



SCHOOL IMPROVEMENT PLAN SUMMARY DOCUMENT 2022/23

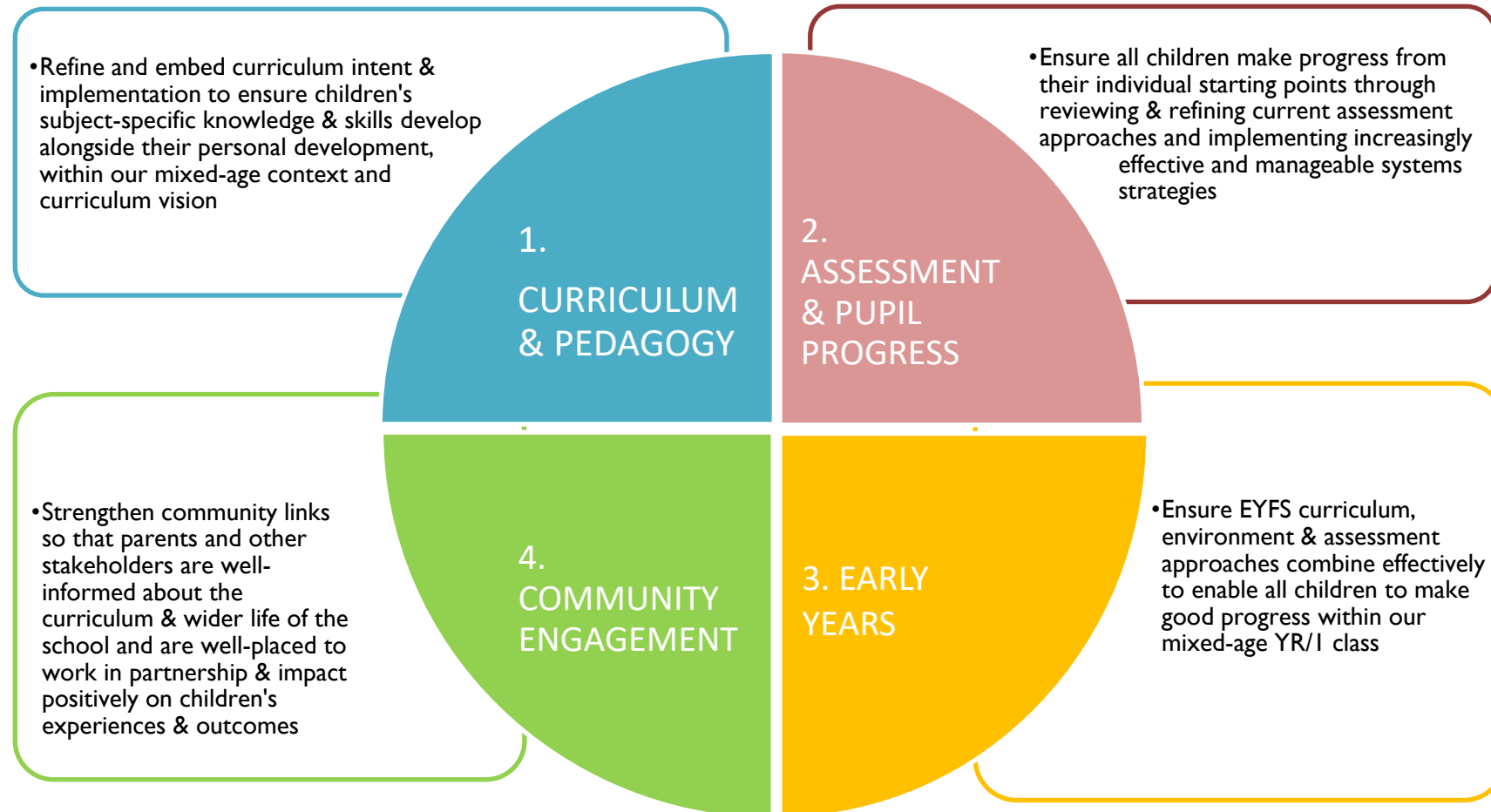


LONG SUTTON CHURCH OF ENGLAND PRIMARY SCHOOL SCHOOL IMPROVEMENT PLAN 2022-23 SUMMARY DOCUMENT



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KEY IMPROVEMENT PRIORITIES 2022-23





