

Gascoigne Primary School Priorities 2021-22



School Improvement and Development Plan 2021-22

Outlined below are our priorities for the entire school community as we strive towards excellence:

**1. Developing a Whole School Relational Approach to Pupil Social and Emotional Development– Cheryl Monks and Lesley Nnochiri
(Governors: Himanshu Jain and Tanaz Noor)**

Our current Behaviour policy has been superseded by recent new initiatives introduced at Gascoigne, such as Thrive, Mind Up, Rights Respecting and Smart School Council; now is the time to introduce a new policy to reflect this. The focus of the policy will be more on the physiological aspects of what happens when we feel different emotions and how we can control them by using various strategies.

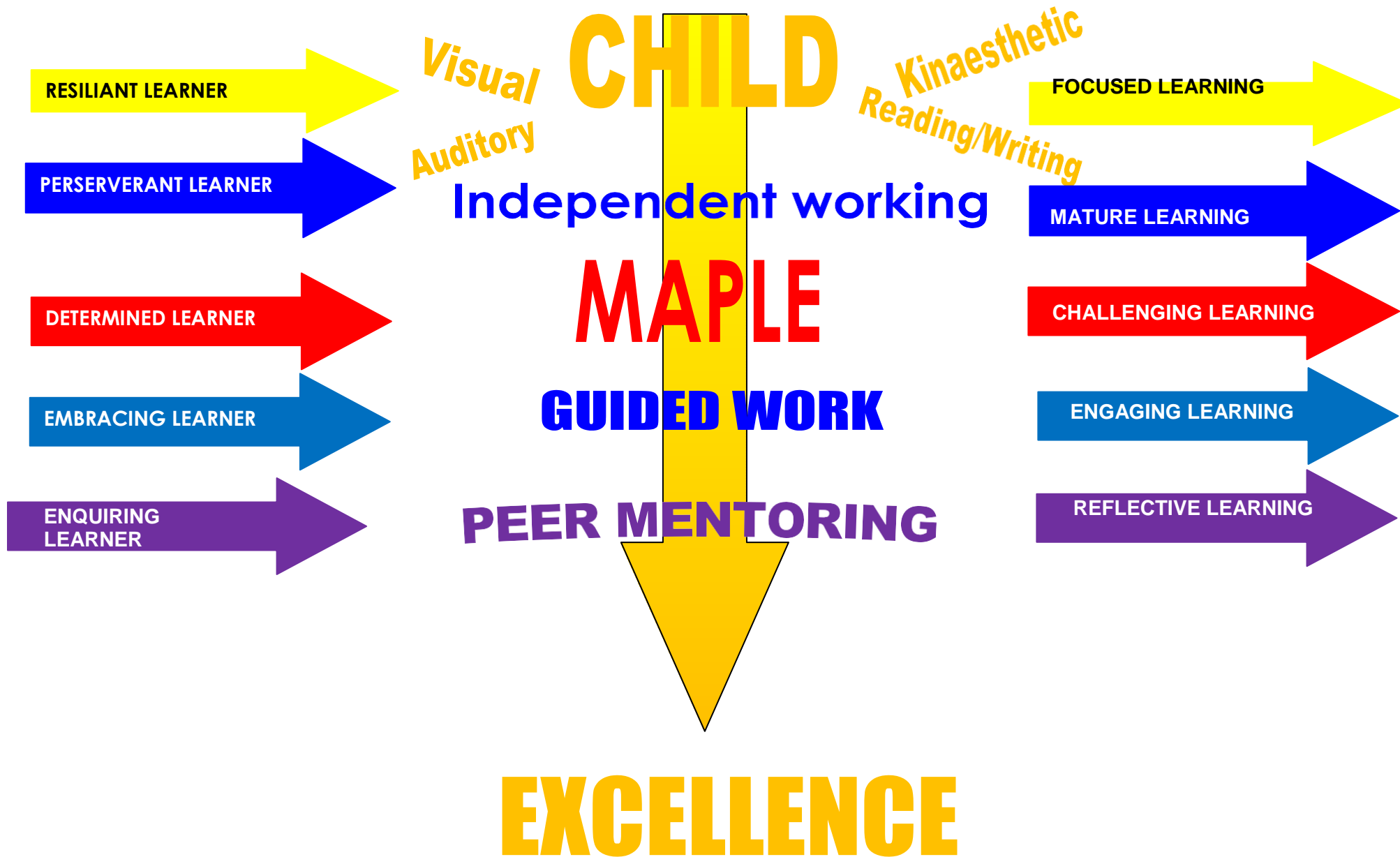
**2. Improving Attainment in Writing – Paola Ferreira
(Governors: Monsurat Adesina and Nikita Gupta)**

