



SCHOOL IMPROVEMENT OBJECTIVES 2020-2021

‘EVERY MOMENT MATTERS’

COVID Recovery Programme – Summary of SIP Headings

1. Safeguard the Health and Wellbeing of Pupils, Staff and Parents

- Review behaviour policy and behaviour for learning expectations
- Provide an emergency PSHE/TIS programme for identified pupils
- Maximise physical space and safe movement around school for all members of the school community
- Ensure 1-1 provision for SEND pupils is effectively and safely delivered
- Introduce safety measures that enable all staff and pupils to feel confident about their return to school

2. Close the Learning Gap Between Pupils within their Single Year Group.

- Conduct baseline assessments to identify target groups/pupils
- Create an effective staffing and school structure to maximise learning opportunities
- Implement efficient catch-up timetables and programmes for target pupils
- Improve VLE to ensure easier navigation for parents and pupils, when needed
- Invest in maths resources that enables seamless ‘blended learning’

3. Regain Community Cohesion

- Improve online communication between staff and parents
- Develop a Community Bubble Space
- Maximise use of community facilities

1. OVERALL EFFECTIVENESS

Objective: Close the 'lost learning' gap for every child.

INTENT	IMPLEMENTATION	RESPONSIBLE PERSON	TIME & COST IMPLICATIONS	IMPACT
1.1 Increase impact of targeted intervention across the school.	<ul style="list-style-type: none"> Conduct pupil assessments for all pupils for reading, writing and maths Use data to update progress tracker and create individual pupil tracker records for quick reference. Create Progress Review Grids for all year groups showing intervention for each target group. Create an action plan recovery programme for closing the gap for target pupils – review half termly. 	<ul style="list-style-type: none"> Class Teachers HP and Jason Hurr BT and Class Teachers BT 	<ul style="list-style-type: none"> NA £150 for initial tracking set up Leadership time Leadership time 	<p>Progress Review grids to show clear and focused intervention.</p> <p>Targeted intervention shows clear and measurable progress from baseline data.</p> <p>Individual pupil tracking progress to show clear evidence of closing the 'lost learning' gap.</p>
1.2 Improve use of teaching space to enhance pupil progress.	<ul style="list-style-type: none"> Re-structure 6 classes into 7 single year group classes. Re-design layout of school hall to be used as a temporary classroom for a year. Review location of classes and match size of class to size of room i.e. smaller KS1 year groups in smaller classrooms. Re-locate PE resources to the village hall and create a workable timetable that enables pupils to access the hall for regular PE lessons. Review design of EYFS/Year 1 mixed age classroom to become a dedicated EYFS learning space. 	<ul style="list-style-type: none"> Headteacher BT Headteacher PC TP 	<ul style="list-style-type: none"> NA Inset day NA Inset day Inset day 	<p>Individual pupils within smaller KS1 classes receiving more access to First Quality Teaching.</p> <p>Year 5 class improved behaviour for learning resulting in accelerated progress.</p> <p>Safe delivery of PE lessons in larger village hall space.</p> <p>EYFS learning environment and delivery provides easier access to all areas of the Early Learning Goals for every pupil – at least 75% of pupils gain the GLD by the end of the Academic Year.</p>
1.3	<ul style="list-style-type: none"> Audit current reading and phonics resources 	<ul style="list-style-type: none"> KR and TB KR and HW 	<ul style="list-style-type: none"> Non-contact afternoon Non-contact afternoon 	<p>Resources are well organised, easy accessible and provide a good coverage of all areas.</p>

