

Transition

Assessment

Rights
Respecting

Curriculum

Inspire to achieve; persevere to succeed.

Gascoigne Primary School Priorities 2019-2020



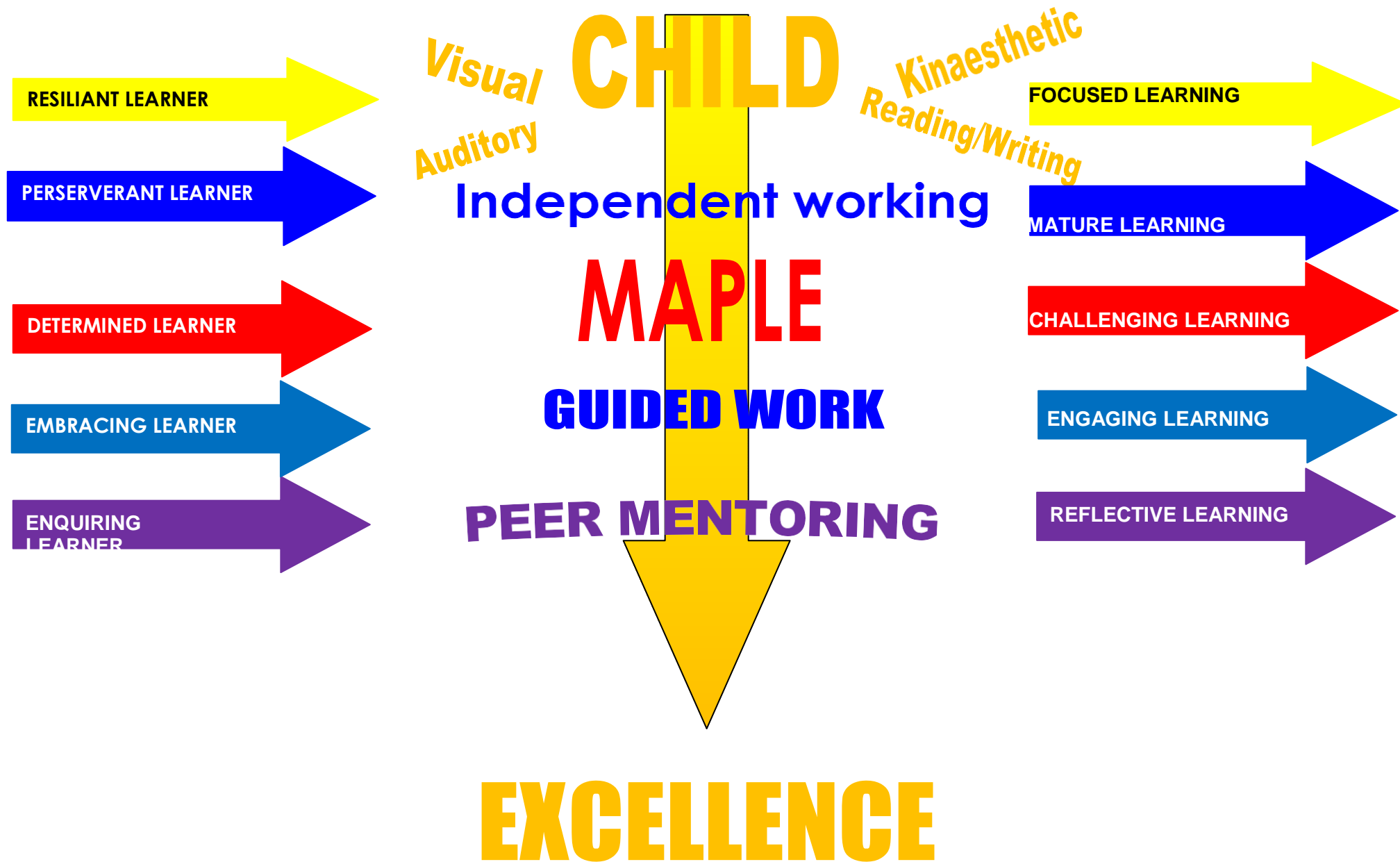
Improvement and Development Plan 2019-2020