In a technological era, our pupils see less need to develop a love for writing; our task is to re-establish an understanding of and passion for writing amongst our pupils. We are determined to increase the percentage of writers performing at higher standards.

**3. Increasing Opportunities for Pupil and Parent Voice – James Fox
(Governors: Rahat Ismail and Shah Rukh Memon)**

Following Covid-19 and school closures, we understand the need to reconnect with our families and respond to their evolving and every changing need. Our culture of listening, hearing, responding and checking in, places us in the best position to advocate for our community and thus provide the best educational experiences to our pupils.


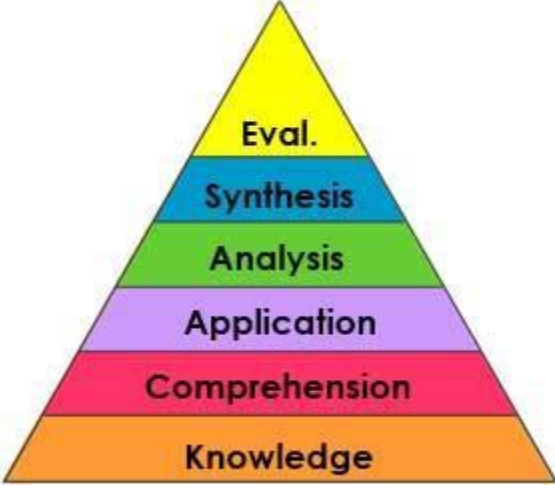
GASCOIGNE PRIMARY SCHOOL PRIORITIES 2021-22



GASCOIGNE PRIMARY SCHOOL PRIORITIES

Which methods underpin our learning community at Gascoigne Primary

Following the introduction of the New National Curriculum, year group expectations have changed considerably for all primary school aged children. It would be fair to say that the “bar” has been raised and learning expectations for English and Maths, in particular, are greater. We, at Gascoigne Primary, are taking Bloom’s Taxonomy principles in helping our young learners to embrace these varied skills and being able to apply them in a range of contexts in order to prepare all children for jobs that don’t exist yet.... Using technologies that haven’t been invented... in order to solve problems we don’t even know are problems yet!

 <p>New Version</p> <p>The pyramid is divided into six horizontal layers, from top to bottom: yellow (Creating), blue (Evaluating), green (Analyzing), purple (Applying), pink (Understanding), and orange (Remembering).</p>	<p>In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behaviour important in learning. During the 1990s, a new group of cognitive psychologists, led by Lorin Anderson (a former student of Bloom), updated the taxonomy to reflect relevance to 21st century work. The two graphics show the revised and original Taxonomy.</p> <p>Note the change from nouns to verbs associated with each level.</p> <p><i>Note that the top two levels are essentially exchanged from the traditional to the new version.</i></p>	 <p>Old Version</p> <p>The pyramid is divided into six horizontal layers, from top to bottom: yellow (Eval.), blue (Synthesis), green (Analysis), purple (Application), pink (Comprehension), and orange (Knowledge).</p>
<p>Remembering: can the children recall or remember the information?</p>	<p>define, duplicate, list, memorise, recall, repeat, reproduce state</p>	
<p>Understanding: can the child explain ideas or concepts?</p>	<p>classify, describe, discuss, explain, identify, locate, recognise, report, select, translate, paraphrase</p>	
<p>Applying: can the child use the information in a new way?</p>	<p>choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.</p>	
<p>Analysing: can the child distinguish between the different parts?</p>	<p>appraise, compare, contrast, criticise, differentiate, discriminate, distinguish, examine, experiment, question, test.</p>	
<p>Evaluating: can the child justify a stand or decision?</p>	<p>appraise, argue, defend, judge, select, support, value, evaluate</p>	
<p>Creating: can the child create new product or point of view?</p>	<p>assemble, construct, create, design, develop, formulate, write.</p>	

