

School Improvement Priorities 2020-2021/Covid Recovery Plan

1. Continue to develop a robust, effective SEN system with highly effective SEN provision which enables ALL SEN children to make at least expected progress.
2. Personalised provision to ensure ALL PP children make at least expected progress and a higher percentage reaching ARE, with opportunities (taking into account the issues around COVID-19) to broaden their experiences both in and out of school.
3. Assessment systems are in place that allow teachers and subject leaders to track the progress of all children in all subjects.
4. Ensure that the school gets back on track through the Coronavirus outbreak (Covid Recovery Plan)



Continue to develop a robust, effective SEN system with highly effective SEN provision which enables ALL SEN children to make at least expected progress.

Action	Time Frame	Lead Person	Monitoring	Success Criteria
ALL teachers to review SEN support plans by 16 th October, 5 th Feb 2021 and the 18 th June - with parent signed plans uploaded onto CPOMs within 1 week.	As per action deadlines	All staff	VS	SEN Plans uploaded on CPOMS by agreed deadlines
Internal referral process with clear flow-chart rolled out to staff and staff know, use and understand referral pathways and actions to take.	End of Autumn Term	VS	JB	All staff are clear about the referral process for a child with SEN
To ensure that all SEND provision is good or better, in both interventions and quality first teaching within the classroom.	On going	VS	JB	High quality interventions being delivered by trained staff and children are making good progress. Pupils are engaged and actively learning in class. All class teaching is good or better?????
As part of our schools COVID recovery programme we will ensure all staff have an increased understanding of SEMH needs that may have arisen due to the COVID-19 pandemic	On going	VS	JB	All staff to receive a return to school COVID-19 document to help identify SEMH issues. All staff to receive an introduction to THRIVE session so THRIVE can begin to be embedded throughout school. An increase in the number of children accessing THRIVE screening and any arising needs to be met with an appropriate THRIVE programme.

Personalised provision to ensure ALL PP children make at least expected progress and a higher percentage reaching ARE, with opportunities (taking into account the issues around COVID-19) to broaden their experiences both in and out of school.

Action	Time Frame	Lead Person	Monitoring	Success Criteria
A summary to be completed by the class teacher on each pupil premium child to identify needs/gaps/barriers/opportunities, uploaded to staff share by October 21st	October 14 th	All staff	LM	All PP children are at, or are closer to ARE because the personalised provision in place meets their individual needs.
A 'traffic light' system is in place for PP children to identify those as 'on track with no specific need', 'on or just below track with additional specific need' or 'not on track with or without additional need'. This is shared at staff meeting.	October 7th	LM	LM	When interviewed, PP children are able to detail at least one new experience that they have enjoyed this year beyond the academic curriculum which has been funded through PP spending.
PP children are identified on ALL planning and the 'groupings' which they sit in, to ensure teachers remain focussed on this group of children.	In place Sep 30th and ongoing	All staff	Subject leaders	A high percentage of PP children access after school enrichment clubs. PP children who have needed to self-isolate have completed remote learning packs/projects and these have been collected by FD.
Meeting held between PP leaders and class teachers to discuss PP summaries and set priorities for each child.	23 rd and 30th Oct	LM/All staff	HT	Right Time Thrive is shown on each class weekly timetable and is being delivered as prescribed.
SLT to discuss findings of summaries and agree provision to be put in place including individual and 'whole cohort approaches' i.e. funded trips, breakfast club, holiday club, homework club, Saturday club, school library etc.	October 16th	LM/HT/VS	HT	Children identified as needing additional Thrive intervention are receiving this as prescribed, and improvements can be seen in well-being and self-regulation.
To set up afterschool enrichment for PP children to broaden opportunities.	End of A2	LM/HT	HT	
COVID isolation work packs to be in place for every class/year group in hard copy with activities that do not require access to the internet/laptop so	23 rd September	All class teachers	HT	

<p>that PP children are not disadvantaged should they need to undertake a period of remote learning.</p>				
<p>Right Time Thrive (wave 1) is in place within every classroom, and PP children who are screened and identified as having a specific need, are receiving thrive intervention as prescribed.</p>	<p>End of Autumn 1</p>	<p>FD/All staff</p>	<p>VS/FD</p>	
<p>Newsletter issued to parents half-termly with information about access to parent support i.e. dealing with behaviour, speech and language issues, healthy food and cooking on a budget etc.</p>	<p>Half-termly</p>	<p>FD</p>	<p>LM/JB</p>	

Assessment systems are in place that allow teachers and subject leaders to track the progress of all children in all subjects.