<p>Improve the consistency of the teaching of phonics and reading in KS1.</p>	<ul style="list-style-type: none"> • Remove old and poor quality resources. • Fill reading gaps to ensure full coverage for all ages. • Create a reading support booklet for home/school use. • Audit current teaching of phonics and discuss needs to KS1 staff. • Agree phonics teaching strategy with KS1 staff – supported by senior leaders. • Prepare home/school phonics booklet for KS1 pupils. • Review KS1 documents on the school website to reflect changes to provision. 	<ul style="list-style-type: none"> • KR, HW and Teachers • KR • TB and KS1 staff • KS1 staff and BT • TB • KS1 staff 	<ul style="list-style-type: none"> • Non-contact afternoon and staff meeting. • After school meeting • After school meeting • Non-contact time • After school meeting 	<p>Lesson observations show that reading in KS1 is being consistently taught and pupil progress is consistent – clear evidence of the ‘lost learning gap’ closing.</p>
<p>1.4 Close the attainment gap for writing in KS2.</p>	<ul style="list-style-type: none"> • Carry out an initial assessment for all pupils and identify target pupils. • Create pupil progress reviews for writing to include specific writing interventions. • Increase allocation for Nessy to be accessed by 30 pupils. • Lessons to be restructured to include more shared writing approach to teaching. • Timetable additional phonics and spelling sessions to start the beginning of foundation subjects. 	<ul style="list-style-type: none"> • Teachers • Teachers • BT • Teachers • Teachers 	<ul style="list-style-type: none"> • NA • NA • Leadership Time; Nessy subscription for 30 pupils £300 • NA • NA 	<p>Target pupils to make clear progress from the baseline assessment.</p> <p>Nessy tracking system to show individual pupil progress and to be evidence in school spelling assessments.</p>
<p>1.5 Improve ‘blended’ learning resources and remote learning to ensure pupil progress is consistent and easily accessible.</p>	<ul style="list-style-type: none"> • Conduct a parental survey to assess access to online devices in the home. • Purchase White Rose work books for all pupils to access in school and at home. • Review and improve VLE on the school website in response to parental survey results. 	<ul style="list-style-type: none"> • LMT • TE • HP 	<ul style="list-style-type: none"> • Leadership Time • Leadership Time; Cost of White Rose Resources £400 • Leadership Time 	<p>Pupils’ learning to continue seamlessly in the event of a bubble or the whole school needing to lock-down.</p> <p>Parental feedback following a period of remote/blended learning and access to the VLE is 100% positive.</p>

	<ul style="list-style-type: none"> • Provide pupils with learning packs from the beginning of term. • Create a remote/online/blended learning strategy to share with parents – agree with staff and publish on school website. • Create ‘blended’ learning packs for each year group for reading and writing – published for easy access on the school website. 	<ul style="list-style-type: none"> • Class Teachers • LMT • All staff 	<ul style="list-style-type: none"> • PPA Time • Leadership Time • PPA time 	
1.6 Improve home/school communication to enhance effectiveness of home/school learning.	<ul style="list-style-type: none"> • Teachers to hold early parental consultation meetings to discuss baseline assessment and areas for development for their child. • Introduce Class Dojo as an additional communication link. • Staff to receive training on the use of Class Dojo. • Class Dojo to be introduced a year group at a time. • Parents to be offered support where needed. 	<ul style="list-style-type: none"> • KR • KR and Teachers • Teachers • KR and Teachers 	<ul style="list-style-type: none"> • Staff meeting time • Staff meeting time • NA • NA 	Class Dojo to be up and running by the end of October 2020.

2. QUALITY OF EDUCATION

Objective: Improve continuous access to the ‘Every Moment Matters’ curriculum for all levels of ability.

