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## Autumn Term School Improvement Plan 2020

This template is in lieu of the normal school development plan for the coming academic year as September planning will necessarily look different. We will revert to an annual SDP from the Spring Term.

### Core subject curriculum planning

Key Considerations	Reading	Writing	Maths
Is a clear teaching sequence in place and shared with staff?	<p>In EYFS, children will share a story daily and the teacher will develop their vocabulary, fluency and comprehension through questioning.</p> <p>Reading lessons will take place daily in Years 1-6. As a school, we shall continue to embed the model of whole class teaching for reading. These lessons will use the PA plus text from the writing unit in the first instance. The KS1 and KS2 reading skill documents have been shared with staff and lessons will focus on developing fluency and comprehension. Children will have the opportunity to work together, socially distanced, where appropriate to target additional gaps.</p> <p>There is a clear rationale behind the reading books that children will be taking home to support their skill development. Children in EYFS, Year 1 and Year 2 will take home reading books that are aligned to the phonics</p>	<p>EYFS will continue to access high quality continuous provision that provides multiple opportunities to develop their early literacy skills.</p> <p>Year 1 – Year 6 will deliver PA Plus units of English, written by Hertfordshire English Advisors. Some of these units were trialled before lock down in Spring 2020 with accelerated progress and improved writing outcomes for all children in these classes. The units contain detailed lesson plans with specific learning objectives based on the national curriculum and focuses on the development of sentence level skills alongside audience and purpose. All pupils will complete a gap analysis on the ‘cold write’ baseline which will identify gaps in children’s sentence level knowledge that will be added into the unit of learning (if not already included.). The lesson plans are based on high quality, inspirational texts. The sequence of learning provides multiple opportunities for extended</p>	<p>From EYFS to Y6 staff will continue to use White Rose (WR) maths to support their teaching and learning opportunities and develop concrete, pictorial and abstract representations of maths skills. Staff have previously been trained on WR and the present WR has been updated and adapted to take into account missed learning opportunities and new government guidance (July 2020).</p> <p>The units contain detailed lesson breakdowns and plans with specific learning objectives and step by step teaching. There are clear pictorial and manipulative teachings all linked to the curriculum.</p> <p>The lesson plans are clear and focused on small step skills development. The sequence of learning provides multiple opportunities for use with manipulatives and pictorial learning. The units can be used flexibly to meet the gaps in</p>

	<p>phase they are currently working at. All the KS1 texts in school have been categorised to correspond to the order the sounds are taught in Storytime Phonics. Children who move into Year 2, who are secure with phonics and can read fluently, will access chapter books and more complex texts. KS2 children use Accelerated Reader (AR) to ensure they have a book that is within their zone of proximal development.</p> <p>Phonics will continue to be taught daily in EYFS, Year 1 and Year 2 using Storytime Phonics. Phonics tracking documents have been completed as part of transition which have been shared with the new class teachers. They will begin teaching with the phase that the majority of children are working within. Additional phonics teaching will be provided to children who have additional gaps.</p>	<p>writing to apply the sentence level learning. The units last for approx. 20 sessions and the teachers can be flexible with delivery to meet the needs of the children whilst ensuring pace. The units prioritise developing children's vocabulary and provide explicit opportunities to rehearse this. The PA plus units have been mapped into a long term overview for each year, taking into account the skills taught in each unit to ensure they allow for progression across the year, whilst meeting the needs of the children in September. This has been shared with staff who are clear on the sequence and progression of learning.</p> <p>The school will continue to embed 'No Nonsense' spelling. Teachers will begin to teach Autumn 1 for their Year group in September 2020. From assessing the children's writing, teachers will identify gaps in children's spelling knowledge and this will be addressed through additional spelling sessions. Spelling will be taught daily (3x lessons from the Autumn sequence and 2x revision lessons).</p>	<p>children's knowledge whilst ensuring pace and differentiation opportunities.</p> <p>Topic expectations have been mapped into a long term overview for each year, taking into account the small step approach and the skills taught in each topic to ensure they allow for progression and acquire deeper understanding across the year, whilst meeting the needs of the children in September. This has been shared with staff who are clear on the sequence and progression of learning.</p>
<p>Is teacher subject knowledge strong enough to deliver all areas? If not, what is in place? Is there a consistent approach to teaching this subject?</p>	<p>All teachers and TAs attended the KS1 and KS2 reading training provided by DEMAT during lock down. This was in addition to a series of staff meetings in Autumn 2019 which focused on moving school practice to whole class guided reading and how to teach fluency and comprehension effectively within this model. There are clear expectations for how reading shall be taught which will be revisited on the INSET days in</p>	<p>The PA plus lesson plans provide a consistent approach to teaching writing. The school will continue to embed the cold – hot task writing approach with clear writing toolkits. Staff are supported by the Deputy Head when/ if they are unclear about the pedagogy. The NQT and Teach First trainee will be supported by the Deputy Head in a mentor role to ensure the planning is delivered as high quality lessons. Any</p>	<p>The White Rose lesson resources plus whole school training on build it, draw it, say it, write it, provide a consistent approach to teaching maths. The school will continue to embed White Rose and the Maths Lead will support staff if they are unclear about the pedagogy, delivery of knowledge and will address gaps will be addressed through support and training.</p>

	<p>September and a scaffolded planning proforma to support staff.</p> <p>Staff new to KS1 will have training on Storytime Phonics but will be supported by the pre-prepared lesson plans and resources.</p>	<p>gaps that are identified as part of classroom monitoring will be addressed through training.</p>	<p>All teachers will receive additional training about the use of manipulatives to support maths teaching in the Autumn term. In addition, to support new staff and TAs WR CPD will reinforce the application of the scheme for all staff.</p>
<p>How do teachers know what their pupils <i>should</i> know in order to assess and move forward? (i.e. do they know the curriculum from previous years?)</p>	<p>Teachers are aware of the curriculum from the previous year group in all areas. Transition documents have been provided detailing where children are in their learning.</p> <p>EYFS, Year 1 and Year 2 teachers will use the phonics tracker which includes the learning from the previous and next phase.</p>	<p>Teachers are aware of the curriculum from the previous year group in all areas. Transition documents have been provided detailing where children are in their learning.</p> <p>PA plus progression documents will be shared with staff that show what writing at ARE in the previous year group should contain. KS2 teachers will have access to the 'track back' in spelling documents which identify gaps in previous learning that lead to certain spelling mistakes.</p>	<p>Teachers are aware of the curriculum from the previous year group in all areas. Transition documents have been provided detailing where children are in their learning.</p> <p>The White Rose summer assessment materials will support teachers in knowing which year group and term the questions come from and so they will be able to track back to fill the gaps in KU identified by the assessment.</p> <p>WR Topic reviews will be used alongside the summer assessment to recognise 'specific' gaps in knowledge.</p>
<p>Is formative assessment well-established in classroom practice? What summative assessment will take place?</p>	<p>Formative assessment is developing in line with improving standards of teaching and learning across the school. We are continuing to embed formative assessment processes and this is supported by the Deputy Head and training resulting from monitoring.</p> <p>KS2 administer a Star Reader Quiz termly as part of Accelerated Reader. The September Star Reader will provide information for the class teacher about the children's comprehension gaps and their reading age against their chronological age.</p>	<p>Children complete a 'cold write' at the start of each unit and a 'hot write' at the end of each unit. These are scaffolded by a writerly toolkit which contains key sentence level skills (linked to the National Curriculum) that children can apply in a way that is relevant to the audience and purpose of the writing.</p> <p>The 'cold writes' are subject to a gap analysis by the teacher. This process is supported by the Deputy Head during a staff meeting. This ensures staff are confident with the process. This also ensures staff are focused on the</p>	<p>Formative assessment is developing in line with improving standards of teaching and learning across the school. We are continuing to embed formative assessment processes and this is supported by the Maths lead and training resulting from monitoring.</p> <p>The school administers the NFER test for maths termly. At the start of September 2020, the school will administer the White Rose summer assessment to help staff analyse the gaps</p>

	<p>The school administers the NFER test for reading termly (this will be administered unless the test suggested by DEMAT is different).</p> <p>Phonics assessments are formative. Teacher's form a judgement about which phase children are working within through the whole class reading lessons and through monitoring the children's writing to see which sounds the children can apply.</p>	<p>National Curriculum objectives but also ARE. PA plus progression documents will provide a scaffold to teachers so they can see what the National Curriculum statements look like in each year group.</p> <p>All year groups engage in termly moderation with SLT against the government published moderation material for Year 2 and Year 6 and PA plus moderation materials for Year 1, 3, 4 and 5.</p> <p>Spelling assessment is formative and forms part of the 'cold write' gap analysis completed at the start of each unit.</p>	<p>children have resulting the gaps in children's KU, post-lockdown.</p>
<p>Are there any key learning indicators which must be met (unless precluded by SEN) so that if all children haven't met an expectation, something must happen – what is this?</p>	<p>Children will be assessed at the start of September (as appropriate to year group) in phonics, reading, writing and maths. These assessments will be both formative and summative (DEMAT provided tests/tasks, NFER, previous phonics screening checks, cold writes etc.) The focus of all learning will be to ensure children reach ARE as soon as possible, engaging them with the expected curriculum whilst closing identified gaps using a range of methods (in school boosting, interventions, after school teacher-led boosters, coaching possibly funded by top up govt. funding. Where key learning gaps are identified that require a whole class, or whole school approach, then appropriate layered curricular targets will be created to specifically close these gaps in KU. Direct teaching opportunities will be created within the teaching day to target these broad gaps and to run parallel to target getting activities focused on closing pupil-specific gaps. Assessment will be continual and constantly reviewed to ensure progress against all key learning indicators and ARE expectations, however, core subject gaps will be addressed as a priority and be the main focus of all intervention/boosters in the Autumn term. These interventions are very likely to focus on phonics and reading at St Luke's, given the foci of the previous SDP and the particular learning gaps in our existing cohorts, which will have been exacerbated by the school's lengthy closure for most pupils.</p>		
<p>How will subject leaders and SLTs quality assure and know what is happening across the school in their subject?</p>	<p>The SLT, consisting of the Headteacher, Deputy Head (English Lead) and Inclusion Lead (Maths Lead) conduct regular monitoring including formal lesson observations every half term, weekly work scrutiny, drop ins, learning walks, data moderation, pupil conferences and planning scrutiny. The focus of this monitoring will be focused</p>	<p>The SLT, consisting of the Headteacher, Deputy Head (English Lead) and Inclusion Lead (Maths Lead) conduct regular monitoring including formal lesson observations every half term, weekly work scrutiny, drop ins, learning walks, data moderation, pupil conferences and planning scrutiny. The focus of this monitoring will be focused</p>	<p>The SLT, consisting of the Headteacher, Deputy Head (English Lead) and Inclusion Lead (Maths Lead) conduct regular monitoring including formal lesson observations every half term, weekly work scrutiny, drop ins, learning walks, data moderation, pupil conferences and planning scrutiny. The focus of this monitoring will be focused</p>

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## Wider Curriculum Considerations

Plans for wider curriculum (including any deviation from any usual provision)	Rationale
<p>The school will not be deviating from the usual provision. As core subjects, English and maths shall be taught daily. As key priority areas for the school, to ensure the children can achieve ARE in English; phonics, spelling and reading shall also be taught daily.</p> <p>Subject leadership will be supported for every subject to ensure clear curriculum intent and impact.</p> <p>To ensure a broad and ambitious curriculum, teachers are developing medium term overviews based upon a topic.</p> <p>The school will be implementing the Statutory PSHE learning from September 2020. All classes shall have 1 x hr per week and additional Emotions for Learning (E4L) lessons which are part of our whole school ethos and support children's wellbeing.</p>	<p>This is the timetable of core teaching that the school has used since September 2019. It is important to ensure school improvement that the standards and expectations in these core areas remain high and prioritised.</p> <p>The topic based curriculum will ensure that links between objectives in different curriculum areas can be maximised and children are given plentiful opportunities to apply their knowledge in different contexts to reinforce the 'sticky learning.'</p> <p>PSHE will be prioritised on the return to school with all children completing the Mental Wellbeing lessons from the PSHE association in the first week of term. In addition, children will complete their 'safety circles' and recommence 'stillings' and complementing' in line with our E4L principles. This will ensure children are well supported in terms of their mental health to ensure they are able to access learning. The staff will receive additional training on the INSET days linked to the PSHE curriculum and children's mental wellbeing. All staff completed the recommended DEMAT training on supporting the mental health of children with SEND and will put this into practice in September to help support these children in being ready to access learning.</p>

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**Remote curriculum**

**Contingency planning:**

<b>DfE expectation</b>	<b>School plan</b>
Use a curriculum sequence that allows access to high-quality online and offline resources and teaching videos, and that is linked to the school's curriculum expectations	The children accessing remote learning will follow the same curriculum sequence that is being taught in school. This will allow the children to join back in the class learning on their return to school.
Give access to high quality remote education resources	The teaching and learning that is taking place in school will be high quality and teachers will be asked to use a visual scaffold where appropriate in lessons such as the use of a PowerPoint/interactive whiteboard presentation to support inputs. These will be suitable to be posted on Class Dojo for children to access at home. Where appropriate, children who are accessing their education remotely will be invited to take part in real time Zooms to access the teacher input. If children are unable to access the Zooms, the SLT will follow up by providing phone calls/Zooms to the family to ensure the children understand and can access the learning.
Select the online tools that will be consistently used across the school in order to allow interaction, assessment and feedback, and make sure staff are trained in their use.	Class Dojo and Study Ladder were introduced successfully at the start of lock down as part of the home learning offer provided by the school. Class Dojo was used as a platform for teachers to post learning and provide resources including videos. Through Class Dojo teachers can receive children's learning that they are doing at home and provide feedback. Class Dojo has also been a useful communication tool between parents and teachers. Class Dojo will continue to be used as the platform for teachers to detail learning tasks and expectations, provide resources and feedback. Class Dojo will remain a communication tool for parents and teachers regardless of if the child is attending or is absent from school. Current staff are familiar with Class Dojo and new staff will receive training and support from an existing teacher in September. Teachers will assess pupil progress of the children subject to sustained remote learning via direct video lessons/interaction and direct questioning against success criteria. Pupils work can be assessed remotely via Class Dojo and misconceptions can be addressed via Q&A/additional modelling. Feedback and work shared via Class Dojo will be assessed against the NC using the school's existing systems.
Provide printed resources, such as textbooks and workbooks, for pupils who do not have suitable online access	Chromebooks will be provided for children who do not have device access at home. Where children do not have internet access the teachers will print the learning including PowerPoints, resources and worksheets to provide access to the same learning that is happening in school.

Recognise that younger pupils and some pupils with SEND may not be able to access remote education without adult support, and so schools should work with families to deliver a broad and ambitious curriculum.

Teachers will ensure that the remote education provided is differentiated to meet the needs of the individual child. Where families need further support, this will be provided by the Deputy Head and Inclusion Leader, on a case-by-case basis, employing the most appropriate resources to ensure full access to the curriculum. This will also take into account any EHCP or individual support plan. Families with younger children, where children may not have the adult support required, will be identified by the classteacher and the Inclusion Leader. Extra support will be tailored to providing a device to be used at home (Chromebook) and direct support on how to use it. It will also involve providing practical resources where these families still cannot access remote education or are unable to support the children, in exactly the same way the school provided a comprehensive Home Learning Pack for every child pre-lockdown. These families will be directly supported by the Inclusion Leader, Deputy Headteacher and Headteacher.

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## Teaching expectations

DfE expectation	School plan
Set assignments so that pupils have meaningful and ambitious work each day in a number of different subjects	The children who are accessing remote learning will receive real time, Zoom inputs from the class teacher, to ensure they access the full curriculum and benefit from the same new learning as their school-based peers.
Teach a planned and well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject	This will allow the children to engage all curriculum areas and will not be restricted to core subjects. The learning that is set will mirror the tasks provided in school but be differentiated to meet the needs of the child. These tasks will be posted on Class Dojo with supporting materials and will be posted each day with clear instructions to support the families.
Provide frequent, clear explanations of new content, delivered by a teacher in the school or through high quality curriculum resources and/or videos	The children will be engaging in the same curriculum sequence as those children in school. The teacher's will check Class Dojo each day after school to provide the children accessing remote education with direct, individual and purposeful 'next step' feedback.
Gauge how well pupils are progressing through the curriculum, using questions and other suitable tasks and set a clear expectation on how regularly teachers will check work	The mirrored, real time approach means that the school can continue to operate its own high standard of curriculum, with staff only occasionally creating additional resources where necessary to support remote learners i.e. work life balance and staff mental health/well-being. In English, for example, the school can provide copies of all the PA plus texts to pupils learning at home, as these are already in school, and the new White Rose resources also offer a range of remote access support materials for maths.
Plan a programme that is of equivalent length to the core teaching pupils would receive in school, ideally including daily contact with teachers	

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