

EMLM

**School
Improvement
Priorities**

2024-2025

'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, 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 May 2024.

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 2024-2025

| Priority 1 | | Curriculum - To ensure all aspects of the curriculum are planned, resourced and delivered effectively and that work given to learners builds fully on what they know already. | | |
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| 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"> Continue to build on Subject knowledge: knowledge of the processes in the planning and teaching of lessons Staff have an in-depth understanding of starting points of each learner Staff to ensure work given to learners builds fully on what they already know Ensure diagnostics/interventions are in place Consistency of practice Consistency 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 Ensure consistent opportunities are provided to retrieve knowledge previously learned | <p>What? 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 Sequence of lessons which show progression Ensure learners builds fully on what they know and challenges and extends learning Develop pedagogy and subject knowledge of KS2, KS3 & KS4 Shared understanding of metacognition Shared promotion of growth mindset <p>Teaching</p> <ul style="list-style-type: none"> Use of key vocabulary, modelling, scaffolds and non-negotiables Consistency on spaced practice and retrieval opportunities to support understanding and long-term memory gain Curriculum to support 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? Training:</p> <ul style="list-style-type: none"> Whole staff training during INSET days,, followed up by weekly sessions Leaders in school to support on-going coaching and induction of new/change of staff and to provide examples for others | £800 | <p>Short term:</p> <ul style="list-style-type: none"> All staff have highest expectations of all learners, irrespective of their needs 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>All staff have the highest expectations of all pupils, irrespective of background or perceived barriers to learning and starting positions</p> <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>Autumn 2024</p> <p>Spring 2025</p> <p>Summer 2025</p> |

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| Priority 3 | | Relationships - Strong relationships between learners/families and carers can provide young people with a framework for what successful personal interactions look like. These strong relationships will also support and address attendance, emotional and social foundations. | | |
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| 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"> will build respectful, trusting relationships with all learners consistently apply relational model approach with all stakeholders Understand and respond accordingly to the journey learners have had to date <p>Learners:</p> <ul style="list-style-type: none"> Learners will feel safe and supported Consistency in relationships will allow them to experience healthy attachment | <p>What?</p> <p>All teaching staff are confident in building relationships with learners so that positive learning experiences can flourish within the classroom</p> <ul style="list-style-type: none"> Staff understand the need to build good relationships and connections with all learners Staff have deeper understanding regarding the factors relating to our learners – attachment, attendance, rejection, systemic, attitudinal etc Staff develop and maintain strong relationships between families and carers -signposting them for support as/where necessary <p>Teaching</p> <ul style="list-style-type: none"> Use of key vocabulary encouraging pupil voice Provide explicit instructions by modelling the skills and understanding required to develop non-judgmental listening/responses <p>How?</p> <p>Training</p> <ul style="list-style-type: none"> Regular CPD on: attachment, Relational model and cognitive overload Strengthen strategies used when de-escalating heightened emotions | | <p>Short term:</p> <ul style="list-style-type: none"> Create a culture of respect -listening to all staff and learners to show understanding and support as/when necessary Learners are given opportunities to discuss personal issues Opportunities for oracy are regular, purposeful, appropriately pitched and thoughtfully planned Weekly attendance analysis -expectations and importance of attendance shared with families/carers and learners <p>Medium Term:</p> <ul style="list-style-type: none"> Barriers are identified quickly and accurately, and the right support is targeted to families/carers Relationships are nurtured by everyday interactions by all staff and are celebrated throughout school life Attendance data analysis shows improvement and impact over time <p>Long Term:</p> <ul style="list-style-type: none"> Learners can engage in dialogue and can justify and expand their ideas, deepening and consolidating their understanding through talk Forensic analysis of data leading to elicit attendance trends/patterns over time with resulting amendment of practice | <p>Autumn 2024</p> <p>Spring 2025</p> <p>Summer 2025</p> |

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| Priority 4 | | Assessment – To ensure learning within EMLM is driven by robust assessment of need (not assumptions or labels). | | |
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| 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"> All staff understand the process and mechanism for gathering information to support with accurate assessments <p>Learners:</p> <ul style="list-style-type: none"> Can identify what helps learning and what hinders it | <p>What? Staff are confident and understand the individual needs of all learners and adapt their teaching/support accordingly</p> <ul style="list-style-type: none"> Formal and informal assessments -including marking form next stage of learning and teaching Lessons planned and delivered with challenge in mind Timely interventions are put into place with clear end targets - these are measured and evaluated to show impact Develop a risk-taking culture amongst both Learners and staff <p>How? Training:</p> <ul style="list-style-type: none"> Whole staff training: Assessment policy, value of assessment and accuracy of assessment Leaders model assessment procedures in school to support staff and to provide examples | | <p>Short term:</p> <ul style="list-style-type: none"> There is a coherent, structured approach to assessment Assessments are carried out at the end of each unit taught Feedback to staff reflects professional practice and clear actions for next steps <p>Medium Term:</p> <ul style="list-style-type: none"> Learners are able to identify positive elements of themselves Interventions are focused and promote learning Leaders are forensically informed and dispassionate in their self-evaluation resulting in heightened expectations <p>Long Term:</p> <ul style="list-style-type: none"> Learners are proactive in identifying their next stage of learning Interventions show impact on learners Accuracy in identifying | <p>Autumn 2024</p> <p>Spring 2025</p> <p>Summer 2025</p> |