

## School Improvement Priority

## End of Autumn Term 2016 Update

### **1. To develop provision and the recording of learning in the foundation subjects.**

- Subject specific skills and characteristics have been introduced to the children through assemblies
- Success criteria used in all lessons reflects these specific skills.
- In the feedback and review of learning, yellow and black thinking hats are used to identify strengths and development points. These relate to the specific subject skills.
- Subject passports have been introduced across all subject areas.
- At the end of a unit of work, children reflect upon the knowledge, skills and understanding they have developed.
- We have redesigned our medium term planning in the foundation subjects. It is led by an enquiry question, not upon content.
- Teachers have completed assessment grids in the foundation subjects based upon teacher assessment. These record and track attainment using the basic, advancing and deep approach.

### **2. To fully embed mathematics across the curriculum.**

- Parents have had the opportunity to participate in a survey regarding their child's feelings towards the subject.
- Parent workshops have taken place across the school.
- In assemblies children have been introduced to the characteristics of a mathematician.
- The Meadows Maths challenges have been introduced. This has been evaluated by the governing body, who found it to be having a most positive impact in the school community.

### **3. Continue to embed the revised English curriculum and assessment procedures.**

- A new spelling scheme has been introduced in key stage 1. Pupils are required to apply the word

in a context.

- A parental meeting in key stage one has taken place to explain the higher expectations in spelling.
- Termly age related spelling tests have been introduced.
- There are now more opportunities within lessons to proof read independently and self-correct.
- Writing for pleasure has been introduced across the school.
- The use of e-books using Bug Club has been reinforced to parents and home learning expectations are clear.

**4. To develop recording opportunities in Early Years, so that the depth of learning is evident through the level of challenge.**

- Baseline assessment has been conducted and children's varying starting points are clear.
- The quality and impact of phonics teaching is evidenced in continuous provision.
- All children's learning is annotated showing the main areas of learning and the stage of development to provide evidence for EYFS profile.
- Objective led planning informed by varied assessment opportunities.
- Medium term planning directs the adult to the children's varying next step[s].
- Parents do have the opportunity to contribute to the assessment process through fortnightly open mornings. The uptake though is very poor and this needs to be re-introduced to parents.
- Home learning tasks engage parents in learning at home.
- The boys audit has been completed and there are no gaps identified in provision.