

Shaw Wood Academy

School Improvement Plan



2020-21
April – July

The initial 2020/21 School Improvement Plan was drawn up in response to an initial evaluation of pupil attainment following a prolonged period of closure March 2020 – September 2020. Children were assessed in the last week of November 2020 with the intention that we update the plan as appropriate from January – April. A full analysis of autumn term progress is included in the Headteacher Report to Governors – Dec 20. A further lockdown from January means however, that the November data is now inaccurate and cannot therefore be used as a basis for planning.

Remote learning uptake varied between year groups. The average percentage for 'high level of engagement' was 41% across school. Year 2 experienced the lowest average uptake at 25% and Year 6 the highest at 64%. The average percentage for 'no engagement at all' was 34% across the school – again with slight differences between year groups. Some children were sporadic with their engagement and have not been included in the percentages above.

It will clearly take time to evaluate any further loss of learning accurately. The plan for the remainder of the year will build on the autumn term foci. Ongoing assessment data, analysing the successes of catch up measures, will be shared with staff and governors half termly through to July 2021.

In addition, the leadership team will be working to evaluate how far loss of learning will require new skills, knowledge and understanding to be undertaken by teaching and support staff, as they are required to teach children with skills well below their chronological age. A training and development plan will then be drawn up as appropriate and objectives will be linked to subsequent performance appraisal reviews.

Leadership

It is standard practice that all staff at Shaw Wood are included in various levels of leading learning. This year's priorities focus on ensuring excellent quality first teaching in reading, writing and mathematics. A further strand will incorporate examination of the quality and success of quality first teaching for those children that have been identified as falling behind most significantly and for those with special needs as appropriate. Each priority will be managed strategically by a senior leader and the plan will be regularly scrutinised and monitored for progress and impact by the senior leadership team.

Where possible, teachers will be planning to deliver from the curriculum appropriate to the age of the children. Significant gaps in learning from previous years will however need to be addressed. Leaders will expect to see rigorous and accurate assessment of individual performance regularly throughout the remainder of the year.

For the remainder of the school year the focus of improvement will be to ensure that planning is regularly informed by this ongoing assessment to ensure that learning is planned appropriately to maximise catch up. This will include a requirement to fully engage with the Shaw Wood Challenge Curriculum to maximise learning retention.

To give staff additional time for careful assessment, and ongoing moderation/quality assurance, as much staff meeting time as possible will be allocated for scrutiny. Staff will also work in groups to evaluate impact of work in school. This will be completed during summer term disaggregated sessions.

School Improvement Teams and Priorities	
The focus of this term's SDP is to ensure that teachers are making careful and accurate use of ongoing assessment to evaluate the impact of learning and are planning subsequent lessons to effectively meet the learning needs of pupils.	
Priority	
Ensure quality first teaching is underpinned by accurate and timely assessment, making sure that defined end points are taught where possible and that pace is maintained for maximum acceleration of progress.	
Maths:	Ensure all aspects of maths are thoroughly taught – focus for the remaining term to be addressing defined end points in areas other

<p>than calculation.</p> <p>Writing : Ensure high expectations for quality and quantity throughout school – appropriate to the developmental stage of the individual child</p> <p>Reading: Year 1: Ensure high emphasis on phonic teacher as children develop the necessary skills to write Year 2: Focus on developing fluency for those working within Y1 curriculum Year 3 – 6: Ensure planning and delivery logically addresses questioning skills so that they are sequentially taught, modelled, practised, understood and applied independently</p> <p>QFT Audit: Evaluate the quality and impact of provision for all children, particularly those who show high levels of regression, so that any gaps in teacher skills knowledge and understanding can be addressed.</p>			
<p>Strategic Monitoring: Jo Campbell / Governors</p> <p>Matt Ridley to monitor spending against allocated catch up funding</p>			
<p>Maths Team Heather Ward Ellie Carter Stacie Scoffield Stacey Hackney Sandra McGeachie</p>	<p>Reading Team Rachel Hornsby Emma Gibson Steve McMahon Jess Lenaghan Emily Adams</p>	<p>Writing Team Paddy Carroll Lee Penno Ann Sawyer Ceri Hodgkinson Gareth Hughes</p>	<p>QFT Audit Leadership Team Lindsey Taylor and Claire Kelly will work specifically to evaluate provision for SEN children in class</p>
<p>Governors monitor the impact of School Development Plan as an agenda item within the School Improvement Committee</p> <p>Improvement Team Leaders will provide impact reports on a termly basis.</p>			