INTENT	IMPLEMENTATION	RESPONSIBLE PERSON	TIME & COST IMPLICATIONS	IMPACT
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<p>2.1 Raise the profile of reading across the school and at home.</p>	<ul style="list-style-type: none"> • Appoint new librarians and timetable training and ongoing library monitoring sessions. • Re-structure the library, evaluate current resources and fill gaps with quality fiction and non-fiction books. • Review and research quality magazine subscriptions, discuss with pupils and staff and select most popular subscriptions to purchase. • Renew scheme book display boxes and categorise – fill reading gaps with quality resources. • Create an ‘Every Word/Book Matters’ page on the school website to promote the importance of reading; include guides for parents and links to recommended reads. • Use Class Dojo and the VLE to promote reading and make book recommendations. • Create book recommendation displays in the classrooms and in library area. • Provide parents with support booklet for reading and phonics. • Review reading expectations for pupils across the school and share with parents. 	<ul style="list-style-type: none"> • HW • HW, Junior Librarians and Teachers • HW, Junior Librarians and Teachers • KR • HW, KR, BT • Teachers • HW, Pupils and Teachers. • KR and BT • Teachers 	<ul style="list-style-type: none"> • HW – 1 afternoon a week on timetable • During librarian time; possible FOPS funding • During librarian time; £200 per year for subscriptions • KR – during non-contact time x 3 afternoons; £500 • Librarian time and non-contact time x 1 afternoon • NA • Librarian time • Non-contact time x 1 afternoon • NA 	<p>Reluctant readers to show evidence of a greater interest in reading.</p> <p>Reading learning gap to show clear evidence of improvement from baseline.</p> <p>Reading resources to be well organised and easily accessible to all.</p> <p>Pupil feedback about the reading resources and library to be positive.</p> <p>Parental feedback about support resources, including dedicated web page on school website, to be positive and shows that parents are more aware of how to support their child’s reading.</p>
<p>2.2 Improve continuity of the teaching of Geography, IT and Science across Key Stages.</p>	<ul style="list-style-type: none"> • Review current online planning and assess continuity of progression from EYFS to Year 6. 	<ul style="list-style-type: none"> • HP and GR 	<ul style="list-style-type: none"> • 1 staff meeting time 	<p>Lesson observations and book scrutiny to show clear progression of skills from EYFS up to Year 6.</p> <p>Planning and Knowledge Organisers on school website to</p>

	<ul style="list-style-type: none"> • Observe Geography, IT and Science being taught in EYFS and KS1. • Discuss current planning and use of resources with staff – evaluate and review. • Provide training where needed. • Review Knowledge Organisers to reflect any curriculum content changes. 	<p>HP, GR and Headteacher</p> <p>HP and GR</p> <p>HP and GR</p> <p>Teachers</p>	<ul style="list-style-type: none"> • 2 x afternoons • 1 staff meeting • 1 staff meeting • 1 staff meeting 	show progression and full coverage across the school
2.3 Improve the school's learning environment to reflect a Dyslexia Friendly learning approach across the school.	<ul style="list-style-type: none"> • Review on-alert pupils across the school. • Carry out testing for identified children. • Dyslexia Specialist to work with the school on initial audit of Dyslexia Friendly Learning Environment. • Lead staff member to visit local Dyslexia Friendly School (if possible) • Review current resources and adjust. • Discuss Dyslexia Friendly classroom check list with staff and review current learning environments. • Target one class for monitoring impact of changes. • Put in place action plan for achieving Dyslexia Friendly Status in 2021 – to include Dyslexia specific support page on the school website. 	<ul style="list-style-type: none"> • SENCO and Teachers • SENCO • Jo Davidson, SENCO, JT • JT • SENCO and JT • JT • Headteacher, SENCO and JT • SENCO and JT 	<ul style="list-style-type: none"> • Staff meeting time • SENCO time • 1 staff meeting • 1 afternoon • 1 afternoon • NA • NA • 1 afternoon 	<p>Evidence of dyslexia friendly changes being seen across the school.</p> <p>Target class as example of Dyslexia Friendly Learning Environment.</p> <p>Action plan agreed for achieving Dyslexia Friendly Status in 2021.</p> <p>Report to Governors outlining changes made across the school.</p> <p>Parental feedback is positive regarding changes to learning environment for their children.</p>
2.4 Increase parental involvement in SEND provision to ensure continuity of progression at all times.	<ul style="list-style-type: none"> • Update school website to include additional support links for parents. • Increase number of meetings with parents from termly to half termly. 	<ul style="list-style-type: none"> • SENCO • SENCO 	<ul style="list-style-type: none"> • SENCO non-contact time • SENCO non-contact time 	Parents to be better informed of available support resources and materials and are accessing these on the website.

	<ul style="list-style-type: none"> • Provide additional webinar training sessions for parents for e.g. Dyslexia, ADHD • Increase remote learning support using online staff led sessions. 	<ul style="list-style-type: none"> • SENCO to organise providers • SENCO, SEND TAs and Teachers 	<ul style="list-style-type: none"> • NA • When necessary during school closure 	<p>SEND specific webinars are being accessed by parents and feedback is positive.</p> <p>SEND specific feedback from parents on end of year survey is 100% positive.</p>
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3. BEHAVIOUR AND ATTITUDES

Objective: Improve the outcome for disengaged learners.

