

Stenson Fields Primary School

School Improvement Plan 2022- 2023

Key for review against success criteria:

Green – completed

Amber – ongoing/partially completed

Red – not completed

KEY ISSUE 1	<p>To raise the percentage of pupils achieving Age Related Expectations (ARE) in Reading, Writing and Maths and continue closing the gaps as a result of Covid-19 by:-</p> <p><u>Writing</u></p> <ul style="list-style-type: none">• Develop the communication, literacy and language (CLL) strand of the EYFS curriculum to impact on emerging writing skills.• Monitor the implementation of the progression of skills across the whole school.• Review and research current writing curriculum (T4W) to identify areas of strengths and areas to develop to improve outcomes.• To increase independent writing opportunities (plan in more cross curricular writing).• training where needed.• Review T4W policy – to include ‘what is independent writing?’ – moderation guidance.• Monitor and review the implementation of the Grammar scheme.• Ensure and monitor a consistent approach in writing across the school.• To ensure a robust in-school and external moderation calendar to ensure a build up to a consistent approach and validate judgements.• Monitor and support the progress of Pupil Premium and SEND pupils. <p><u>Reading</u></p> <ul style="list-style-type: none">• Maintain consistency in the implementation and expectations of phonics in EYFS and KS1• Monitor whole class reading – taking into consideration the balance of fiction/non-fiction/poetry• Ensure consistency in the implementation and expectations of assessment in reading
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KEY ISSUE 2	To plan and teach a progressive curriculum in all subjects:- <ul style="list-style-type: none">• To complete progression maps in all subjects• Teachers to plan using the progression maps.• Subject leaders monitor planning, delivery and outcomes.• To ensure appropriate assessment is used.
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KEY ISSUE 3	To develop a deeper understanding of the features of protected characteristics and how they link with British values: <ul style="list-style-type: none">• To review the programme of assemblies to ensure they address and raise the profile of protected characteristics.• To review and monitor the PSHE and RSE policies to ensure protected characteristics are explicitly taught progressively across the school.• To provide further staff training to ensure all staff have the relevant depth of understanding of the protected characteristics.
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