list-style-type: none"> <li>• Digital reading record utilised by families and staff</li> <li>• Half termly reading progress tests</li> <li>• RWI half termly assessment data</li> <li>• MAPPIX data</li> <li>• Pupil voice</li> <li>• Governor reports</li> <li>• SL observations</li> <li>• Intervention data – diagnostic analysis</li> </ul>	BP – English Leader HB – RWI Leader and Catch-Up Lead	<b>Aut1+2 Spr1+2 Sum1+2</b>

	<ul style="list-style-type: none"> <li>• Implement new half termly Reading Progress Tests to ensure timely intervention and identification of need</li> <li>• Reading at home to be relentlessly promoted by all staff. An online reading record to be implemented.</li> <li>• Further embedding of the book baskets books for those children who complete RWI.</li> <li>• Pupil Progress Meetings – October 2022 and February 2023</li> </ul>	reading across the curriculum			
<b>1.2</b>  <b>Children make progress from their starting points across <u>all subjects</u> within our bespoke curriculum, enabling them to know more, remember more and do more.</b>	<ul style="list-style-type: none"> <li>• INSET training led by Nicky Hepworth focusing on assessment of the curriculum and for teaching and learning (5.9.22)</li> <li>• Implementation of new assessments for half-termly reading and maths</li> <li>• Exploration around assessment systems used within other schools – locally and nationally and within subject associations.</li> <li>• Development and trialled implementation of a meaningful assessment system linked to the school's unique progression documents for each subject to elicit starting points for each child and track progress towards outcomes</li> <li>• Further staff training around the construction of a bespoke tracking and assessment system relevant to our curriculum</li> <li>• Pupil Progress Meetings – October 2022 and February 2023</li> </ul>	<ul style="list-style-type: none"> <li>• All teachers have awareness as to what knowledge and skills children have and do not have; the tracking and assessment systems enable teachers to be responsive to this. Teachers will know that has been taught has been learnt.</li> <li>• Subject leaders know how progress is best measured and tracked within the subject areas; they know which evidence to gather to ascertain this information</li> <li>• Subject leaders know what progress is being made within their subjects; they are responsive to this ensuring the quality of curriculum, teaching and learning meets the needs of the children across the cohorts</li> </ul>	<ul style="list-style-type: none"> <li>• Attainment and Progress data – Mappix and assessment outcomes</li> <li>• Progression map documentation</li> <li>• Staff findings re. external systems</li> <li>• Subject Leader Action Plans and Evaluations</li> </ul>	Subject Leaders	<b>Aut1+2</b> <b>Spr1+2</b> <b>Sum1+2</b>

		<ul style="list-style-type: none"> <li>• End of year attainment across the foundation subjects can be reported</li> <li>• Children are prepared to undertake the next step in their learning</li> </ul>			
<b>1.3</b>  <b>The children most disadvantaged attain age-related expectations in reading, writing and maths alongside their peers.</b>	<ul style="list-style-type: none"> <li>• Good or better teaching and learning across the school through the continued and consistent implementation of the 'CHANGE' model of learning – in line with best practice evidence.</li> <li>• Greater engagement with parents (see L+M target below)</li> <li>• Continued implementation of Catch-Up funding identifying lowest 20% ensuring those children can 'keep up'.</li> <li>• Half termly mini-progress assessments within reading, writing and maths identify strengths and gaps. Use of gap analysis shapes future teaching and learning, making adjustments for those most disadvantaged</li> <li>• Consistently delivered feedback is in place; children are aware of how to move forwards with their learning</li> <li>• Pupil Progress Meetings – October 2022 and February 2023</li> </ul>	<ul style="list-style-type: none"> <li>• All children have the skills to access the wider curriculum with increasing success and independence</li> <li>• All children make the expected progress across each year to meet ARE at the end of it</li> <li>• All children have improved life chances; they have the same opportunities as each other when taking the next step in their educational journey</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance data</li> <li>• CPOMS data</li> <li>• Attainment and progress data</li> <li>• Catch-up assessments and progress data</li> </ul>	All teachers  Maths and English Lead	<b>Aut1+2</b> <b>Spr1+2</b> <b>Sum1+2</b>
<b>1.4</b>  <b>New learning sticks efficiently and effectively in order that progress is made across the curriculum.</b>	<ul style="list-style-type: none"> <li>• New learning within Medium Term Plans is specific and precise taken from within a progressive sequence which builds on prior learning and prepares for future learning. Learning Questions are carefully devised to reflect this. Teachers plan and prepare the most effective ways for new learning to 'stick', making adaptations for those learners who require this.</li> </ul>	<ul style="list-style-type: none"> <li>• Retrieval practice normalises recall of information therefore embedding learning</li> <li>• Children make progress conducive towards achieving age-related expectations across the curriculum</li> <li>• Children know, remember and can do more – they do</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Attainment and progress data</li> <li>• Subject Leader monitoring evidence</li> <li>• Book look</li> <li>• Pupil Voice</li> </ul>	All teachers	<b>Aut1+2</b> <b>Spr1+2</b> <b>Sum1+2</b>