Developing a Whole School Developmental Approach to Pupil's Social and Emotional Development

Intended Objectives:

To embed as a school community a behaviour policy that takes a relational, trauma informed approach to promote social, emotional and academic learning.

Success Criteria:

The new behaviour policy implemented, which underpins all areas of school life. Monitoring shows a consistent approach to behaviour across the whole school community.

Children develop emotional regulation and resilience for life.

	AUTUMN TERM	SPRING TERM	SUMMER TERM
MILESTONE	<p>Training and Implementation</p> <p>Staff training:</p> <ul style="list-style-type: none"> • Introduction to the policy. • Year group workshops on a shared vision and agreeing consistent expectations. • Rights Respecting School and class charters • Self-Regulation (by speech and language therapy) • CPoms recording incidents • Autism and self-regulation • Training for middays <p>Rights Respecting School</p> <ul style="list-style-type: none"> • Re-establish Rights Respecting Assemblies • Class teachers to agree and display class charters with their class <p>Monitoring</p> <ul style="list-style-type: none"> • LN and CM to meet with Natasha Crellin to look at how CPoms can be used to monitor the impact of the behaviour policy 	<p>Monitoring and support:</p> <p>Inclusion Leads:</p> <ul style="list-style-type: none"> • Establish the use of CPoms to monitor behaviour policy. • Mindup curriculum delivered. • Set up regular meeting with Link governors to report progress of behaviour policy. <p>Staff:</p> <ul style="list-style-type: none"> • SLT to monitor serious behaviour incident, identify pupils who may need additional support and make appropriate referrals • SLT analyse serious incidents and identify any equality issues which may need to be addressed as whole school or within staff/pupil groups • YGL – to monitor responses to pupil behaviour in their year group and support teachers where needed • Half termly year group meetings to ensure that staff are consistent in their expectations regarding the code of conduct • Rights Respecting language now embedded. 	<p>Evaluation</p> <ul style="list-style-type: none"> • YGL - Half termly year group meeting - assess the impact on year group, identify positive changes and action planning for next steps • FLP - Half termly coffee mornings focusing on behaviour- gather parents views regarding impact of policy • SLT - Identify teachers who need additional training and work with them individually or in group. Plan CPD priorities for the coming year • Learning mentors and FLP – Identify opportunities for community projects and involvement • SLT – use the above information to assess the impact of and review the policy

	<ul style="list-style-type: none"> • Half termly year group meetings established to monitor behaviour across the year group. <p>Parental engagement:</p> <ul style="list-style-type: none"> • Mindup morning • Social communication morning. • Update website 	<ul style="list-style-type: none"> • Mindup language and activities embedded throughout the school <p>Parents: Half termly coffee mornings focusing on behaviour.</p> <p>Establish and extend pupil participation:</p> <ul style="list-style-type: none"> • Ambassadors for rights • Rights Respecting sub groups 	
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Costing: CPD Time

Lead Governor: Himanshu Jain and Tanaz Noor

Leadership: Cheryl Monks and Lesley Nnochiri

Improving Attainment in Writing

Spelling: Improve spelling proficiency throughout school, raising profile and improving outcomes.

Handwriting: Ensure high expectations of presentation throughout the school, and effective, progressive teaching of handwriting.

Writing: Ensure QFT and high expectations, consistent good teaching of BMI methodology leading to improved outcomes.