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

School Improvement and Development Plan 2019-2020

LEARNERS AND THE WHOLE SCHOOL APPROACH TO OUR LEARNING JOURNEY


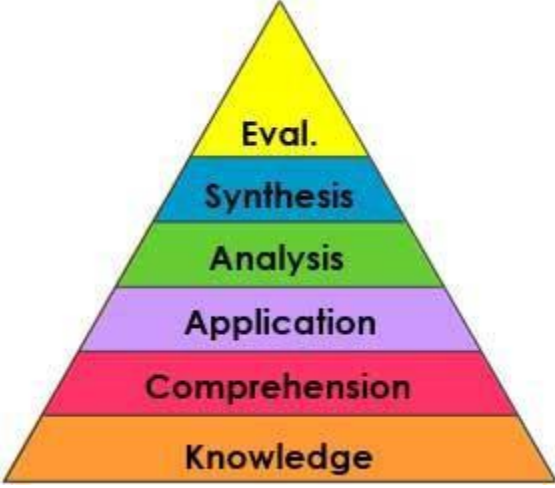
GASCOIGNE PRIMARY SCHOOL PRIORITIES 2019-2020



GASCOIGNE PRIMARY SCHOOL PRIORITIES

Which methods underpins 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>Analyzing: 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>	

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Transition

Intended Objectives:

- Establish an effective induction support programme for pupils who arrive in-year
- Establish an effective transition programme (between Key Stages) for all pupils at Gascoigne Primary;
- To further develop Emotional Literacy across the whole school.

Success criteria

- A robust, all-year-round, Transition Programme, to support pupils transitioning in-year or between key stages is in place and implemented;
- Pupils are confident and articulate when talking through their 'worries' and 'concerns' about transition/change.

	AUTUMN TERM	SPRING TERM	SUMMER TERM
MILESTONE	<p>Review Transition Policy and Procedures</p> <ul style="list-style-type: none"> • Review current Transition Policy to incorporate transition into KS3; • Share Transition Policy with all staff and review school's webpage to ensure accuracy and broad coverage of information available; • Update welcome booklet/prospectus for families and pupils to ensure it reflects all current information needed. <p>Transition (in year, clubs, etc.)</p> <ul style="list-style-type: none"> • Review current in-year admission/transition procedures (Yrs. 1-6) and seek pupil voice (new starters) about current settling in arrangements; • Arrange meeting with Breakfast club/Afterschool Club staff to discuss transition arrangements. Amend/update policy following this consultation. 	<p>Summer Term Planning: In-Year Transition (also planning for individual needs)</p> <p>Transition (in year, clubs, etc.)</p> <ul style="list-style-type: none"> • Arrange ongoing meetings with Office staff to discuss EOY arrangements for transition and arrange training where necessary; • Establish whole-school ethos and approach (include pupil voice, staff training etc.) <ul style="list-style-type: none"> -how can we support children new to our school better? -how can we improve emotional literacy with our pupils? <p>EYFS to KS1</p> <ul style="list-style-type: none"> • DHT meeting with Nursery, Reception, Yr. 1 YGLs to plan the EOY transition arrangements; • Arrange meetings with Social Inclusion Team to discuss needs of individual pupils with regards to transition and deliver support. 	<p>Handover Meetings, Planning for Start of the Year Arrangements</p> <ul style="list-style-type: none"> -Liaise with Social Inclusion Leads to ensure personalised transition plans for pupils with additional needs are in place and shared with parents; -Arrange meetings for parents to inform and involve them in the transition arrangements; -Update school website with Transition arrangements; -Arrange handover meetings (whole school) with staff - share knowledge of pupils to ensure smooth transitions, appropriate class placements; -Ensure robust induction systems (September) are in place for all staff –SLT, teachers, support staff, pupils and volunteers. <p>Home to EYFS</p> <ul style="list-style-type: none"> • Stay and play sessions in schools for pupils and parents;