	<ul style="list-style-type: none"> <li>• Methods of retrieval practice are established within the classroom routines across the school supported by Rosenshine's Principles. A bank of practice is collated via staff training sessions for all staff to share and implement</li> <li>• Teachers plan for daily, weekly and half-termly opportunities for retrieval practice when previous learning is revisited to support all learners. Teachers are responsive to the outcome of this process, re-teaching material when necessary.</li> <li>• Subject Leaders monitor the implementation of retrieval practice; subject leaders develop their knowledge of how this is best done within their subject area.</li> </ul>	not forget what has been taught			
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## 2. Areas for development in Behaviour and Attitudes 2022-2023

### Continued BARRIERS include:

- In-year admissions – children who have not been in school for a wide range of reasons
- Continued increase in financial difficulties, breakdown of family relationships and resilience
- Groups within the wider community can demonstrate a lack of understanding and empathy towards each other – this can be seen in school also.
- Behaviour incidences in 2021-2022 fluctuated. Fixed Term Exclusions remain high and most incidences involve pupils with SEN

<b><u>INTENT</u></b> Target	<b><u>IMPLEMENTATION</u></b> Specific Actions	<b><u>IMPACT</u></b> Intended Outcomes	Evidence	Responsible Leaders	<b>*Monitoring and Evaluation + Timescale</b> <b>*see MONITORING CALENDAR</b>
<b>2.1</b>  <b>School are swift in implementing effective action to ensure pupils have high attendance and arrive on time</b>	<ul style="list-style-type: none"> <li>• New attendance EWO SLA purchased</li> <li>• Implement new attendance policy and procedures – increased expectation and clarity</li> <li>• Teachers to adopt a pastoral supportive role with families – attendance discussed informally</li> <li>• HT daily ‘meet and greet’</li> <li>• Children are attendance HEROs – Here Every day Ready and On time – incentives to support attendance of 96% and above</li> <li>• Weekly newsletter updates and celebrations</li> </ul>	<ul style="list-style-type: none"> <li>• Improved attendance</li> <li>• Timely support offered to at risk families</li> <li>• Understanding of procedures by all stakeholders</li> <li>• Children understand the importance of being an attendance HERO and want to be in school to learn, EEE.</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly attendance data– office and HT</li> <li>• Attendance letters sent termly to parents</li> <li>• Newsletter updates on attendance</li> <li>• Termly meeting for families in danger of reaching PA.</li> </ul>	HT  Office  All class teachers	<b>Termly Actions</b> -Weekly attendance monitoring – lateness and absence. -Termly governor monitoring with HT -Termly EWO meeting and monitoring report showing data improvements
<b>2.2</b>  <b>All children are equipped to effectively self-</b>	<ul style="list-style-type: none"> <li>• All adults and children have high expectations for pupils’ behaviour and conduct</li> <li>• Relentless focus on kind and respectful relationships across the</li> </ul>	<ul style="list-style-type: none"> <li>• Positive and purposeful learning environment where everyone can enjoy, engage and excel</li> </ul>	<ul style="list-style-type: none"> <li>• CPOMS records</li> <li>• Book scrutiny</li> <li>• HT +DHT are able to strategically lead</li> </ul>	All staff	<b>Aut1+2</b> <b>Spr 1+2</b> <b>Sum1+2</b>