- ✓GPS and Writing attainment improve on 2021 percentages of children at ARE and at GD (KS1 and 2).
- ✓Pupil and parent engagement and enthusiasm is high.
- ✓Teaching of English (Handwriting/Spelling/Writing) is always good or better and meets the needs of all pupils.
- ✓Teaching ensures that learners remember in the long term the content they have been taught

- ✓CPD demonstrates positive impact on the quality of teaching and learning in English
- ✓Monitoring shows that teachers are using dynamic assessment practices in all English lessons, intervening and challenging during lessons so that pupils make at least good progress
- ✓All teachers have good subject knowledge that enables them to present subject matter clearly

	AUTUMN TERM	SPRING TERM	SUMMER TERM
MILESTONE	<p>Spelling - Key Priority for whole school Adequate teaching time 'ring-fenced', with swift additional intervention.</p> <p>Staff support and training on the pedagogy of teaching spelling.</p> <p>Spelling teaching is progressive, building on prior learning effectively to develop memory. Rules and word families are made explicit to children.</p> <p>Expectations of weekly spellings: children using spelling journals, regular practice, errors of taught rules picked up on relentlessly following input.</p> <p>Classroom environment aids memory / referencing of spelling rules including displays, word and sound mats, dictionaries and adapted dyslexic spelling dictionaries. (Velcro word cards for younger children)</p> <p>Training for parents to support home learning of spellings.</p> <p>Encourage regular usage (+ raise profile of) Apps to support spelling: Spelling Shed, Spell fix, Bug Club, Lexia.</p> <p>Celebration of spelling success in English Assemblies</p> <p>Writing – Key Priority for whole school CPD ensures staff confidence and consistency in teaching writing</p>	<p>Adequate teaching time is timetabled and shows impact on pupil outcomes.</p> <p>Evaluation of staff CPD on the quality of teaching of spelling and impact on pupil outcomes.</p> <p>Opportunities for retrieval practice are embedded in classroom practice.</p> <p>Expectations of weekly spellings are embedded.</p> <p>Evaluation of impact on pupil knowledge of spelling rules and patters.</p> <p>Evaluation of the effectiveness of classroom environments in supporting the learning of spellings.</p> <p>Further training for parents to support home learning of spellings.</p> <p>Spelling schemes embedded across the school, showing regular, effective teaching of spelling patterns and statutory spellings.</p> <p>Range of visual and kinaesthetic strategies employed by staff and pupils to maximise recall (e.g. through spelling journals, and class / group inputs).</p>	<p>Continue regular usage (+ raise profile of) Apps to support spelling: Spelling Shed, Spell fix, Bug Club, Lexia.</p> <p>Pupil outcomes show better knowledge of spellings (rules and strategies).</p> <p>Data shows improved outcomes in writing for pupils including that of key group.</p> <p>Evaluation and review of the impact on pupil outcomes of the Teaching and Learning provision, staff training, resourcing, and stakeholder engagement,</p> <p>Writing - Key Priority for whole school Standards of attainment in writing exceed end of year 2021 at ARE and GD.</p> <p>QFT of writing is at least good and outstanding</p> <p>Review of the impact of the writing curriculum to ensure all children are well supported to achieve in writing.</p> <p>Handwriting - Key Priority for whole school Standards of presentation of recorded learning have improved.</p>