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<p>Home Setting to EYFS</p> <ul style="list-style-type: none"> • Home visits for Nursery pupils – monitor impact/feedback from parents; • Planned induction period for all EYFS pupils – monitor impact by seeking views from all stakeholders and review practice; • Informal meetings with parents to meet key person and discuss role; • Measure levels of wellbeing and involvement – Leuven scales. <p>EYFS to KS1</p> <ul style="list-style-type: none"> • Review planning formats, routine and provision to link with EOY EYFS practice; • Disseminate EYFS practice in to Yr. 1; • Evaluate quality of induction process/procedures (questionnaires: pupils, parents, staff, external stakeholders); • Seek views from stakeholders. <p>KS1 to KS2</p> <ul style="list-style-type: none"> • Evaluate quality of induction process/procedures (questionnaires: pupils, parents, staff, external stakeholders); • Seek views – Yr. 3 staff and parents. <p>KS2 to KS3</p> <ul style="list-style-type: none"> • Liaise with Feeder Secondary schools. 	<p>KS1 to KS2</p> <ul style="list-style-type: none"> • DHT meeting with Yr. 2, Yr. 3, Yr. 4 YGLs to plan the EOY transition arrangements. <p>KS2 to KS3</p> <ul style="list-style-type: none"> • DHT meeting with Yr. 5, Yr. 6 YGLs and Horizon 360 lead teachers to plan the EOY transition arrangements; • Organise “Reunion event” for current Year 7 pupils. <i>Discussion: what can school do to support current Year 6s going to secondary school re transition? Liaise with DHT responsible to discuss and plan;</i> • Arrange visits for current Yr 5s to feeder secondary schools. 	<ul style="list-style-type: none"> • DHT/Nursery & Reception YGLs to Lead parent meeting to share information; • EYFS leadership team/Inclusion Lead to visit children in Nursery settings; • Create photo transition books (also for pupils with additional needs). <p>EYFS to KS1</p> <ul style="list-style-type: none"> • Opportunities to visit KS1 classes/learning environment; • Transition activities in class, teacher swap sessions (Yr. R and Yr. 1), buddies, etc. • Parent information sharing. <p>KS2 to KS3</p> <ul style="list-style-type: none"> • Feeder secondary schools – arrange meetings with Yr. 6 pupils (e.g. meeting headteacher, YGLs, etc.); • Information sharing with Yr. 6 parents (including tips to support children with changes in secondary schools); • Meeting for current Yr. 5 parents re applying for a secondary place: procedures (e.g. Open Days, etc.).
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Costing: £3000

Lead Governor: Mr Salim Saad & Mrs Jasvir Rayet

Leadership: Mrs Anre Buchner

GASCOIGNE PRIMARY SCHOOL PRIORITIES

Assessment

Intent:

- A. That every pupil is entitled to be assessed and the outcomes analysed to inform teaching and improve learning rapidly;
- B. Teachers are skilled at assessment approaches and analysis, knowing the expectations at the start, middle and end of a year group and Key Stage;
- C. Assessment to be used by staff, pupils, parents, governors in order to raise standards and address gaps in knowledge, skills and understanding and experience;
- D. Staff and pupils are prepared for statutory assessment requirements.

Impact:

- | |
|---|
| A. All pupils have accurate assessment judgements and participate in responding to assessment outcomes as suitable to their age and stage of development; |
| B. Teachers select and use a wide range of assessment and feedback approaches resulting in progress in recorded learning; |
| C. 75% of pupils on track in core subjects at end of year; |
| D. Pupils meet national statutory assessment outcomes. |

