

Grimsargh St Michael's 2022 -2023 SIP Development Plan



SCHOOL IMPROVEMENT PRIORITY

3. To further embed the children's understanding of diversity to ensure all children value uniqueness.

Current Situation/Critical Analysis

During our last SIAMs inspection (June 2019), it was identified that some children's understanding of diversity seems superficial. As a school, we've focused on this during since 2019 but Covid 19 restricted progress. Last year we:

- critically analysed racist incidents in school and will continue to do this, supporting children and families if/ when necessary through internal and external support.
- Liaised with the subject leaders and ensured that teaching staff actively encourage the children to further develop their understanding of diversity to ensure that all children value uniqueness.
- Redesigned the curriculum rationale and launched a new curriculum, enhancing the quality of learning and teaching by introducing five golden threads (authenticity, resilience, Christian values, vocabulary and diversity) incorporating a variety of meaningful visits and visitors to embed the children's understanding of diversity to ensure all children value uniqueness.
- Through the gradual introduction of the new online RE curriculum, we developed and deepened the children's understanding of diversity including faith, culture and ethnicity. The new curriculum goes live in September 2022, therefore this target will continue.

In addition to this document, continue with the objective, relating to valuing uniqueness from the RE and worship subject development plans for 2022-2023

RE- To ensure that our RE syllabus reflects our vision, with children developing an understanding of our big ideas for RE (empathise, reflect and react) and a better understanding of different faiths, valuing uniqueness.

- All stakeholders have an understanding of our big ideas for RE and value uniqueness.
- To improve the quality of RE lessons, enabling them to develop their own thinking and their understanding of Christianity and other faiths.
- To improve assessment in RE.
- To enhance the quality of RE teaching, ensuring that it is broad, balanced and authentically rich and develops the children's understanding of diversity.

- To improve the leadership of RE and worship in school.
- To develop courageous advocacy in schools.

Worship- To ensure that worship is inclusive, invitational and inspiring.

- Worship in school enables us to live out our vision.
- To further develop opportunities for courageous advocacy in school.

INTENT

To ensure all children have a sound understanding of diversity, resulting in them valuing uniqueness in all aspects of their lives socially, morally, culturally and emotionally.

IMPLEMENTATION

Objective	Action	Cost	IMPACT
<p>To ensure that the children's understanding of diversity and valuing uniqueness permeates all aspects of school life. Subject leaders, teaching staff and support staff will ensure that children have a sound grasp of diversity, culture, inclusion and equity.</p>	<p>Work with subject leaders to ensure that the texts and resources used with the children reflect diversity (age, gender, religion, culture), promoting inclusion.</p> <p>Our school ethos and culture reflects our vision and the children feel comfortable to ask questions.</p> <p>Promote a culture of equity, where everyone feels valued, "being invited to the party and asked to dance." Confident in who they are.</p>	<p>-</p>	
<p>Cross Curricular To liaise with all staff and give them time to reflect on their understanding of diversity to ensure that all children value uniqueness.</p>	<p>HS lead a session on our INSET day (all staff) 'Belonging and believing/ Where do you stand?' Encourage staff to consider how as a team we can ensure that diversity is a golden thread that permeates all that we do. How are we living it out?</p>	<p>-</p>	

<p>To ensure that all children age 4-7 whose current language skills are below the average for their age, receive intervention to narrow the gap with their peers.</p>	<p>HS and MB meet to create a plan of action for the implementation of Talk Boost Intervention in EYFS and KS1 and provide training for CPD for TAS, HS to update teaching staff in a staff meeting.</p> <p>Autumn Term identify children for Talk Boost intervention and begin intervention groups</p> <p>Autumn 2 HS and MB meet with TAs delivering Talk Boost intervention to discuss what is going well/ areas to develop.</p> <p>Evaluate impact at the end of the Autumn Term</p>	<p>-</p> <p>-</p> <p>-</p> <p>-</p>	
<p>To improve provision for EAL children.</p>	<p>HS identify EAL children in school</p> <p>HS write an EAL policy at the start of the Autumn Term</p> <p>HS enquire about funding for EAL children</p> <p>HS, BF and HH purchase resources to support intervention for EAL children</p> <p>BF assess the children</p> <p>HS attend training Teaching and Learning Strategies for EAL learners (1-4 pm 7.12.22)or Making your classroom culturally inclusive (24.01.23. 1-4pm).</p> <p>HH attend EAL training Assessment, Setting Targets and Tracking Progress for EAL Pupils (2-part course).</p> <p>1st and 8th November 3:45-5 pm online</p> <p>HH and BF will share the role of tracking the progress of our EAL children and feedback to HS on a termly basis.</p>	<p>-</p> <p>-</p> <p>-</p> <p>£99.00</p> <p>£90.00</p>	
<p>Visits and visitors</p> <p>To ensure that the curriculum is enhanced by a variety of meaningful visits</p>	<p>HS and LC to meet with the subject leaders to monitor subject improvement plans to ensure that they incorporate the use of visits/ visitors to enhance the quality first teaching and encourage the</p>	<p>-</p>	

<p>and visitors to embed the children's understanding of diversity to ensure all children value uniqueness.</p>	<p>children to understand more about valuing uniqueness.</p> <p>HS to arrange a parent's night to ensure that the parents and guardians are aware of this school improvement priority and how they can support their children in understanding more about diversity and valuing uniqueness. (Lancashire Adult Learning and / or Jo Snape). Provide notes on website for parents who cannot attend.</p> <p>HS to incorporate into SEN forum</p>	<p>-</p>	
<p>To ensure that each class is involved in at least one activity that promotes social action and enables our children to be courageous advocates for change on either a local, national or global level.</p>	<p>HS deliver staff meeting on courageous advocacy- see RE plan and work with staff to plan an activity / task that links to the curriculum and promotes the children being courageous advocates.</p>		
<p>To introduce our vision whiteboard in the staffroom and in the new outdoor 'rest and reflect area.' How are we living out our vision?</p>	<p>HS launch in the Autumn Term to incorporate into development target to celebrate when we are living out our vision/ how.</p> <p>Encourage children and staff to incorporate new vocabulary and examples that exemplify how children, staff and other stakeholders are living out our Christian vision as well as incorporating our golden threads and our big ideas.</p> <p>VOCAB working wall vision diversity big ideas</p>	<p>£39.00 for the whiteboard</p>	
<p>AGT??</p>	<p>Stuart would you like to include AGT on here?</p>		

IMPACT	
Term 1	
Term 2	
Term 3	