INTENT	IMPLEMENTATION	RESPONSIBLE PERSON	TIME & COST IMPLICATIONS	IMPACT
3.1 Improve the opportunities and support for pupils that may be disengaged with their learning.	<ul style="list-style-type: none"> • Discuss options available to parents where a child is disengaged with their learning. • Provide support resources and identify emotionally available staff, where needed. • Timetable additional support where appropriate and identify safe places to work outside the classroom, when needed. 	<ul style="list-style-type: none"> • Teacher and Headteacher • Headteacher • Headteacher 	<ul style="list-style-type: none"> • NA • NA • NA 	<p>Identified pupils to be showing a more positive attitude towards learning and accessing the curriculum.</p> <p>Progress in reading, writing and maths to show clear progress from baseline.</p> <p>Fewer distractions in class lessons and staff reported more engaged behaviour from identified pupils.</p>
3.2 Improve the attitude of pupils who may be reluctant to access home/learning activities in the event of a school closure.	<ul style="list-style-type: none"> • Teachers to offer daily Zoom calls to those pupils who are self-isolating, but are not ill. • Use the VLE on eschools to encourage pupils to upload their work and receive feedback. • Use class Dojo to maintain communication links with parents who are supporting their child's learning at home. 	<ul style="list-style-type: none"> • Teachers • Teachers • Teachers 	<ul style="list-style-type: none"> • NA • NA • NA 	<p>Pupils who are self-isolating are able to show when they return to school that they have maintained their learning at home and there is limited or no catching up needed.</p> <p>Pupils are accessing the VLE regularly to download activities and are showing a willingness to share their work with their teacher at the end of each day.</p> <p>Registers show that all pupils are accessing the live lessons during a</p>

				two week lock down for a whole bubble.
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4. PERSONAL DEVELOPMENT

Objective: Safeguard the Health and Wellbeing of Pupils, Staff and Parents

INTENT	IMPLEMENTATION	RESPONSIBLE PERSON	TIME & COST IMPLICATIONS	IMPACT
4.1 Improve the emotional health and wellbeing of pupils through the development of a recovery TIS programme.	<ul style="list-style-type: none"> TIS Practitioner to discuss target pupils with staff – ACE assessment to be completed for each child and Motional Tool to be used. Emotionally available adult to be designated to each child. TIS Support Plan for each child to be implemented. Motional to be used to carry out three snap shots during the course of the year. 	<ul style="list-style-type: none"> BT BT, HP, SL, LL, PP, BD. BT BT 	<ul style="list-style-type: none"> No cost implications TIS non-contact time (0.5 day each week) 	<p>Snap shots of each pupil to show clear evidence of progress against emotional development objectives.</p> <p>Teachers reporting positive feedback of behaviour for learning in lessons from identified pupils.</p>
4.2 Increase parental engagement of Health and Wellbeing Curriculum through the introduction of an 'Every Mind Matters! Every Body Matters!' strategy i.e. A Community Wellbeing Toolkit	<ul style="list-style-type: none"> Working party to include Headteacher, parents and governor with specific expertise in mental and physical health and parent governor – to discuss Healthy School check list as a guide to creating an action plan/strategy for change that supports the wellbeing of whole community. Community Wellbeing Toolkit entitled 'Every Mind Matters! Every Body Matters!' document/action plan/journey to be shared with governors and parents for feedback. 	<ul style="list-style-type: none"> Working Party Working Party Working Party 	2 afternoon meeting	<p>Community Wellbeing Toolkit - 'Every Mind Matters! Every Body Matters!' document to be approved by governors and parents.</p> <p>Parental feedback to be 100% positive.</p> <p>School to achieve its Healthy School Status by 2021.</p> <p>Evidence of healthier options in lunch boxes and snacks.</p>