<p><b>regulate and empathise with others in moments of challenge.</b></p>	<p>school and are noticed and valued by all</p> <ul style="list-style-type: none"> <li>• Embed consistent application of the Respectful Relationships policy</li> <li>• TIS, RJ, PSHE and RRS underpin all decision-making</li> <li>• All staff implement the 'Zones of Regulation' language to support children with self-regulation</li> <li>• Parental engagement; upskilling parents to mirror work completed within school to support self-regulation</li> <li>• The effectiveness of provision, support and interventions for those learners with SEND is continually monitored and evaluated in order that the most effective provision is in place (see SEND Action Plan)</li> </ul>	<ul style="list-style-type: none"> <li>• Significant reduction in the number of behaviour incidents which disrupt the learning of the individual and others</li> <li>• Productivity of learning in books increases – positive impact on progress and attainment</li> <li>• Disruption to the daily running of the school is minimised</li> <li>• Children are able to communicate difficulties and challenges in a safe and calm manner using a range of strategies to self-regulate with increasing independence</li> </ul>	<p>the school with minimal behaviour disruptions</p>		
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### 3. Areas for development in Personal Development 2022-2023

**Continued BARRIERS include:**

- Individual confidence to communicate and participate – taking a risk
- Children's knowledge and understanding of how to communicate effectively
- Children's access to local clubs, events, outdoor activities (why is this?)

<b><u>INTENT</u></b> Target	<b><u>IMPLEMENTATION</u></b> Specific Actions	<b><u>IMPACT</u></b> Intended Outcomes	Evidence	Responsible Leaders	*Monitoring and Evaluation + Timescale *see <b>MONITORING CALENDAR</b>
<b>3.1</b>  <b>Children are able to understand their own mental health and well-being and how to ask for support.</b>	<ul style="list-style-type: none"> <li>• Embed statutory PSHE curriculum + assessment</li> <li>• Conduct whole school Mental Health Audit alongside support of the EMHP and form action plan from this</li> <li>• Weekly Circle-Time implemented</li> <li>• School participates in National events eg. Hello Yellow, Mental Awareness Day, Anti-Bullying Week, 'Healthy Me' week</li> <li>• EMHP supports individual children, groups and classes to focus on specific, identified needs</li> </ul>	<ul style="list-style-type: none"> <li>• Children are pro-active in keeping mentally healthy knowing how to do so and are able to safely respond to moments where they experience challenges to their mental health and well-being</li> <li>• Children can communicate effectively about their emotions and know how to seek support</li> <li>• Children feel happy and healthy and participate in all aspects of school life</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Planning and book scrutiny</li> <li>• Timetable of learning</li> <li>• Teacher Planning</li> <li>• 5 Steps Activities</li> <li>• EMHP feedback + focus areas</li> </ul>	VH – Leader  EMHP  All teachers	<b>Spr1+Spr2</b> <b>Sum1+2</b>
<b>3.2</b>  <b>Children will engage in a variety of wider curriculum opportunities facilitating their</b>	<ul style="list-style-type: none"> <li>• RRS action plan – working towards Silver Award</li> <li>• Half-termly RRS articles and events focus linked to school virtues</li> <li>• Termly planned Trips and enriching opportunities e.g. Experience Days and REAL project outcomes, specialist visits</li> </ul>	<ul style="list-style-type: none"> <li>• Children develop strength of character showing resilience, confidence, independence and respect for all</li> <li>• Children discover their unique gifts and talents which are developed and stretched</li> </ul>	<ul style="list-style-type: none"> <li>• RRS Award</li> <li>• Curriculum report to governors-evidencing trips and wider opportunities</li> </ul>	<ul style="list-style-type: none"> <li>• VH PSHE Leader</li> <li>• All teachers</li> </ul>	<b>Spr1+Spr2</b> <b>Sum 2</b>

<b>individual growth.</b>	<p>to school(eg. music, authors, sport, theatre experience)</p> <ul style="list-style-type: none"> <li>• Teachers build on experiences, trips and visits as a vehicle for writing across the learning</li> <li>• Adventure Learning Week – 100% participation in all activities which includes water based learning</li> <li>• Sustained participation in local community events – music, sporting, drama and art.</li> <li>• Sporting offer continues to focus on personal development with a wide range of events included</li> </ul>	<ul style="list-style-type: none"> <li>• Children confidently and enthusiastically contribute to the wider community and society</li> </ul>	<ul style="list-style-type: none"> <li>• Newsletters</li> <li>• Teacher Plans</li> <li>• Timetables – RRS+ Virtue Assemblies</li> <li>• Parent feedback</li> <li>• Clubs Registers</li> </ul>		
<b>3.3</b>  <b>Children communicate appropriately across a range of contexts, making contributions to school life as they do so.</b>	<ul style="list-style-type: none"> <li>• Embed oracy through a progressive and sequential framework across the whole school (see Oracy document)</li> <li>• Oracy planned in for every lesson as part of the CHANGE model of learning – oracy is not an ‘add on’. Children have access to sentence stems to support the structure of their talk.</li> <li>• Children are immersed in vocabulary rich environments through display, talk and careful choices of literature.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are confident to engage in a range of situations where oracy is an expectation – both formal and informal experiences</li> <li>• Children actively listen and contribute their thoughts, ideas and questions within discussions.</li> <li>• Children’s academic language development is in line with the content and progression of the curriculum (see Oracy document). They ***</li> <li>• Children are confident to communicate their opinions appropriately across all curriculum areas.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher assessment through the framework (S&amp;L Mappix)</li> <li>• Children positively engaging and contributing in class learning, school life and beyond. Strength of character develops.</li> </ul>	BP – English Leader  All staff	<b>Aut1+2</b> <b>Spr1+2</b> <b>Sum1+2</b>