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Key Priority 1: CURRICULUM & PEDAGOGY	
Refine and embed curriculum intent & implementation to ensure children's subject-specific knowledge & skills develop alongside their personal development, within our mixed-age context and curriculum vision	
WHAT WILL BE DIFFERENT FOR THE CHILDREN?	HOW & WHAT WILL WE MONITOR?
<ul style="list-style-type: none"> ✓ Improved subject-specific knowledge & vocabulary within Foundation Subjects and knowing where that knowledge fits within the 'Big Picture / Story' & prior knowledge in that subject ✓ Stronger oracy skills (exploratory & presentational): cognitive (developing their own thoughts, ideas & opinions), linguistic (knowing the words & phrases to use), social (engaging with others, using appropriate discussion skills) & physical (making yourself heard, using your voice as an instrument) ✓ Becoming courageous advocates for global issues through the acquisition of knowledge around global issues, increasing their own awareness and educating others ✓ A growing knowledge and appreciation of the diversity and richness of cultures and environments at local, national & global level, with a growing appreciation of their place in the world ✓ Enjoying and learning through even more opportunities for 'real, first hand experiences' (including Trailblazer & Outdoor Learning), resulting in a better acquisition of new knowledge & concepts 	<ul style="list-style-type: none"> • Subject Intent & Implementation: Monitoring the implementation & impact of subject intent & implementation, in line with 3 year cycle of focus (see p.?), through learning walks, book looks, pupil conferencing & assessment information (Subject Leaders) • Curriculum Intent: Monitoring the implementation & impact of Global Education, Oracy, Outdoor Education & Zones of Regulation through pupil & staff conferencing, book looks, curriculum documentation & learning walks (Governors & SLT) • Subject Leadership: Monitoring the implementation & impact of subject leadership, in line with 3 year cycle (see p.?), through Subject Leader interviews, learning walks, scrutiny of documentation & plans & pupil conferencing (Governors, SLT & external professionals)
Key Priority 2: ASSESSMENT & PUPIL PROGRESS	
Ensure all children make progress from their individual starting points through reviewing & refining current assessment approaches and implementing increasingly effective and manageable systems & strategies	
WHAT WILL BE DIFFERENT FOR THE CHILDREN?	HOW & WHAT WILL WE MONITOR?
<ul style="list-style-type: none"> ✓ Own awareness of their strengths & next steps as writers ✓ A more effective cycle & timing of assessments will allow staff to increase accuracy of assessments throughout the year 	<p>Next Steps as a Writer: Monitor the implementation against agreed policy and the impact it has on children's awareness of themselves as writers</p>



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<ul style="list-style-type: none"> ✓ Reduction in number of milestones will allow teachers to dedicate more time to focusing on children's next steps; increased rigour and focus at mid-year assessment point will enable teachers to adapt planning based upon children's progress so far ✓ Children in vulnerable groups will benefit from even more focussed approaches to enable them to make their best progress ✓ Improved knowledge of children's attainment in Foundation Subjects will enable subject leaders to evaluate the quality of education and identify ongoing subject development; those children requiring support will be known to staff and those attaining highly in subjects can be recognised & given some additional challenge / enrichment 	<p>Assessment policy: Impact of Marking & Feedback approaches to move children on in their learning</p> <p>Mid-Year Milestone: Information gathered at mid-year assessment point & how it is used to inform the planning for the 2nd half of the year</p> <p>Foundation Subject Assessments: Subject leaders to monitor assessments in their subject and triangulate with other monitoring to evaluate the quality of education in their subject</p>
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Key Priority 3: EYFS

Ensure EYFS curriculum, environment & assessment approaches combine effectively to enable all children to make good progress within our mixed-age YR/I class

WHAT WILL BE DIFFERENT FOR THE CHILDREN?

- Increased confidence & accuracy in EYFS assessments will enable teachers to plan even more effectively for children's next steps
- Reception environment will reflect staff knowledge gained from assessments so that it is highly engaging for all children's interests and allows them to make progress from their starting points
- Improved adult interactions in children's play will enable children to make progress 'in the moment'
- All-weather canopy will further improve the quality of children's play in the outdoor areas
- Subject Leaders will have an increasingly thorough knowledge & understanding of learning in their subject in the EYFS and ensure smooth progression and transitions from the end of EYFS into the National Curriculum

HOW & WHAT WILL WE MONITOR?

EYFS Moderation: Led by County EY Advisors: monitor current assessment approaches; moderate and validate accuracy of assessments against EYFS framework

EYFS Environment: Monitor the effectiveness of the classroom & outdoor environment on children's progress: monitor link between assessments & changes to environment, how it develops and changes through the year

Quality of Staff: Child Interactions in play: Monitor implementation of agreed principles (tbc) and how effectively they move children's learning on 'in the moment'



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Key Priority 4: COMMUNITY ENGAGEMENT	
Strengthen community links so that parents and other stakeholders are well-informed about the curriculum & wider life of the school and are well-placed to work in partnership & impact positively on children's experiences & outcomes	
WHAT WILL BE DIFFERENT FOR THE CHILDREN?	HOW & WHAT WILL WE MONITOR?
<ul style="list-style-type: none"> • Parents & Carers will feel better informed of their children's curriculum and progress and, therefore, more equipped to support them at home; this will impact positively on children's engagement and progress • 'Parent / Carer Voice' will be stronger and begin to impact further on school improvement work & experiences / outcomes for children • School communication systems will be more streamlined, benefitting both parents and school staff • Parents / carers & visitors from the community will feel they are making a positive contribution, where able, to children's experiences & development and children will feel valued by the wider school community • Children will feel they are making a positive contribution to the wider community – impact on personal development • New website will be a useful and informative tool for all stakeholders and will be easy to navigate on all digital platforms • Parents / Carers have a good understanding of the school's approach to promoting good behaviour, particularly the principles & place of Restorative Practices 	<p>Arbor: Effectiveness of transition to and use of the Arbor system for staff and parents</p> <p>Parent Council: Initial implementation & impact</p> <p>Parent / Carer / Community Visitors: Presence of these stakeholders in school and contribution to school life & children's progress & development</p> <p>Parent / Carer Information: Type of information shared and parent views about its usefulness & effectiveness</p> <p>School Presence in the Local / Wider Community: Activities across the year, both 'real' and virtual / reported</p> <p>Website Implementation: Timing, content, tone & compliance</p>