	<ul style="list-style-type: none"> Survey to be used to gather pupil views and parental views of content of a Health and Wellbeing curriculum for their child and the family – what schools can do further to support parents. Support webinars and resources made available to parents. 	<ul style="list-style-type: none"> Working Party 		
4.3 Improve parental awareness of changes to the SRE curriculum with reference to the 2020/2021 guidance.	<ul style="list-style-type: none"> Working party to be used to discuss current provision and policy changes – to include a small group of parents and governors. Survey to be used to gain feedback from parents regarding the changes to policy. Policy to be approved by the governors. 	<ul style="list-style-type: none"> HP and parents and governors HP HP and Governors 	<ul style="list-style-type: none"> Management non-contact time Management non-contact time Agenda item on FBG meeting in Spring Term 2021. 	<p>An approved policy that is supporting the implementation of the new SRE curriculum 2020/21</p> <p>Parent awareness raised.</p>
4.4 Improve the Forest School learning space to allow for all year round use.	<ul style="list-style-type: none"> Forest School Lead to research ideas and options to suit the area available. Area to be developed to have a fully costed plan to be shared with Health and Safety Governor and Interserve. 3 quotes to be sought for larger items. 	<ul style="list-style-type: none"> GR GR and Headteacher GR and Headteacher 	<ul style="list-style-type: none"> Half a day Half a day NA 	<p>Forest School area to be ready for full use by the end of the academic year.</p> <p>Improved space and resources providing further opportunities to support disengaged learners, when needed.</p>

5. LEADERSHIP AND MANAGEMENT

Objective: Ensure new 'COVID Recovery' staffing structure promotes and supports pupil progress across the school.

INTENT	IMPLEMENTATION	RESPONSIBLE PERSON	TIME & COST IMPLICATIONS	IMPACT
5.1	<ul style="list-style-type: none"> Review staff structure and match skills to target groups. 	<ul style="list-style-type: none"> Headteacher Headteacher 	<ul style="list-style-type: none"> NA 	Target cohorts and groups of pupils to show clear progress against their baseline.

<p>Increase progress of target groups through careful deployment of staff.</p>	<ul style="list-style-type: none"> • Appoint additional staff to work with target cohorts. • Review school structure and use of space to temporarily reduce class sizes in KS1. • Use baseline assessments to create Pupil Progress Intervention Plans – reviewed termly. • Agree a ‘catch-up recovery’ timetable with staff and review impact at the end of each half term. • TIS support programme to be used for identified pupils on a weekly basis – emotionally available staff to be identified and provided with training from school based TIS Practitioner. 	<ul style="list-style-type: none"> • Headteacher • BT and Teachers • BT and Teachers • BT and identified staff 	<ul style="list-style-type: none"> • Staff meeting time • Staff meeting time • Inset 	<p>Lesson observations to show evidence of good use of support staff and effective intervention.</p> <p>All staff fully informed of the profile of the class they work with.</p>
<p>5.2 Increase staff skills through effective use of performance management and CPD.</p>	<ul style="list-style-type: none"> • Tapestry training delivered to EYFS support staff. • All support staff to be involved in preparation for ‘catch-up recovery’ class assessment and organisation with the class teacher. • Additional SEND training made available to all staff. • Performance Management meetings to be completed by mid-October where training is identified – timetable of training to be put in place – reviewed termly. • All staff to maintain their own CPD profile. • All staff to be given ‘closing the gap’ goal as the main shared target for this year. 	<ul style="list-style-type: none"> • TP • All staff • SENCO, all staff • LMT • All staff • All staff 	<ul style="list-style-type: none"> • Inset day • Staff meeting, PPA Time • Inset day • Leadership and Management time; non-contact time 	<p>All staff achieve their PM targets by the end of the academic year – evidence provided by each member of staff and through lesson observations.</p> <p>Every member of staff has a clear understanding of how the ‘closing the gap’ target relates to their class.</p>
<p>5.3</p>	<ul style="list-style-type: none"> • Use initial Performance Management meeting to 	<ul style="list-style-type: none"> • LMT 	<ul style="list-style-type: none"> • Leadership and Management Time; non-contact time. 	<p>Staff members gain further qualifications e.g. NQT</p>