#### 4. Areas for development in Leadership and Management 2022-2023

**Continued BARRIERS include:**

- Inconsistent engagement with families; this has evolved since the successful engagement during lockdowns
- Whole school profile has the potential to impact on staff wellbeing; high levels of complex need requires staff stamina and resilience
- A relatively small staff have responsibility for all National Curriculum Subjects

<b><u>INTENT</u></b> Target	<b><u>IMPLEMENTATION</u></b> Specific Actions	<b><u>IMPACT</u></b> Intended Outcomes	Evidence	Responsible Leaders	*Monitoring and Evaluation + Timescale *see <b>MONITORING CALENDAR</b>
<b>4.1</b>  <b>Increased levels of engagement with families – parent partnerships are developed.</b>	<ul style="list-style-type: none"> <li>• Implement programme of parental workshops to support with engagement with children's behaviour, social and emotional development and learning.</li> <li>• Extend SPACE training offer targeting groups of families.</li> <li>• Re-establish PTA</li> <li>• SEN Tea and Talk sessions re-established</li> <li>• Online Reading App</li> <li>• Streamline communication systems with website at the centre of this – seek parent voice on preferred methods of communication and for what purposes</li> <li>• Adopt Parent Engagement Framework * (see action plan)</li> <li>• Parents are informed as to the performance of their child across</li> </ul>	<ul style="list-style-type: none"> <li>• Parents receive key information in a timely and effective manner to support the smooth running of the school and school day</li> <li>• Parents are knowledgeable about our school curriculum and how it is learnt; parents are equipped to support with learning at home, in particular early reading and maths</li> <li>• School and parents have a shared priority in delivering the best outcomes to all children; to enjoy, engage and excel</li> <li>• Parents are actively involved in school life sharing their knowledge and expertise to support the school's on-going journey moving forward</li> </ul>	<ul style="list-style-type: none"> <li>• Increased uptake in completing parent voice</li> <li>• Parent voice</li> </ul>	<ul style="list-style-type: none"> <li>• SLT</li> <li>• Subject Leaders</li> <li>• Class teachers</li> </ul>	<b>Aut1+2</b> <b>Spr1+2</b> <b>Sum1+2</b>