	AUTUMN TERM	SPRING TERM	SUMMER 1
Implementation	<p>A</p> <ul style="list-style-type: none"> • Policy update to SLT, staff, governors and roll out; • Termly assessment period carried out for every pupil including new pupils and pupils in additional provision in school; • Progress meetings based on risk; • Senior/YGL staff moderation and analyses; • Y1 baseline set from EYFS outcomes. 	<ul style="list-style-type: none"> • Termly assessment period carried out for every pupil including new pupils and pupil in additional provision in school; • Senior/YGL staff moderation and analyses; • Progress meetings based on risk. 	<ul style="list-style-type: none"> • Termly assessment period carried out for every pupil including new pupils and pupils in additional provision in school; • Progress meetings based on risk.
	<p>B</p> <ul style="list-style-type: none"> • Trialling of whole class Feedback Flow process; • PACE and LA moderation; • Development of foundation subject curriculum and assessment procedures; • Assessment and feedback policy rollout and parent update. 	<ul style="list-style-type: none"> • Training for staff on approaches for improving feedback and pupil response in-lesson. Staff observations for in-lesson feedback practice; • Cross-LA, end of KS moderation; • Development of foundation subject curriculum and assessment procedures; • Assessment and feedback policy rollout 	<ul style="list-style-type: none"> • Review of school Feedback Flow approach; • Staff observations for in-lesson feedback practice; • Development of foundation subject curriculum and assessment procedures.

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<p>C</p> <ul style="list-style-type: none"> • Rolling progress meetings based on risk and response; • Middle leader training on year group data weaknesses and response and completion of risk analysis and actions x2; • Use of GLfA programme where quality of education is not at least good; • Pupils develop understanding of how to improve through conferencing, personal target, data sharing, immediate in-class feedback; • Staff training on new Ofsted assessment content; • Termly reporting to governors; • Update of annual report format. 	<p>and monitoring.</p> <ul style="list-style-type: none"> • Rolling progress meetings based on risk and response; • Middle leader training on statutory assessment weaknesses and response and completion of risk analysis and actions x2; • Deployment of AHTs to lead on RWMS improvement where not on track for 75%; • Termly reporting to governors; • Parent update workshop on in-class assessment and feedback; • Annual report format launched; • Use of GLfA programme where quality of education is not at least good; • Develop Y4 tracking and response as KS2 midpoint. 	<ul style="list-style-type: none"> • Rolling progress meetings based on risk and response; • Staff deployed to address classes not on track for 75%; • Termly reporting to governors; • Annual report format evaluated with parents; • Develop Y4 tracking and response as KS2 midpoint.
<p>D</p> <ul style="list-style-type: none"> • PSC, SAT, MTC Mock test preparation, gap analysis and follow up; • Training for new staff on KS1 SATs; • Training for Y3/4 staff and SLT on MTC; • Comparison of school data with PACE and follow up with subject leads. 	<ul style="list-style-type: none"> • PSC, SAT, MTC Mock test prep, gap analysis and follow up; • Comparison of school data with PACE and follow up with AHTs English/Maths. 	<ul style="list-style-type: none"> • EYFS, PSC and MTC and SAT staff briefings; • Analysis of school statutory assessment outcomes with national and local; • Preparation for EYFS baseline 2020; • Moderation of KS teacher assessment and submission of statutory data; • Review outcomes.

Costing: £2000:

Lead Governor: Mr Himanshu Jain and Mrs Jasvir Rayet

Leadership: Ms Rebecca Stainsby

GASCOIGNE PRIMARY SCHOOL PRIORITIES

Rights Respecting School

Intended Objectives:

- To achieve the Silver Stage of UNICEF's Rights Respecting School Award – Rights Aware
- To establish a culture and school ethos based on RRS.

Success Criteria

- Understanding of the CRC is used to improve child well-being, school improvement, global justice and sustainable living. Learning **about** rights.
- Actions and decisions affecting children are rooted, reviewed and resolved through rights, reflecting the ethos and language of the CRC. Learning **through** rights.
- Children are empowered to enjoy and exercise their rights and to promote the rights of others locally and globally. Learning **for** rights.

