

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.

EMLM: School Improvement Priorities January 2023-July 2024

Priority 1		Curriculum - To ensure all aspects of the curriculum are planned, resourced and delivered effectively and that curriculum decisions are based in the best interests of the learners		
Why is this a priority?	Core Actions to drive improvement: What? How?	Cost	Milestones: What will success look like?	Date of Evaluation
<p>Staff:</p> <ul style="list-style-type: none"> 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 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 intervention Consistency of practice Inconsistency in linking learning to interests of Learners <p>Learners:</p> <ul style="list-style-type: none"> Gaps in Learning, in particular literacy and numeracy skills Have inconsistent opportunities to retrieve knowledge previously learned 	<p>What?</p> <p>Staff subject knowledge of key concepts/approaches</p> <ul style="list-style-type: none"> Assessments on Learners in key skills for baseline of their starting point Model planning, sequence of lessons which show progression Develop pedagogy and subject knowledge of KS2 & KS3 Purchase further schemes of work to support planning, progression Shared promotion of growth mindset and metacognition <p>Teaching</p> <ul style="list-style-type: none"> Use of key vocabulary, modelling, scaffolds and non-negotiables Focus on spaced practice and retrieval opportunities to support understanding and long-term memory gain Curriculum to support task setting, challenge and expectations Resources are high quality and used in all lessons Link learning to interest of learners Educational visits planned and linked to wider curriculum, personal development and opportunities Planned visits by local communities/companies to promote career opportunities and possibilities <p>Consistency</p> <ul style="list-style-type: none"> Modelled exemplars shared and discussed Weekly QA of books and planning and feedback given individually <p>How?</p> <p>Training:</p> <ul style="list-style-type: none"> Whole staff training: initial 2-hour session (Jan), followed up by weekly sessions. Training for Learning Mentors in appropriate interventions Leaders in school to support on-going coaching and induction of new/change of staff and to provide examples for others 	<p>£800</p>	<p>Short term:</p> <ul style="list-style-type: none"> 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 <p>Medium Term:</p> <ul style="list-style-type: none"> Learners know and can access different paths of learning and possibilities Learners able to select and use appropriate resources to support their learning Staff and Learners are resilient learners <p>Long Term:</p> <ul style="list-style-type: none"> Learners are engaged and motivated in learning and can discuss in depth what they have learnt over time Educational visits are meaningful and purposeful 	<p>April 2023</p> <p>July 2023</p> <p>February 2024</p>