Action	Time Frame	Lead Person	Monitoring	Success Criteria
Each subject leader to work with the Assessment co-ordinator to develop an assessment system for each subject.	End of A2	LM/Subject leaders	JB	Each subject taught, has an assessment function set up in EMAG with assessment criteria set by subject leaders.
Staff to be using EMAG to assess children's progress and attainment in each subject.	Termly from A2	All class teachers	LM	At pupil progress meetings, staff are able to show progress and attainment across subjects, not just English and maths.
Subject leaders are able to use the assessment system in place to monitor progress and attainment in their subject.	By end of Spring 1	Subject leaders	JB	Subject leader files include pupil progress and attainment data across the school.
Staff meeting to be dedicated to discussing and agreeing principles for subject assessment.	30 th Sept	LM	JB	Subject leaders are able to produce reports from EMAG which give them information on pupil progress and attainment for their subject.
Staff meeting training on how to produce reports for subject leaders.	13 th Jan	LM	JB	EMAG includes subject assessment for all subjects, with year group assessment grids in place and attainment thresholds configured.
EMAG to be configured to include the assessment criteria and attainment measures for each subject.	End of A2	LM	JB	

5. Ensure that the school gets back on track through the Coronavirus outbreak (Covid Recovery Plan)

Action	Time Frame	Lead Person	Monitoring	Success Criteria
Work with staff and governors on risk assessment to be shared with parents.	Beginning of September	JB	Governors	Establish a risk assessment that allows a full reopening of school and informs every one of the processes involved.
Revisit risk assessment to reflect changes in events or improvements in practice.	Ongoing	JB	Governors	The risk assessment meets concerns as situations change
Reorganise dinners to allow them to be eaten in class and to allow dinner supervisors to act as part time extra cleaners.	Beginning of September	JB/JM	Governors	If we organise ourselves so that UFSM and FSM money is paid directly to parents to provide high quality packed lunches then we can keep bubbles separate. Dinner supervisors would enhance our cleaning regime as well as act to supervise children in their shortened dinner break.
Establish a method of remote learning for children that allows parents and teachers to communicate easily.	Early September	LM	JB	Establish Class Dojo across the whole school so that there is a method of communication that is clear, simple and efficient.
Each year group to organise a 2-week pack of work in hard copy that can be distributed to children if they are away from school isolating – this should be suitable from the first to the last week of the school year.	Mid-September	All teachers	JB	If children are isolating, this will have worked if they find this discrete series of tasks helpful in keeping children motivated and on track.
Work on the curriculum so that we put even more focus on health, well-being, physical fitness and a sense of moral responsibility.	Through the year	All subject Leaders	JB	If we ensure that children have more opportunities to be involved in personal fitness and if they focus more on healthy eating and if we see signs of a greater interest in citizenship then we will have succeeded.
Ensure that every class has a TLA and that the SEND team have a sub-team to deliver interventions and assessments.	September	VS	JB	Evidence of focussed, high-quality learning.
Ensure that parents receive two detailed reports this term so that they can see where their	October and December	LM	JB	

<p>children are now and the progress they will have made over this term.</p> <p>Weekly communication through email and the Homework Front Page to keep parents up to date and to answer all questions.</p>	<p>Ongoing</p>	<p>JB</p>	<p>Governors</p>	<p>If teachers can evidence assessment and progress and if parents feel comfortable with the fact that their children are making the sort of progress they require.</p> <p>If parents feel as though they are being kept up-to-date and if they demonstrate satisfaction with the handling of the situation by the school.</p>
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