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|  | **Bankfields emblem**  **Bankfields Primary School Improvement Plan 2024 - 25** | | | | | |
| **Version** | **One** | | | | | |
| **Objectives** | | | | | | |
| **Objective 1** | **To strengthen our use of assessment for learning (AfL) to underpin our adaptive teaching approach, particularly in the foundation subjects and science.** | | | | | |
| **Objective 2** | **To continue to effectively embed the writing process across school so that our writing culture continues to grow, and knowledge and skills will be strengthened. As a result, attainment and progress in writing will continue to improve and a greater proportion of children achieve greater depth in writing in KS1 and lower KS2.** | | | | | |
| **Objective 3** | **To continue to embed a comprehensive reading programme across school in order to continue to raise standards in reading at KS1 and KS2, with a particular focus on the development of Early Reading in KS1.** | | | | | |
| **Objective 4** | **To further develop and support the physical and mental health and wellbeing of our children so that they are emotionally able and ready to access learning and are physically more active.** | | | | | |
| **Objective 1 – Assessment for Learning and Adaptive Teaching** | | | | | | |
| **Actions** | | **Staff Member** | **Time scales** | **Monitored by** | **Success Criteria** | **Responsible Governors** |
| * Staff to incorporate feedback from the School Improvement Team around AfL and adaptive teaching approaches across the foundation subjects. * CPD/Refresher training to be planned and delivered by HT/DHT in September around effective use of AfL and pupil feedback. * Subject leaders each to be given staff meeting time to update teachers on research and developments in their subject area, and to provide training on areas of development that are identified through subject leader monitoring, including the use of AfL and adaptive approaches. * HT and SLT to closely monitor the effectiveness of AfL and adaptive teaching across all subjects through lesson observations and learning walks. Where training needs are identified relating to AfL, this will be planned and delivered accordingly. * Updated foundation subject assessments to be completed effectively to accurately assess pupils across the foundation subjects. Effective and ongoing AfL will inform these assessments. * Adaptive approaches to teaching and learning will be further embedded across the foundation subjects as they are in English and maths. | | EG  KL  All staff | 1 year | EG  KL  SLT | Teaching staff become increasingly adept at using AfL strategies to adapt teaching and learning to carefully meet the needs of all children.  Teaching staff will use AfL as a key tool in continuing to embed an adaptive approach to teaching and learning, so that it reflects and responds to the needs of all children.  Teaching staff will effectively adapt their provision across the foundation subjects and Science as they do in English and maths.    Pupil outcomes will continue improve across all ability ranges and subjects.  Staff become increasingly adept at using their time wisely to plan and deliver effective lessons across all subjects.  The curriculum will be reviewed and adapted so that it reflects and responds to the current needs of all pupils.  Resources are used effectively to support teaching and learning across all subject areas.  Subject leaders will have a greater understanding of how their subjects need to be adapted to be able to support staff in doing this through staff training. | All members of LGB to collectively monitor and scrutinise progress towards SIP priorities alongside the HT. |
| **Objective 2 - Writing** | | | | | | |
| **Actions** | | **Staff Member** | **Time scales** | **Monitored by** | **Success Criteria** | **Responsible Governors** |
| * To implement the Trust writing assessment framework to ensure consistency of approach. * To plan in additional internal moderation opportunities to ensure consistency in writing assessments and to support less-experienced staff in identifying pupils who have potential to achieve EXS or GDS at an earlier stage. * Continue to embed a positive writing culture across school where teachers write alongside children, modelling, sharing and improving writing. * To review and adapt our writing approach, learning from the experiences of year one and two. * To ensure the children have the opportunity to write in foundation subjects, particularly history and geography to enable them to share their subject-specific knowledge and skills in a variety of forms. * Through refresher CPD and highly effective teacher-led instruction, continue to create a love of writing for both adults and children. * Continue to effectively break down the writing process into smaller steps to ensure children are taught key elements of writing in sufficient depth. * Continue to create high-quality opportunities for children to write independently in varying lengths and a creative way, where they can make choices around their interests and passions. * Children will have opportunities to practise and become more proficient in the use of different techniques, strategies and styles in shorter pieces of writing which will develop fluency and allow them to master age-appropriate knowledge and skills. * Continue to provide opportunities for collaboration throughout the writing process to share examples of good quality writing, edit and improve short pieces and identify effective techniques and strategies to engage the reader. This will support children in implementing this into their own writing with increased confidence and flair. | | EG  KL  All Staff | 1 year | HT / SLT  SIT Team | * Children make good progress and attainment and are well prepared for the next stage in their education * An increased proportion of children will achieve greater depth standards in writing in all year groups, particularly in KS1 and LKS2. * Children’s love of writing will continue to develop further so that they are able to write competently and confidently across the curriculum, in a range of genres and for a variety of purposes. * The writing culture in school ensures pupils are taught key skills in well sequenced lessons with gaps in knowledge and skills identified and rapidly addressed * Monitoring and moderation of writing both in school and across the Trust demonstrates consistency in teaching and learning and assessment. * Professional development ensures staff have the required skills to teach writing effectively, adapting their approach to carefully meet the needs of all children. Staff feel empowered to teach writing creatively. | All members of LGB to collectively monitor and scrutinise progress towards SIP priorities alongside the HT. |
