CLINTON

School Improvement Plan

2020-21

Descriptive Goal 1

To develop teachers' range of strategies to assess gaps in children's learning which do not cause them anxiety or to feel unsuccessful, but which provide a deep level of understanding in teachers of children's needs across Reading, Writing and Maths.

Current Reality

- Teachers are assessing diagnostically on a daily basis and can see when children have not grasped a concept. This feeds into next step planning. It's difficult to really get beneath why children didn't grasp that concept to understand the underlying learning needs and more training and tools do help them would advance that understanding.
- Testing is used in order to gain an understanding of where children have gaps in their learning but some tests are better than others at shining a light on very specific learning gaps. Often we use tests to reassure us of how children would measure up in SATs rather than using smaller scale, more specific tests.
- The assessment system which enables us to have children working through 'stages in learning' is effective and efficient in marrying up assessment and recording with planning although doesn't necessarily provoke thinking about WHY children have not understood.
- With TAs commonly doing interventions to plug gaps, the expertise isn't necessarily in place to illicit the real gaps for our children with the most complex needs.
- Various profiles and analyses are done by SEND professionals which give good information, although because they tend to feed back on results rather than do those assessments in collaboration with teachers, they cannot be understood as fully as what would be ideal.
- The lowest attaining 20% of children are more likely to have fallen further behind than any other cohort as a result of Covid. These are the children whose gaps are more difficult to analyse.
- A group of children in each class find tests stressful and they lower their confidence and self-esteem. Sometimes this is about pitching tests at a level that is too difficult for them to succeed.

Performance goals:

In reading, writing and maths:

- For teachers to have the pedagogical knowledge and tools needed to be able to fully analyse and illicit children's understanding of concepts.
- To enhance use of testing, to provide really clear evidence of whether children are understanding, becoming fluent and then applying concepts.
- There are logical and coherent ways to record the specific learning gaps children have in order that information can be used for planning to address those gaps.
- To find ways for teachers to be more involved in regular assessments taking place as interventions progress.
- For all the above assessment methods to be developed in a way that stops children feeling under pressure or unsuccessful.

Numerical goals:

- Lowest attaining children in each class at least reach the stage of learning they were at by the end of Spring last year.
- Children entitled to Pupil Premium (where not in the above cohort) at least reach the stage of learning they were at by the end of Spring last year.

Governor links: Neill Butler; Ben Powys

Descriptive Goal 2

To use enhanced knowledge of gaps in children's learning to more accurately plan flexibly for next steps, providing teachers with a toolkit of strategies to address these within whole class teaching, whilst supplementing this with the right intervention activities to enable rapid progress.

Current Reality

- Teachers use the assessment system to move children through 'stages of learning' with individual objectives efficiently however, this it relies on children having prerequisite knowledge to be able to tackle the objective effectively.
- There are underlying reasons why children with more complex needs have difficulties with understanding new concepts and these are not fully understood and therefore the right next steps are not necessarily planned for.
- Intervention planning for specific next steps is good and targets are SMART, however they may address needs at too high a level and on their own are not thorough enough to address these.

Performance goals:

- Teachers can see a range of times within a day where they can add / adapt sessions to address gaps in knowledge.
- Teachers communicate effectively with TAs so that there is a team approach to using all opportunities available to teach / practise skills children need to work on AND there is clarity over the most effective way to secure learning.
- Teacher's pedagogy is enhanced so that they know what is at the heart of misunderstandings and so they can adapt their activities.
- Record keeping is clear so that progress and secured learning is evident and can provide the next steps in the learning sequence.
- Catch-up funding is used in a way where teachers / tutors manage the whole package around certain objectives being met, including: diagnostic assessment; parental engagement, 'transferability' of new understanding, application of understanding in the classroom etc leading to clearly improved outcomes.
- Teachers delivering catch-up have enhanced pedagogy as a result of training being put in place prior to work.
- Children engage thoroughly with activities designed, gain confidence and master skills pinpointed for teaching.

Numerical goals:

- Goals as with SDP target 1.

Governor Links: Elliot Clarkson

Descriptive Goal 3:

To build into the curriculum, activities which support children's well-being whilst also providing them with the knowledge about how to use what they've learnt to keep themselves balanced.

Current Reality

- There are aspects of the curriculum such as Taking Care, All about me and the Spark project, where wellbeing is addressed in a range of ways, getting children to understand themselves and their feeling better and empowering them to know how to act.
- Circle Time is used weekly to address issues that arise which might affect how children feel.
- Personal Development skills help children to be more resilience and also to know how to thrive in a community.
- Children's school experience gives them a wide range of ways to develop confidence and self-esteem
- No Outsiders is used as a scheme to ensure we treat everyone equally and with respect, so set an environment which supports people having a sense of belonging.

Performance goals:

- To establish movement breaks to teach a good habit which benefits physical health now and later in life, providing children with a range of activities they can use of their own accord when older.
- To give children a range of 'mindfulness' activities that they can use when they are feeling the need to feel calm. Use these within the school day to establish and to give children the chance to feel calm at those points.
- Establish needs of individuals who don't appear to have good well-being, pinpointing the key areas that need addressing. This to be done with a range of tools.
- Find ways to address the needs of individuals in whole class moments, as well as in group and individual work.

Numerical Goals:

- Wellbeing activities including movement breaks and mindfulness established in the weekly routines of ALL classes.
- All children who have been identified for additional work, are observed showing improvements in the specific areas that need addressing.
- High proportions of children can talk about the benefits of the whole class activities and of the smaller group work.

Governor Links: Laura Mitchell; Natalie King

Descriptive Goal 4:

To further develop and use ways which gain engage children in learning further by ensuring there is an 'emotional attachment' to what they are learning about.

Current Reality

- Teachers are keen to plan lessons that really engage children and children's engagement is typically high.
- When children are fully engaged in the subject matter, they are more motivated and perform better.
- Children's stamina is reduced by having missed such a lot of school, and having spent a lot of time at home during lockdown following their own agenda.
- Activities which can lead to children being less attentive and focussed on their learning affect those children's whose learning behaviours are most disrupted, and typically these children were attaining less already. (The majority of the class may be engaged, but the lowest attaining 20% may not).
- Learning around social themes and when children are immersed in a story has been and continues to be effective.
- Maths lessons where there has been a hook into learning – or where there's a creative element to the learning has engaged the lowest attaining 20% in the past.
- Children are engaged when the learning has a real life outcome, and a chance to 'perform it'.

Performance goals:

- Lessons will more commonly be geared towards 'performance points'
- Maths lessons will engage children with hooks and contexts.
- Quality texts will inspire learning in several areas of the curriculum.
- Social themes are used to draw children into the purpose of their learning.
- Teachers will be more aware of the engagement of the lowest attaining 20% and gauge the success of lessons by how they participate, adapting lessons after learning what does and doesn't get them involved.

Numerical Goals:

- For 100% of children to be engaged in all lesson content by the end of the academic year. Where children are not engaged this is due to additional educational needs of individual children despite plans being made for them specifically where needs are already know.
- Where engagement of children is not achieved, reflection has taken place and actions taken.

Governor Links: Katie Cass