	AUTUMN TERM	SPRING TERM	SUMMER TERM
MILESTONE	<ul style="list-style-type: none"> • Programme of weekly assemblies planned to introduce Articles, and then provided on an ongoing basis; • Current lunchtime reward system changed to recognise pupils who respect rights; • Training for lunchtime staff to introduce CRC and develop RR language; • Review the behaviour policy to incorporate 'rights respecting' language; • Reflection Sheets to be reworded to explicitly link to rights; • Steering group meet regularly to plan activities; • Steering Group promote CRC - display relevant Articles all around site. • Regular updates in school newsletter to parents; • CRC displayed in every classroom. 	<p>Ongoing development of:</p> <ul style="list-style-type: none"> • Assemblies; • Steering group; • Displays linked to CRC; • PSHE curriculum team work with RRS team to embed into the curriculum; • Staff training and developing use of RRS resources; • Introduce circle time and class discussion sessions to teach and embed the rights; • Embed the use of class charters in every class. 	<p>Ongoing development of:</p> <ul style="list-style-type: none"> • Assemblies; • Steering group; • Steering group to lead on a charity event; • Steering group to lead on a community event; • Complete questionnaire; • Collate and submit evidence for the silver award.

Costing: £2000

Lead Governor: Mrs Rahat Ismail and Mrs Mirela Gorun

Leadership: Mrs Lesley Nnochiri and Ms Cheryl Monks

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The Curriculum

Objective:

- To provide Gascoigne pupils with the most effective curriculum possible, in order to enable pupils to realise their personal and academic potential.

Success Criteria

- Outcomes in core subjects at the end of KS1 and KS2 continue to show an upward trend.
- Pupils at Gascoigne achieve standards in line with expectations across the full NC to which they are entitled.
- The Quality of Education at Gascoigne is at least "Good".

	AUTUMN TERM	SPRING TERM	SUMMER TERM
MILESTONES	<p>Initial curriculum development requirements met:</p> <ul style="list-style-type: none"> Curriculum map indicates full NC is covered in all subjects; Pupil voice indicates Curriculum Map is relevant and motivating; Expectations + responsibilities of YGL / Subject Leads developed and shared; Guidance and support provided on expectations for planning and timetabling; Roles/ accountability are clear (e.g. SLT-MLT-CT). <p>Ethos of valuing and investing in staff clearly demonstrated:</p> <ul style="list-style-type: none"> Training on planning emphasizes outcomes over process and teacher autonomy; Subject CPD is provided, in consultation with MLT; The expertise of individuals is engaged and deployed to the greatest benefit; <p>MLT adopt greater responsibility for developing the quality of provision across the school – e.g.:</p> <ul style="list-style-type: none"> through monitoring planning for progression against skills, knowledge and concepts; 	<p>Teacher feedback indicates:</p> <ul style="list-style-type: none"> Clear understanding of expectations and curriculum intent; Emphasis in planning is on outcome, not process; Autonomy / freedom to employ creativity in teaching; Improved well-being. <p>Pupil Voice indicates:</p> <ul style="list-style-type: none"> Provision is relevant and motivating, including among PP pupils, and those with SEND and SEMH. <p>In consultation with MLT, strength of provision continues to be enhanced through:</p> <ul style="list-style-type: none"> Robust monitoring of learning environments, resources and experiences; Robust monitoring of MT planning; Devising / scheduling of enrichment opportunities; Well-targeted CPD focussing on subject skills, knowledge and concepts; 	<ul style="list-style-type: none"> The Gascoigne Curriculum is comprehensive and ambitious, providing the opportunity for all learners, particularly the most disadvantaged, to meet their potential. The Gascoigne Curriculum is coherently planned and sequenced towards the expected outcomes in all subjects. The Gascoigne Curriculum meets the needs of all learners, including those with SEND or SEMH needs. Teacher CPD needs (subject-specific knowledge and pedagogies) are rapidly identified and addressed. The learning environment, resources, teaching materials and experiences enhance the delivery of the curriculum for pupils.

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Strength of curriculum map and MT planning continues to be enhanced through:

- Robust monitoring in consultation with MLT;
- Devising / scheduling of enrichment opportunities.

- A review of reading across the curriculum identifies strengths and areas for development;

Outcomes begin to show improved attainment in foundation subjects:

- MLT devise and produce portfolios of standards.

- Reading is integral to learning across the curriculum, leading to high levels of achievement and motivation in the subject.
- Gascoigne pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve in line with expectations.

Costing: £2000

Lead Governor: Mrs Khushnood Ahmed and Mr Himanshu Jain

Leadership: Mr James Fox