

**Key Improvement Area 1: To improve children's knowledge, understanding and application of the key skills in English, including phonics, writing and reading beyond decoding in order to secure good outcomes and progress for all abilities.**

- Evidence from pupils' work indicates that standards in writing have been most impacted by periods out of school, especially in non-fiction writing.
- Pupils joining Year 3 have missed significant teaching of phonics at KS1.
- Children's decoding skills are secure overall but lost learning opportunities to develop higher order comprehension skills need to be addressed.
- Approaches to the teaching and learning of spelling to be improved as evidence in pupils' work indicates that learned words are not consistently applied independently.

**Key aspects:**

- Planned teaching of key skills, including phonics, spelling and sentence structure through curriculum design and development.
- Focus on oracy/vocabulary through range of approaches, including LTiE.
- Flexible use of additional teaching support to meet needs of classes.
- Participation in Reading Fluency Project and use of quality text drivers
- Use ongoing assessment to shape teaching and learning and monitor progress of all pupil groups, including those with SEND.

**Key Improvement Focus 3: To further develop and adapt teaching, curriculum design and delivery to take account of gaps in learning to enable children to make maximum progress across the curriculum.**

- Development work on Threads and Skills has been impacted by two periods of school closure.
- Some curriculum content not fully covered in 19/20 and 20/21
- Staff were unable to work in a fully collaborative way in last two academic years. Subject leader monitoring impacted by periods of closure.
- Ofsted focus on curriculum III & 'connectedness' and progression.

**Key aspects:**

- Evaluate against Ofsted framework and put action plans in place.
- Continue to embed skills and threads within and across subjects. Create 'Learning Journeys'
- Ensure that any essential missed key skills/concepts are taught.
- To continue to develop the role and impact of teaching staff in leading curriculum innovation and improvement, including those at UPS. Increase opportunities for subject leads to monitor and evaluate standards.
- Explore innovative approaches to curriculum development.

## School Improvement Plan

### Key Priorities

2021 - 2022



Heatherside Junior School

'Learning for Life'

### Key Improvement Focus

**To ensure that teaching, learning and curriculum design enables all children to make at least good academic progress alongside the continued development of their social and emotional wellbeing.**

**Key Improvement Area 2: To ensure that teaching and learning in mixed ability maths enables all children to make good progress, including those working at a greater depth standard.**

- Outcomes from June '21 assessments indicated good progress for middle and lower attainers
- 20/21 was the first year of class-based maths highlighted need to plan for stretch and challenge for able mathematicians within the mixed ability group.
- Some content not covered fully due to periods of home learning.
- KS2 SATS taking place in 2022

**Key aspects:**

- Planning & teaching adapted to ensure that good level of stretch and support throughout all parts of the lesson
- Flexible use of additional teaching support to meet needs of classes (using Catch Up Funding)
- Use ongoing assessment to shape teaching and learning and monitor progress of all pupil groups, including those with SEND.
- Review approaches to homework tasks for maths including the use of online platforms and resources.
- Make effective use of visual models and concrete resources to develop fluency and mastery.

**Key Improvement Focus 4: To continue to actively promote skills, values, approaches and strategies which support and develop the wellbeing, physical and emotional health of pupils and staff.**

- Extra-curricular opportunities and experiences were limited in last two academic years due to operational regulations, including trips, clubs and in-school events/offers e.g. cookery.
- Importance of wellbeing, self-esteem, resilience, positive Growth Mindset already core part of school ethos.
- New Year 3 children have missed significant amount of their KS1 development and had limited transition opportunities.
- Increase in use of technologies and potential impact on children's health and wellbeing.

**Key aspects:**

- Actively promote wellbeing for staff and pupils through class/school-based opportunities, support and initiatives.
- Re-introduce extra-curricular opportunities, including use of MUGA.
- Plan specific support for pupils through the development of a more holistic approach (explore staff training including OT/Play Therapy)
- Build on existing PSHE/RSE/Computing curriculum to ensure that children have opportunities to develop healthy and safe online behaviours.
- Introduce CPOMs
- Evaluate against Ofsted expectations for Personal Development/Safeguarding.