#### **EMLM**

# **School**

Improvement

**Priorities** 

2023-2024

'Success for Everyone...'

#### Introduction:

The main aim of our School's Improvement Priorities (SIP) is to raise standards in all aspects of our provision. It is a working document and maps out our lines of enquiry for the evaluation and monitoring of EMLM. It allows us to have clarity about our strengths and areas to develop within the school. The identified areas of development become actions for improvement and form a basis for evaluation of the intended outcomes. This is a working document.

All staff, in particular the Leadership team, which includes both Leaders in school and Board Members, have been involved in looking at where the school is at the current time. We have considered all the outcomes of our Ofsted inspection in July 2022 and March 2023.

Responsibility for monitoring the plan rests with the Leadership Team. Members of the team are responsible for overseeing the development of each section of the plan as well as constructing the working document into this form. Accountability for all actions in the plan ultimately rests with the Leaders in school and Board Members.

Priority 1				
Why is this a priority?	Core Actions to drive improvement: What? How?	Cost	Milestones: What will success look like?	Date of Evaluation
Staff:  Subject knowledge: some staff lack sufficient knowledge of the processes in the planning and teaching of lessons  Staff to have an in-depth understanding of starting points of each learner  Lack of cohesion in planning structured	<ul> <li>What?</li> <li>Staff subject knowledge of key concepts/approaches</li> <li>Assessments on Learners in key skills for baseline of their starting point</li> <li>Model planning, sequence of lessons which show progression</li> <li>Develop pedagogy and subject knowledge of KS2 &amp; KS3</li> <li>Purchase further schemes of work to support planning, progression</li> <li>Shared promotion of growth mindset and metacognition</li> <li>Teaching</li> <li>Use of key vocabulary, modelling, scaffolds and non-negotiables</li> </ul>	£800	Clear and appropriate progression in knowledge and skill acquisition and the curriculum meets the needs of all learners     Learners are confident and are beginning to articulate information and learning  Medium Term:	April 2023
lessons  Lack of high quality resources used to support learning  Diagnostics/interventions: lack of precision in diagnosis of learning needs, sometimes leads to wrong choice of	<ul> <li>Focus on spaced practice and retrieval opportunities to support understanding and long-term memory gain</li> <li>Curriculum to support task setting, challenge and expectations</li> <li>Resources are high quality and used in all lessons</li> <li>Link learning to interest of learners</li> <li>Educational visits planned and linked to wider curriculum, personal development and opportunities</li> <li>Planned visits by local communities/companies to promote career opportunities and possibilities</li> </ul> Consistency		<ul> <li>Learners know and can access different paths of learning and possibilities</li> <li>Learners able to select and use appropriate resources to support their learning</li> <li>Staff and Learners are resilient learners</li> </ul>	July 2023
intervention  Consistency of practice Inconsistency in linking learning to interests of Learners  Learners: Gaps in Learning, in particular literacy and numeracy skills Have inconsistent opportunities to retrieve knowledge previously learned	<ul> <li>Modelled exemplars shared and discussed</li> <li>Weekly QA of books and planning and feedback given individually</li> <li>How?</li> <li>Training:         <ul> <li>Whole staff training: initial 2-hour session (Jan), followed up by weekly sessions. Training for Learning Mentors in appropriate interventions</li> <li>Leaders in school to support on-going coaching and induction of new/change of staff and to provide examples for others</li> </ul> </li> </ul>		Learners are engaged and motivated in learning and can discuss in depth what they have learnt over time     Educational visits are meaningful and purposeful	February 2024

Priority 2	<b>Pedagogy</b> – All staff will develop an und			
	teaching) to ensure all Learners' know mo			
Why is this a priority?	Core Actions to drive improvement:	Cost	Milestones: What will success look like?	Date of
	What? How?			Evaluation
<ul> <li>Staff:         <ul> <li>Require training and/or to revisit pedagogy and understand how learners learn</li> <li>Need to understand the value of ongoing assessment -so they can adapt and amend their input, resources and scaffolds and challenge in</li> </ul> </li> </ul>	and process influences the development of learners  Deeper clarity around how and why each subject curriculum being taught  Staff confident in their subject knowledge of each unit/topic Ongoing assessment during lessons to further support learners All staff understand the importance of ongoing assessment and marking All staff are confident in adapting and amending plans to address the individual learning needs of the learners		All staff to include retrieval questions in planning for English, Maths, Science     Leaders to ensure via weekly QA & Learning walks this is taking place     Pupil sample by leaders to check if they 'remember more and know more/   Medium term:     Leaders to share the rationale behind the curriculum and why certain elements	April 2023  July 2023
scaffolds and challenge in core subjects  Require guidance on developmental marking and how this moves learners forward.  Plan response to marking at start of lesson  To use attainment and ongoing assessment to guide teaching, planning and interventions  Learners:  Need spaced learning to ensure they 'know more and remember more'  Need to revisit key concepts and skills and practice in various context	<ul> <li>Shared promotion of growth mindset and metacognition</li> <li>Spaced learning is used as a highly effective tool to support learners in knowing more</li> <li>key learning from previously taught units of work is retrieved on regular basis -homework tasks, beginning of lesson 2/3 weeks after a topic has been taught</li> <li>Different types of spaced learning opportunities are being built in to sessions i.e. quizzing</li> <li>Leaders to monitor effectiveness of how retrieval strategies are being used to help learners 'know more and remember more'</li> <li>How?</li> <li>Training:</li> <li>Staff inset sessions on the importance of pedagogy, cognitive overload and spaced learning practice, retrieval practice and how to maximize effectiveness across different units of learning</li> <li>Staff inset on importance of planning, marking, ongoing assessment</li> <li>Staff suggestions to lead to policies for marking, homework, etc.</li> <li>Leaders to identify staff who need further support</li> </ul>		form part of the core of the core  Retrieval forms part of daily plans and practice and pupils demonstrate their ability to remember more through book study  Long term:  Staff have access to high quality cumulative quizzes to support with the retrieval process  Consistency in embedding spaced learning opportunities id demonstrated through book study and learner outcomes  Learners can 'know more and remember more' over time and make meaningful connections between their past learning  Staff have excellent subject knowledge which relates into improved outcomes for learners	March 2024

Priority 3		<b>Wide range of vocabulary</b> – All learners will be taught new vocabulary in all areas of the curriculum so that they can communicate more effectively			
Why is this a priority?	Core Actions to drive improvement: What? How?	Cost	Milestones: What will success look like?	Date of Evaluation	
Staff:  Staff are not using a wide range of ambitious vocabulary in lessons  Staff to understand teaching vocabulary is about context and repetition  Learners:  Learners to expand their range of vocabulary  Learners to understand the benefits of a rich vocabulary knowledge	What? All teaching staff are confident in understanding a wide range of vocabulary and how to teach more complex and technical vocabulary explicitly.  • Clarity around vocabulary being taught for each unit/topic and to ensure Learners understand what is being taught  • Staff understand they need to teach vocabulary -context and repetition – learners need to know about the words they're using and use them multiple times in different context  • Staff have good subject knowledge about 3 tiers of vocabulary  • Plan and teach engaging lessons which provide pupils with opportunities to learn to and through talk  Teaching  • Use of key vocabulary, modelling using stem sentences and scaffolds to support Learners in using complex sentences  • Create a language rich environment  • Provide explicit instructions by modelling the skills and understanding required to develop rich vocabulary knowledge  • Create drama opportunities  • Link oracy to interest of learners  How?  Training  • Regular CPD on the importance of teaching vocabulary  • Strengthen subject knowledge through wide range of vocabulary and plan for presentational and exploratory talk		Short term:  Create a culture of talk and learners to know difference between formal and informal talk  Learners are given opportunities to discuss vocabulary and its meaning and scaffolds are modelled to show how a wide range of vocabulary can be used in everyday life  Opportunities for oracy are regular, purposeful, appropriately pitched and thoughtfully planned  Medium Term:  Wide range of vocabulary is nurtured by everyday interactions by all staff and is celebrated throughout school life  Long Term:  Learners can engage in dialogue and can justify and expand their ideas, deepening and consolidating their understanding through talk	October 2023	

<b>Priority 4</b> Resilience – To develop resilience so that our Learners can manage their challenges, traum adversity that they are faced with in their day to day lives			trauma and	
Why is this a priority?	Core Actions to drive improvement: What? How?	Cost	Milestones: What will success look like?	Date of Evaluation
Staff:  • Have limited knowledge of the profile of learners • Require guidance on strategies to use for individual needs  Learners:  • Give up easily and find it challenging to persevere	<ul> <li>What?</li> <li>Staff are confident and understand the individual needs of all learners and adapt their teaching/support accordingly.</li> <li>Ongoing discussion about learners SEND needs</li> <li>Promote resilience through lessons, assemblies, PSHE</li> <li>Promote resilience and growth mindset with both learners and staff</li> <li>Lessons planned and delivered with challenge in mind -so learners can practice resilience</li> <li>Regular PE/Healthy lifestyle lessons delivered -monitored and evaluated by AHT</li> <li>Staff promote and deliver PSHE/RSHE/Online safety</li> <li>Textbooks used in wider curriculum to develop understanding of resilience</li> <li>Regular opportunities provided to discuss issues which concern learners at school/home/within their community</li> <li>Staff know how to respond effectively and appropriately to any concerns which learners experience or share</li> <li>Develop a risk taking culture amongst both Learners and staff</li> <li>Briefing updates for staff on building resilience -share strategies</li> <li>Ongoing monitoring and evaluation by AHT</li> <li>Partnership work with families/carers -signposting and/or supporting them with Early Intervention and prevention work</li> <li>How?</li> <li>Training:</li> <li>Whole staff training: growth mind set, trauma, attachment, Adverse Childhood Experiences (ACEs)</li> <li>Weekly briefing updates</li> <li>Leaders in school to support on-going coaching and induction of new/change of staff and to provide examples for others</li> </ul>		Short term:  Assemblies are linked to growth mindset and resilience  Early identification and referrals or signposting to support all stakeholders  Promote growth mindset via displays/newsletter  All staff to begin to model language of growth mindset with learners and each other  Medium Term:  Learners are able to identify positive elements of themselves  Interventions are focused and promote resilience  Long Term:  Learners are resilient and able to manage change/next stage in their life  Interventions show impact on learners  Learners can talk about the positive impact regular physical activity has on them  Both learners and staff take risks and learn from them	October 2023 June 2024