	the curriculum – parent partnership meetings in the first instance	<ul style="list-style-type: none"> <li>• Parents share expectations of positive behaviour for learning and respectful relationships</li> </ul>			
<b>4.2</b>  <b>Collaborate with ‘Challenge Partners’ in order that our provision is scrutinised and quality assured.</b>	<ul style="list-style-type: none"> <li>• HT to liaise and agree structured programme of challenge.</li> <li>• Relevant leaders engage with programme, establishing areas of strength and areas for development within school before taking responsive and decisive action to being about improvement</li> <li>• The governing body is involved in the process using it as tool to support the FGB’s strategic decision making about the school</li> </ul>	<ul style="list-style-type: none"> <li>• Increase outcomes for all children; all to realise and reach their potential</li> <li>• Raise standards therefore improving provision for all - improving life chances.</li> <li>• External monitoring and collaboration matches school SEF</li> </ul>	<ul style="list-style-type: none"> <li>• Progress and Attainment Data</li> <li>• Lesson observations</li> <li>• Subject Leader files – monitoring evidence</li> <li>• Challenge Partners reports</li> </ul>	<ul style="list-style-type: none"> <li>• SLT</li> <li>• Governors</li> </ul>	<b>Aut1+2</b> <b>Spr1+2</b> <b>Sum1+2</b>
<b>4.3</b>  <b>Staff report feeling valued and cared for, supported to manage their workload.</b>	<ul style="list-style-type: none"> <li>• Investment of SAS – wellbeing package for all staff to access to support with both internal and external factors which may be impacting wellbeing</li> <li>• EMHP and SMHL jointly conducting a full mental health and wellbeing audit of the whole school identifying strengths and areas for development</li> <li>• SLT continue to make strategic and logistical decisions balancing needs of children with pressures already on staff</li> <li>• CPD and staff training programme supports staff</li> </ul>	<ul style="list-style-type: none"> <li>• Staff are able to fulfil their expected duties without it impacting on their overall wellbeing</li> <li>• Staff manage their wellbeing; they prioritise workload and communicate concerns seeking support when needed</li> <li>• Staff enjoy coming to work</li> </ul>	<ul style="list-style-type: none"> <li>• Staff voice</li> <li>• Mental and wellbeing audit data</li> </ul>	<ul style="list-style-type: none"> <li>• SLT</li> <li>• All staff</li> <li>• Governors</li> </ul>	<b>Aut1+2</b> <b>Spr1+2</b> <b>Sum1+2</b>
<b>4.4</b>  <b>Subject Leaders have</b>	<ul style="list-style-type: none"> <li>• SLs implement their action plans utilising staff training sessions to deliver CPD or updates as necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Subject Leaders are confident to talk about their subject; they are knowledgeable as to how</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson Observations</li> <li>• PM targets</li> </ul>	<ul style="list-style-type: none"> <li>• SLT</li> <li>• Subject Leaders</li> <li>• Governors</li> </ul>	<b>Aut1+2</b> <b>Spr1+2</b> <b>Sum1+2</b>

<b>ownership over their subject areas with a clear vision for the delivery of an inclusive, high quality curriculum.</b>	<ul style="list-style-type: none"> <li>• SLs monitor their subject area as per the calendar; this monitoring is used to evaluate the effectiveness of the teaching and learning of their subject area</li> <li>• Further CPD for Autumn term 2 with Nicky Hepworth around Subject Leadership</li> <li>• SLs engage with local networking offer to keep updated with best practice</li> </ul>	<p>their subject is taught and what is being learnt.</p> <ul style="list-style-type: none"> <li>• Subject Leaders develop their understanding of best practice pedagogy for their subjects</li> <li>• An ambitious curriculum gives all pupils the knowledge and skills to progress and succeed.</li> <li>• All children achieve in line with National expectations.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupil conferencing</li> <li>• PPM</li> <li>• Learning walks</li> <li>• Attainment and Progress data</li> </ul>		
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## 5. Areas for Development in Early Years Education 2022- 2023

### Continued BARRIERS include:

- High levels of SEN requiring bespoke and personalised provision
- Children joining school with limited language skills / limited experiences (compounded by covid gaps – gaps in pre-school experiences and provision)
- Limited social interactions with other children and adults
- Limited social skills and development

<b>INTENT</b> Target	<b>IMPLEMENTATION</b> Specific Actions	<b>IMPACT</b> Intended Outcomes	Evidence	Responsible Leaders	*Monitoring and Evaluation + Timescale <i>*see</i> <b>MONITORING CALENDAR</b>
<b>5.1</b>  <b>All children make expected or better than expected progress including disadvantaged pupils and those with additional needs</b>	<ul style="list-style-type: none"> <li>• Close collaboration between SENCo and EYFS lead in order to identify early SEND needs</li> <li>• Baseline assessments</li> <li>• Continual data analysis</li> <li>• Close observations made of all children in order to identify learning needs –EVIDENCE ME on-line platform</li> <li>• Split 2 week transition</li> <li>• Specific interventions and targeted support for identified children e.g. RWInc intervention and Pen disco</li> <li>• Workshops for parents + weekly class email– supporting your child at home</li> <li>• On-going CPD for all staff working within EYFS</li> <li>• KS1 and EYFS regular team meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Early identification of specific needs results in timely interventions</li> <li>• Staff know children's strengths and next steps</li> <li>• Children follow established routines and are motivated, excited to learn</li> <li>• All children make expected or better than expected progress across EYFS.</li> <li>• Home/School partnership is strengthened and parents know how to support their child effectively eg. RWI, reading, number games</li> </ul>	<ul style="list-style-type: none"> <li>• Lesson observations</li> <li>• Learning Walks</li> <li>• Baseline and end of year assessments</li> <li>• Evidence Me observations</li> <li>• Interventions timetable</li> </ul>	VH	<b>Aut1+2 Spr1+2 Sum1+2</b>
<b>5.2</b>  <b>Daily teaching and learning of</b>	<ul style="list-style-type: none"> <li>• Daily RWI curriculum delivered by skilled staff</li> </ul>	<ul style="list-style-type: none"> <li>• Children gain phonics knowledge and language</li> </ul>	<ul style="list-style-type: none"> <li>• RWI assessments</li> <li>• Oracy planning</li> <li>• Reading planning</li> </ul>	VH HB- RWI Lead	<b>Aut1+2 Spr1+2 Sum1+2</b>