<p>strategies: BMI, especially supporting new staff.</p> <p>Continue to develop and review structure of writing curriculum – ensuring improvements, progression, and high expectations.</p> <p>CPD to develop strategies to support children’s resilience for writing.</p> <p>Training for parents to support writing home learning.</p> <p>Celebration of writing in English Assemblies</p> <p>Handwriting - Key Priority for whole school Insist on high expectations of presentation throughout the school, and effective, progressive teaching of handwriting.</p> <p>CPD enables all teaching staff to have good subject knowledge that enables them to present subject matter clearly.</p> <p>Celebration of pen licences, handwriting and presentation in English Assemblies.</p> <p>Training for parents to support handwriting home learning.</p>	<p>Monitoring of spelling provision and impact is ongoing.</p> <p>Continue regular usage (+ raise profile of) Apps to support spelling: Spelling Shed, Spell fix, Bug Club, Lexia. 4</p> <p>Writing - Key Priority for whole school BMI methodology is embedded across Year 1 – Year 6</p> <p>Evaluation of staff CPD on the quality of teaching of writing and impact on pupil outcomes. Improvements to be actioned.</p> <p>Opportunities for retrieval practice are embedded in classroom practice.</p> <p>Opportunities for writing across all subjects are promoted.</p> <p>Evaluation of the impact of writing home learning.</p> <p>Continued stakeholder training on how to support children with their writing progress.</p> <p>Handwriting - Key Priority for whole school Evaluation of staff CPD and impact on pupils’ standards of presentation and handwriting.</p> <p>Ongoing monitoring and evaluation of the handwriting provision in school and implement further improvements.</p>	<p>Higher number of pupils achieve cursive fluency in their handwriting.</p>
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Costing: £14,000
Lead Governor: Monsurat Adesina and Nikita Gupta
Leadership: Paola Ferreira

Pupil and Parent Voice

Intended Objective:

To maximise opportunities for pupils' and parents' views to be heard, listened to and acted upon, in support of pupil progress and well-being.

Success Criteria

- The opinions, feelings and concerns of all pupils at Gascoigne are instrumental in shaping school priorities, policies and practices.
- The opinions, feelings and concerns of all parents at Gascoigne are instrumental in shaping school priorities, policies and practices.

	AUTUMN TERM	SPRING TERM	SUMMER TERM
MILESTONES: Pupils	<p>Staff understanding of how the Rights Respecting agenda underpins the Gascoigne Curriculum is clear and supported.</p> <p>Staff use the language of rights in all contexts. Assemblies, displays and curriculum continuously promote RR.</p> <p>100% participation in weekly SSC debate / votes</p> <p>SLT enable voted for changes to be implemented.</p> <p>Weekly question determined by SSC reps / school priorities / key local, national or global issues.</p> <p>All staff understand purpose of pupil-led SSC Action Teams. Staff steering committee is set up.</p> <p>Following promotion across the school, Pupil Voice indicates that pupils understand the purpose of Beautiful Outcomes in relation to their development.</p> <p>Regular pupil voice surveys are carried out across the school on a range of pupil issues</p>	<p>Further initiatives promote status and significance of RR throughout the school.</p> <p>Monitoring indicates pupils using RR language.</p> <p>Pupils supported to translate their understanding of rights into actions.</p> <p>Regular SSC "Listening sessions", in which class reps represent views from across the school.</p> <p>Staff actively seek ways to implement SSC outcomes</p> <p>Pupil voice indicates satisfaction with changes implemented.</p> <p>Pupils share their views on a range of topical, local, national or global issues through SSC debates and votes, responding to their priorities</p> <p>Initial Pupil Action Teams are supported to affect improvements, responding to pupils' priorities.</p> <p>Curriculum maps updated to capture pupils' priorities within Beautiful Outcomes. Beautiful Outcomes clearly benefit society.</p>	<p>Pupils clearly articulate their opinions, feelings and concerns in terms of their fundamental human rights, and those of others. They also articulate how their concerns are acted upon, and the impact in school.</p> <p>All pupils recognize the key role of the SSC democratic process in positioning them as change-makers within the school.</p> <p>SSC debates and votes lead to swift and demonstrable improvements within the school, in response to pupils' priorities.</p> <p>Pupils' opinions on key issues are shared widely within the local community and beyond</p> <p>A variety of SSC pupil-led Action Teams are effective in implementing school-wide improvements, responding to pupils' priorities.</p> <p>Beautiful Outcomes clearly stem from pupils' priorities, and demonstrate an increasingly ambitious drive to realise these, to the benefit of society.</p> <p>Pupils' opinions, feelings and concerns are demonstrably incorporated in all key decision making within the school.</p>