| **Objective 3 – Reading** | | | | | | |
| **Actions** | | **Staff Member**  **(s)** | **Timescales** | **Monitored by** | **Success Criteria** | **Responsible Governors** |
| * Through refresher CPD and highly effective teacher-led instruction, continue to create a reading for pleasure culture across school. * To utilise high-quality stories to share with children in all year groups, including traditional and contemporary children’s literature. * To support pupils to develop a range of automated literacy skills that allow children to access a broad and balanced curriculum. * To continue to embed the Sounds-Write phonics programme to ensure that pupils are taught using an effective synthetics phonics, code-orientated instructional programme for teaching all children to read and spell. * To continue to increase the number of staff across school who are Sounds-Write trained. * To continue to target phonic interventions effectively for the poorest readers in KS1 and KS2 using Sounds-Write units, Lexia, Reading Plus and additional tuition sessions. * To continue to monitor the poorest 20% of readers in each year group to ensure targeted interventions are effective and accelerated progress is made. * Teachers to monitor AR comprehension scores closely and regularly to identify children who could be at risk of regression and plan interventions accordingly. * To implement the regular use of 1:1 readers to support our least-able children across EYFS and KS1. * To consistently and systematically assess reading skills termly using comprehension assessments and the reading criteria to support teacher judgements. * To continue to ensure all staff consult AR class summary reports daily to inform next steps in AR reading journey to optimise progress and share this progress with the children. * To ensure that all year groups to have a dedicated guided reading session on their timetable, where a challenging book is read and reading objectives are taught and practiced systematically and consistently across school in oral and/or written form. * To increase the proportion of Year 1 children accessing the Accelerated Reading programme in summer term in preparation for Year 2. * To utilise new Testbase reading comprehension materials for termly summative assessments in Y1-Y5. * HT/SLT and SiT to closely monitor the teaching of reading, with a particular focus on early reading across EYFS/KS1. | | EG  KL  All Staff |  | EG  KL  SLT  SIT Team / CEO | * Phonics screening outcomes in Year 1 will continue to improve so that the children are fully prepared for the next stage of their learning. * A greater number of our school staff will have completed the Sounds-Write training. * Pupil outcomes at both the Expected Standard and Greater Depth will continue to improve across all year groups. * Outcomes for our youngest readers will continue to improve as their comprehension skills develop alongside their phonetic knowledge and skills. | All members of LGB to collectively monitor and scrutinise progress towards SIP priorities alongside the HT. |
| **Objective 4 – Development of the physical and mental health and wellbeing of our children** | | | | | | |
| **Actions** | | **Staff Member** | **Time -scale** | **Monitored by** | **Success Criteria** | **Responsible Governor** |
| * EG and BM to lead the introduction of the Creating Active Schools project across school alongside the School Sports Partnership. * EG to explore the implementation of OPAL playtimes across school. * All school staff to identify ways in which pupil activity can be increased and easily incorporated into our timetable. * To increase the amount of Thrive time available across school by reviewing our Thrive Practitioner timetables. * To develop a sensory/nurture space within EY/KS1 to support the mental health and wellbeing of our most vulnerable children. * To continue to offer counselling sessions to children, staff and parents. * To liaise closely with external services, including CAMHS through the Single Point of Contact to obtain mental health support for our children and families as and when required. * To develop our Thrive practice further to implement the Family Thrive Approach. KW and LT to access training through Thrive and disseminate to staff and parents. * Paul Crittenden to work with families around developing positive attitudes towards education and how to best support their children’s learning and wellbeing. | | EG  BM  KW  LT  Thrive Practitioners |  | HT  BM  School Sports Partnership  Thrive Lead  Thrive Practitioners | * Our pupils will have increased opportunities to be active throughout the school day which will in turn improve their ability to focus as well as improving their physical health. This will also have a positive impact on their mental health and wellbeing. * Pupils will have an increased range of opportunities and activities to explore at break times. * A greater proportion of pupils will be able to access Thrive provision as well as Thrive practitioners being able to respond flexibly to children in crisis. * Our youngest children will have access to a low-arousal space within school where they can work with school staff / Thrive Practitioners on specific activities designed carefully to meet their individual needs. This will help them to be able to access full-time school and to provide them with additional resources and quiet sensory space away from the hustle and bustle of the classroom. * Parents and carers will develop a greater understanding through Family Thrive of the Thrive Approach and how it makes a difference to the wellbeing of children and therefore the whole family. * Through Family Thrive, pupil attainment will improve as the children will be effectively supported emotionally both at home and school. * Family Thrive will improve and strengthen our home-school partnership so that both school and parents/carers can effectively support our pupils using the Thrive Approach. | All members of LGB to collectively monitor and scrutinise progress towards SIP priorities alongside the HT. |