<b>early literacy skills including RWInc phonics and oracy</b>	<ul style="list-style-type: none"> <li>•Oracy program implemented and followed</li> <li>•Continuous provision and enhancements within environment for role play areas and reading centres</li> <li>•Small world provision for specific story exploration</li> <li>•Daily reading to, with and children joining in with repetitive reading aloud phrases</li> <li>•Reading books are matched to the phonics and a book 'choice' to enjoy – changed regularly and sent home.</li> <li>•Parent workshops to support RWI and reading</li> <li>•VH research NELI programme</li> </ul>	<p>comprehension to be able to read</p> <ul style="list-style-type: none"> <li>• Children develop oracy skills to communicate effectively in a range of contexts- including varied role play areas</li> <li>• Children enjoy a variety of books and acquire a large vocabulary word bank</li> <li>• Children develop confidence and fluency and enjoyment in reading</li> </ul>	<ul style="list-style-type: none"> <li>• Interventions</li> <li>• Learning walks</li> <li>• Newsletters home</li> </ul>		
<b>5.3 Providing a caring, nurturing, fun and exciting environment</b>	<ul style="list-style-type: none"> <li>•Inspiring continuous provision promotes independence, stability and varied experiences</li> <li>•Children are taught about identifying emotions and communicating their feelings- including strategies to self-regulate</li> <li>•Access to the outdoor learning space is an extension of indoor learning experiences</li> <li>•Parent workshops to support home learning</li> <li>•Evidence Me observations completed by school and home</li> <li>•Displays to celebrate learning journey</li> <li>•Linked learning planned across classes to support PSHE development opportunities for role modelling behaviour</li> </ul>	<ul style="list-style-type: none"> <li>• Children's mental health and well- being is supported</li> <li>• Children will begin to know how to self-regulate and can communicate a range of feelings</li> <li>• Children access outdoors daily and experience positive well-being</li> <li>• Children are motivated to communicate and learn</li> <li>• Trusting, positive relationships – families feel involved in their child's learning journey</li> <li>• Celebrating learning and identifying next steps</li> <li>• Children feel safe and enjoy varied learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>• PSHE planning</li> <li>• RRS articles + virtues</li> <li>• EYFS gov reports</li> <li>• Outdoor learning experiences planned for</li> <li>• Lesson Observations</li> <li>• Parent feedback</li> </ul>	VH- EYFS Leader HT SENDCo	<b>Aut1+2 Spr1+2 Sum1+2</b>



	<ul style="list-style-type: none"> <li>• Class guinea pigs support PSHE development- caring</li> <li>• Regular meditation and yoga</li> </ul>				
<b>5.4</b> <b>Transition and collaboration - increase <u>early</u> acquisition of literacy/oracy skills by supporting feeder</b> <b>Preschool staff in Sunny Days Nursery</b>	<ul style="list-style-type: none"> <li>• EYFS teacher RWInc workshops with Preschool staff and manager throughout the year</li> <li>• Strengthening relationship between preschool and school</li> <li>• Comprehensive transition programme for 22-23 cohort</li> <li>• Staggered start in September will enable EYFS team to get to know the children quickly</li> <li>• SENCO + EYFS teacher work closely to identify and respond to need early June 2023</li> <li>• Parent partnerships to build early May 2023 with available workshops within transition programme</li> </ul>	<ul style="list-style-type: none"> <li>• All children make expected or better than expected progress within the areas of Literacy and Communication and Language acquisition.</li> <li>• Children settle quickly into their new school environment and communicate effectively</li> </ul>	<ul style="list-style-type: none"> <li>• Baseline assessments and on-going formative and summative assessments</li> <li>• Preschool staff feedback</li> <li>• Parent feedback</li> </ul>	VH & CM LV HB	<b>Aut1+2</b> <b>Spr1+2</b> <b>Sum1+2</b>