

Grimsargh St Michael's 2023 -2024 SIP Development Plan



SCHOOL IMPROVEMENT PRIORITY

To monitor the impact of our GSM mastery curriculum in all year groups and for all pupils to support the raising of standards in all subjects.

Current Situation/Critical Analysis

Current situation

- A new GSM curriculum rationale, intent, implementation and impact statement written, agreed and shared with all stakeholders. Also, uploaded to our school website- in readiness for September 2022.
- Staff delivered our GSM curriculum last academic year and in discussion with subject leaders', improvements were made to some subject areas in light of feedback.
- Staff have received relevant subject leadership training so they are effectively able to lead their subjects and to ensure they have the most up-to-date information to disseminate.
- Subject leaders spent time, during the 2022/23 academic year discussing their subjects with our school advisor.
- Time given in staff meetings for all staff to share their subject visions and plans.
- Teaching and Learning leader (Mrs Penny Todd) met with Mr Booth (HT) to discuss objectives for this SIP.
- Mrs Todd delivered a Twilight (Mon 26th Sept 2022) to all staff with the focus on our Teaching & Learning approach. One Governor also attended.
- A general monitoring schedule is in place. However, subject leaders are aware that they can conduct learning walks, book looks, pupil and staff voice, working wall walks for their subjects as times not specified on the monitoring overview. This has to be agreed with the HT.
- A new assessment system was developed in the spring term 2022-23, for foundation subjects.

Critical analysis

- All subject leaders must have an in-depth understanding of the standards in their subjects- this includes the views of all stakeholders.
- Subject leaders to share the standards in their subject with all stakeholders and make improvements as needed.
- Subject leaders to continue to access the latest training to ensure they are leading effectively.

INTENT

To increase the standards of achievement in all subjects.

| IMPLEMENTATION | | | |
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| Objective | Action | Cost | Intended outcomes |
| All subject leaders to have an in-depth understanding of the standards in their subject, including stakeholder views. | <ul style="list-style-type: none"> Subject leaders conduct a range of thorough monitoring into their subject- learning walks or a more formal lesson observation (if lesson observation to be agreed by the headteacher); book looks, pupil voice, staff voice, meetings with link governor, working wall walks, analysis of termly data drop. Subject leaders to share outcomes of monitoring with all staff, SLT and their link governor. The link governor to share the outcomes in the form of a report in the curriculum committee meeting. Subject leaders to share subject specific training needs with the headteacher, who leads on CPD. | N/A | <p>Subject leaders to have a thorough understanding of the standards in and views of their subject.</p> <p>Monitoring outcomes to support subject leaders in making improvements to their subjects.</p> |
| All staff following our teaching and learning approach. | <ul style="list-style-type: none"> GSM 'Implementation' statement understood and followed by all class teachers. Staff training to include a focus on our continued teaching & learning approach- invite TAs and Governors Monitoring specifically of teaching & learning by PT and SB- both individual and group feedback to be provided. Open door policy for staff to share expertise. Teachers explicitly set out vocabulary to cover during each lesson. | N/A | <p>Consistency of T&L approach across school.</p> <p>Higher standards of teaching and increased % of attainment at both the expected and higher standards in all subjects.</p> |
| Opportunities for active and outdoor learning utilised. | <ul style="list-style-type: none"> Staff utilising 'Active Maths'. Subject leaders to provide ideas for active and outdoor learning opportunities that will enhance learning. PT to gather and share how staff are utilising active and outdoor learning. | PT 1hr per week | Positive feedback from pupil and staff voice re both active and outdoor learning. |
| Ensure classroom environments reflect our teaching and learning approach. | <ul style="list-style-type: none"> Subject leaders to share non-negotiables for their subject working walls- (Inset day- Friday 1st September). Subject leaders to conduct working wall walks and provide feedback to SLT and class teachers accordingly. Inviting reading areas that children want to read in. | N/A | Consistency in classroom environments and working walls which promote opportunities to learn. |
| Continue to promote a Growth Mindset. | <ul style="list-style-type: none"> Have a termly GM focus: Term 1: Magical Mistake; Term 2: Positive Thoughts and Term 3: Courageous Challengers. | N/A | Pupils are more resilient to making mistakes and show |

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| | <ul style="list-style-type: none"> Teachers to ensure challenge for all abilities. Build Independent Learners by adopting a whole school approach. Children know the options they have before asking an adult: Brain, Board, Display, Book, Friend. All teachers to use and encourage children to respond to the success criteria, again to build independent learners. Embrace failure and ensure opportunities built into school life where children will fail- not be selected for a role, not finish first, not be picked for a team etc. Focus on growth mindset qualities within whole school/ key stage/ class worship. Continue to celebrate 'effort' more so than 'outcome'- stars of week/ sending to HT/ postcards home. | | increasing levels of perseverance. |
| Ensure class timetables are planned to maximise teaching & learning opportunities. | <ul style="list-style-type: none"> Timetables to include daily guided reading, TRIC, times tables, 5-minutes of French. Learning planned and prepared for when children arrive at school- 8:50-8:55am. PT/ SB to conduct learning walk at 8:50am to gauge type of activities- share ideas via e-mail or staff meeting time. | N/A | Children are engaged and challenged at all times and 'dead time' is avoided. |
| Staff use effective questioning and feedback to encourage deeper thinking. | <ul style="list-style-type: none"> Staff meeting time to focus on effective questioning and feedback techniques. Any staff struggling after observation, to receive more in-depth training. Feedback from lesson observations to include a response to questioning and feedback techniques observed. | Potential cost of CPD | <p>Opportunities for all children to respond to questions and are thus more engaged during lessons.</p> <p>More thoughtful responses are provided as a result of techniques used by class teachers.</p> |
| TOTAL COST | | | |

IMPACT

Term 1

Monitoring conducted

English: Lesson observations

Maths: Book look

Science: Book look & Pupil Voice

RE: Book look & Working walls

History: Book look, lesson drop-ins, working walls

Geography: Book look, lesson drop-ins, working walls

Art: Pupil voice

DT: Pupil voice

PE: Staff voice & PE Passport

PSHE: Pupil voice & Staff voice

Computing: Informal staff and pupil voice, lesson observations (OS in yr2, Computing in yrs 3, 4 and 6).

Autumn CPD (subject specific)

Lucy Cross: English subject leader Network

Helen Smith: RE cluster meetings/ EDJ Conference 1 & SEN Forum

Emma T: Sticky Learning in Computing

Rebecca Slattery: MFL network meeting

Penny Todd (Maths & T&L): Questioning to deepen learning

Erin Reeve: New to science leadership

- Questioning & Feedback training booked with LCC Consultant (Ian Richardson)- Weds 15th May

Term 2

Term 3