Increase opportunities for staff to progress through their chosen career path.	<ul style="list-style-type: none"> identify staff career aspirations. Agree targets that will enable staff member to gain experience needed for their chosen career development. Match each member of staff with a senior teacher as a mentor for their development. Weekly meetings to be timetabled to provide ongoing support. 	<ul style="list-style-type: none"> LMT Headteacher LMT 	<ul style="list-style-type: none"> Non-contact time; after school meetings. 	<p>Staff apply for further training for personal development e.g. SCITT</p> <p>School based experience increases opportunities for further employment.</p>
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6. THE QUALITY OF EARLY YEARS FOUNDATION IN SCHOOLS

Objective: Improve transition for new starters following COVID lock-down.

INTENT	IMPLEMENTATION	RESPONSIBLE PERSON	TIME & COST IMPLICATIONS	IMPACT
6.1 Ensure parent confidence in their child starting school is high.	<ul style="list-style-type: none"> Transition sessions to take place during the week leading up to the start of term. EYFS teacher to conduct zoom meeting sessions with each parent. Videos of the classroom layout and introduction to staff to be available to parents of new starters. Graduated start option given to parents to help settle their child in over the first three weeks of term. Starter packs issued. 	<ul style="list-style-type: none"> TP, ST and MB TP TP Headteacher TP 	<ul style="list-style-type: none"> 3 mornings; £180 	<p>All pupils to be attending full time by the end of the 3rd week of term.</p> <p>Parent feedback is 100% positive.</p> <p>All pupils settle quickly – happy to come to school.</p>
6.2 Improve opportunities for pupils to thrive within a dedicated EYFS learning environment.	<ul style="list-style-type: none"> Review classroom layout and resources to accommodate 20 EYFS pupils instead of 30 mixed age. 	<ul style="list-style-type: none"> TP 		<p>At least 75% of pupils to gain a GLD by the end of the academic year.</p>

	<ul style="list-style-type: none"> • Provide in-house Tapestry training for EYFS support staff. 	<ul style="list-style-type: none"> • TP, KS1 TAs 	<ul style="list-style-type: none"> • 1 hour – Inset Day 	Staff using Tapestry with confidence to record evidence of pupil attainment against their Early Learning Goals.
6.3 Improve early identification of SEND in EYFS.	<ul style="list-style-type: none"> • Identify pupils with any significant speech and language difficulties within the first two weeks of term. • Assess all pupils within the first 6 weeks of term against NFER Early Adopter Baseline Assessment. • Provide SENCO with ‘on-alert’ pupils and discuss any concerns with parents during first parental consultation meeting. • Consider any speech and language needs or other. • Create pupil progress action plan for class profile. • Create speech and language support videos for parents to access at home. 	<ul style="list-style-type: none"> • TP, ST, MB, SENCO • TP • TP • TP and SENCO • TP, ST, MB. • TP 	<ul style="list-style-type: none"> • NA • 3 x non-contact mornings; £90 supply cover • PPA time • PPA time • PPA time 	<p>Intervention to be in place by end of first half term for pupils with any speech and language needs.</p> <p>Parental engagement is high from the outset where identified pupils are being supported at home as well as in school – speech and language support videos well received and being used effectively.</p>
6.4 Increase opportunities for reluctant learners to engage in mark making.	<ul style="list-style-type: none"> • Identify target group. • Review current resources and adjust opportunities outside as well as inside the classroom to ensure target group are accessing these regularly. • Provide parents with support pack with ideas on how to encourage and practice mark making at home. • Dedicated EYFS area on the school website to be created where resources for all parents can be accessed. 	<ul style="list-style-type: none"> • TP, ST, MB • TP, ST, MB • TP • TP 	<ul style="list-style-type: none"> • PPA time • NQT time 	<p>Identified pupils to show clear progress from baseline – recorded on Tapestry and shared with parents.</p> <p>Parents more engaged in child’s learning – activities at home being uploaded on to Tapestry and shared with the teacher.</p> <p>Parental feedback is 100% positive when accessing the available resources on the dedicated EYFs area on the school website.</p>