	<p>Pupil conferencing gives all pupils the opportunity to discuss their progress and well-being with staff</p> <p>Following promotion across the school, Pupil Voice indicates that pupils understand the intent of the Gascoigne Curriculum</p>	<p>Pupils attend YG / SLT / Governors meetings to share their opinions, feelings or concerns.</p> <p>Pupils are involved in decision-making within pupil progress meetings</p> <p>Pupils are consulted to ensure that the intent of the Gascoigne Curriculum is pupil-led.</p>	<p>Pupils' opinions, feelings and concerns are instrumental in action planning relating to standards</p> <p>Pupils' opinions, feelings and concerns drive the intent of the Gascoigne Curriculum.</p>
MILESTONES: Parents	<p>Parent View questionnaire is widely publicised with parents, through a range of strategies – face to face / Parent Mail / Parents consultation etc.</p> <p>Parent drop-in / “listening sessions” are held to enable parents to express their views</p> <p>Lowest satisfaction areas are targeted for improvement during Autumn2.</p> <p>Half termly bulletin to parents further publicises participation / impact of Parent View</p> <p>Initial Curriculum meeting for parents emphasizes the role of SSC / UNCRC charter within the Gascoigne Curriculum</p> <p>Regular bulletin summarising the work of SSC is shared with parents via email / website.</p> <p>Class assemblies include at least one reference to Rights Respecting emphasis. Parents are asked to comment on the notion of rights, in response.</p> <p>SSC “Home Debate Club” is introduced and launched within families / during Coffee morning</p> <p>Autumn Term Beautiful Outcomes are widely publicised with parents.</p> <p>Parent volunteers are sought to support with /</p>	<p>Half-termly “listening sessions” and bulletins continue to inform parents and publicise Parent View.</p> <p>Areas of lowest satisfaction continue to be addressed.</p> <p>Any persistent areas of concern become key focus for Staff CPD / assemblies in Spring Term</p> <p>SSC Bulletin continues. Parents are invited to respond.</p> <p>SSC Communications Team deliver presentations to parents / governors on their achievements / ongoing work.</p> <p>Parent feedback impacts the work of the SSC Communications Team</p> <p>Every class assembly features a substantial section on UNCRC Rights. Parents are asked to comment / respond.</p> <p>Parents participate in live debates / are invited to speak in assembly regarding Home Debate Club.</p> <p>All classes utilise support of parent volunteers for Beautiful Outcomes. Parents speak in class about the success / significance of pupils' endeavours.</p>	<p>Parent View demonstrates a high level of satisfaction with the school, across all areas.</p> <p>Participation rates in Parent View are significantly higher than those in comparable settings.</p> <p>The outcomes to Parent View surveys are frequently acted on, in pursuit of school improvement “You said... We did...”</p> <p>Parents begin to articulate both desired and observed school improvements in terms of fundamental human rights.</p> <p>Parents regularly participate in meaningful debates within their families and beyond, focusing on key local, national and global issues, and these debates are shared and celebrated in school.</p> <p>Parents recognise and articulate the key role of the SSC democratic process in positioning pupils as change-makers within the school.</p> <p>A significant proportion of parents participate in (or are impacted by) Beautiful Outcomes and articulate the benefit of the Beautiful Outcome to society.</p> <p>Parents' opinions, feelings and concerns are demonstrably incorporated in all key decision making within the school.</p>

	<p>participate in Beautiful Outcomes.</p> <p>Results of Parent View surveys, other parent questionnaires and listening sessions are regularly fed back to SLT / governors.</p> <p>Initial review of Character Development strands and curriculum maps, following Curriculum presentations / listening sessions</p>	<p>Parents from listening sessions are invited to meet with SLT / governors' groups to represent views / action plan solutions.</p> <p>Focus group of parents / governors are invited to work on developing the curriculum for 2022/23</p>	<p>Parents' opinions, feelings and concerns drive the intent of the Gascoigne Curriculum.</p>
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Costing: £5000

Lead Governor: Rahat Ismail and Shah Rukh Memon

Leadership: James Fox

Notes: