



**School Improvement Plan
2018-2019**
Personalising learning experiences

Key lines of enquiry
Parental Engagement
Feedback – Maths
Outstanding teaching

Overall aims:

- To increase staff and parent understanding of children's early emotional development
- To embed dyslexia friendly principles
- To provide high quality interventions for children who are struggling with key aspects of the curriculum
- To develop a programme of outdoor learning that focuses on the development of key learning dispositions
- To enrich lunchtime experiences

Strategic Aim	Key tasks	Accountabilities and timescales						Desired impact
		1	2	3	4	5	6	
To increase staff and parent understanding of children's early emotional development	<ul style="list-style-type: none"> • Explore whole school 'nurture' training and develop follow up plans • Identify key children and interventions needed • Identify staff for Restorative Approach strategies and how to embed this in daily interactions • Develop a programme of peer mediator training in RJ • Create a core offer for Learning Mentor and SEMH teacher 	RG/JN		RG/JN				Children make greater progress and are more emotionally resilient as a result

	<ul style="list-style-type: none"> Establish a clear transition plan for key children, to ensure benefits of programme feed into classroom Review nurture provision and identify new children who may benefit from this intervention Parent training on attachment theory and brain development Establish cycle of regular parent/child collaborative sessions for key children Beginning of intervention, midpoint review and end of intervention meetings between teachers and parents of children who are accessing interventions Parent survey focusing on how the school support social and emotional needs PDM on brain development and social awareness Reintroduce mindfulness/yoga 	JN/RG RG/JN RG/JN RG/JN RG/JN	JN/RG JN/RG RG/JN IG			JN/RG	RG/JN RG/JN	
To embed dyslexia friendly principles	<ul style="list-style-type: none"> Staff workshops with focus on differentiation Professionals 'drop ins' with teachers to focus on key children and personalising their learning Dyslexia friendly check list to be used when setting up and maintaining classrooms SALT training on shape coding to support grammar Learning walks focusing on use of scaffolds and aids to support independent learning Achieve dyslexia friendly status 	MK TRS RG INC team MK	MK MK	MK	MK	MK	MK	All children in the school are supported to achieve and make good progress

	<ul style="list-style-type: none"> • Explore inclusion mark • Teachers to use dyslexia friendly approaches in class 		TRS	RG TRS	TRS	TRS	TRS		
To provide high quality interventions for children with barriers to learning	<ul style="list-style-type: none"> • Identify key children for reading intervention • Benchmark children who are identified as 'working below' expectations • Set up daily reading interventions (See Reading action plan) • Training for support staff on specific interventions • Regular meetings with intervention staff and teachers to ensure information is shared • Parent session for supporting reading for each key stage 	RG/MK MK team MK MK MK MK							Children make greater progress in reading as a result of high quality reading intervention. An increasing number of children achieve 'exoeected' in in year data.
To develop a programme of outdoor learning that focuses on the development of key learning dispositions	<ul style="list-style-type: none"> • Identify a programme of study for outdoor learning • Identify key children • Meet with parents to share purpose and overview of programme • Develop clear systems for information sharing with teachers • Review programme with parents and teachers • Establish a clear transition plan for individual children, to ensure benefits of programme feed into classroom 	RG/JW RG/JW RG/JW JJW JW							An effective programme is in place which empowers children and increases their resilience, confidence and perseverance

To enrich lunchtime experiences	<ul style="list-style-type: none"> • Create a MMS action plan and monitoring cycle • Set up PA cycle for MMS • Establish clear communication systems between MMS and classroom staff • Cycle of termly meetings for MMS • Identify training needs (e.g. restorative/ nurture principles/ curriculum) • Fortnightly meeting with lead MMS • Review of lunchtime activities and experiences 	CM						Adults will positively impact on children's lunchtimes, be confident to use restorative approaches and model positive play
		CM/RG						
		CM	CM	CM	CM	CM	CM	
		CM/RG						
		CM						
		CM/RG						