Gascoigne Primary School Priorities 2020-21
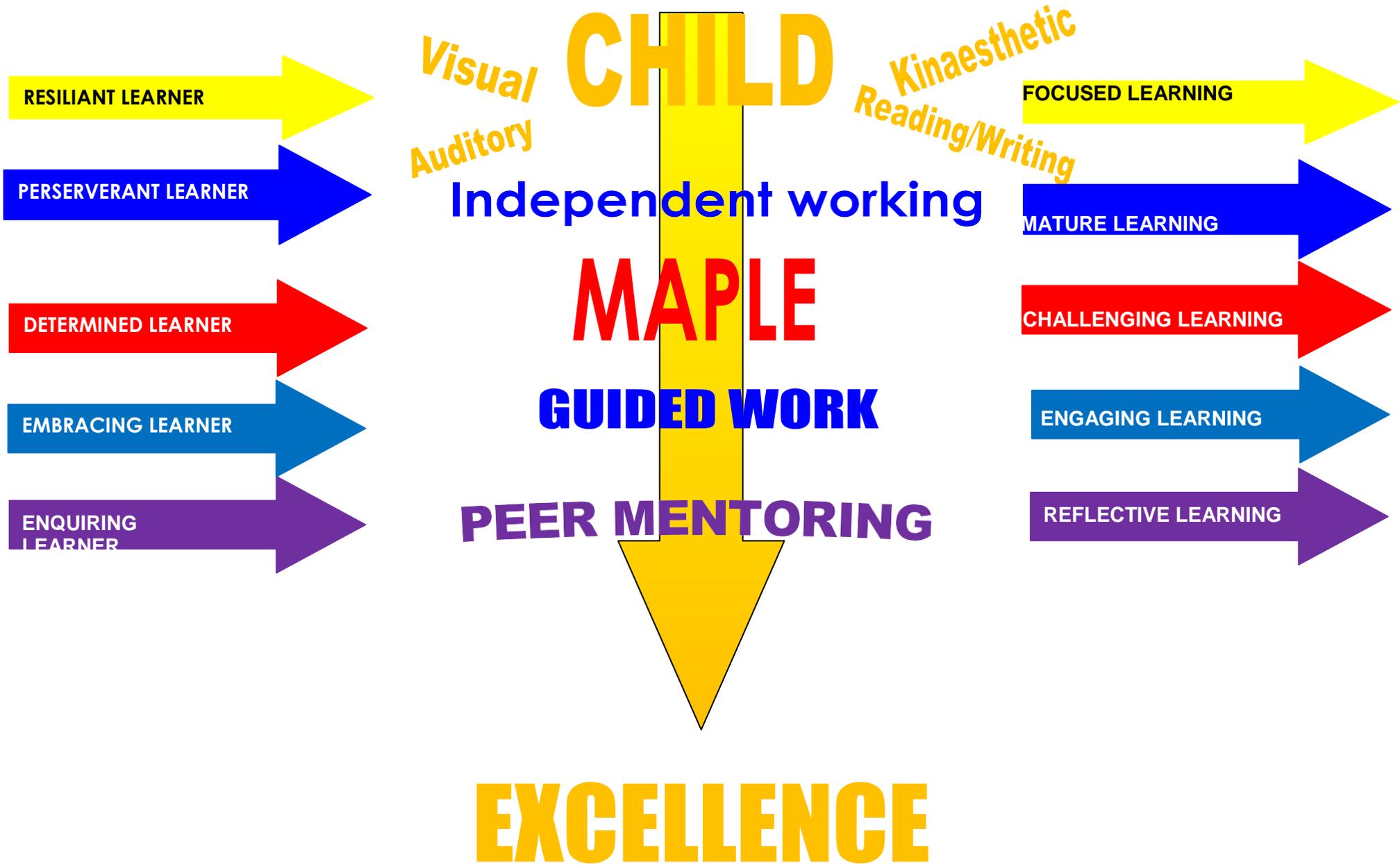

Gascoigne Primary School
Inspire to achieve; persevere to succeed.

School Improvement and Development Plan 2020-21

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

1. **Improving Emotional Health and Wellbeing - Anre Buchner and Michelle Schembri (Governors: Noosha Gibbs and Jasvir Rayet)**
   This will include an integrated, whole school approach to meeting the wellbeing needs of staff and children together.

2. **Developing a Whole School Relational Approach to Pupil Social and Emotional Development– Cheryl Monks and Lesley Nnochiri (Governors: Rahat Ismail 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   Our current Behaviour policy has been superseded by recent new initiatives introduced at Gascoigne, such as Thrive, Mind Up, Rights Respecting and now is the time to introduce a new policy to reflect this.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.

3. **Increasing Quality Opportunities for Physical Education and Activity - Rob Reynolds and our PE Team (Governors: Zoubiya Ahmed and Himanshu Jain)**
   Following lockdown, it is important for children to have increased access to physical activity to improve their health and life chances.

4. **Back to School Achievement – Rebecca Stainsby and our Year Group Leaders (Governors: Shah Rukh Memon and Nikita Gupta)**
   Following lockdown; children have experienced a loss of education; together with the other priorities, we will look at how we recover the children's education so that they continue to thrive.

5. **To Continue to Develop High Quality Virtual Education / Remote Learning – James Fox, Paola Ferreira and Rehana Miah (Governors: Caroline Brew, Richard Puttnam and Monsurat Adesina)**
   Due to the school closure, there has been a positive response to the home learning provided and this has proved to be a strength of the school. It is right to continue to develop our plans here with a view that no child is digitally excluded. There will also be a focus on training platforms for parents to support children with their learning at home.
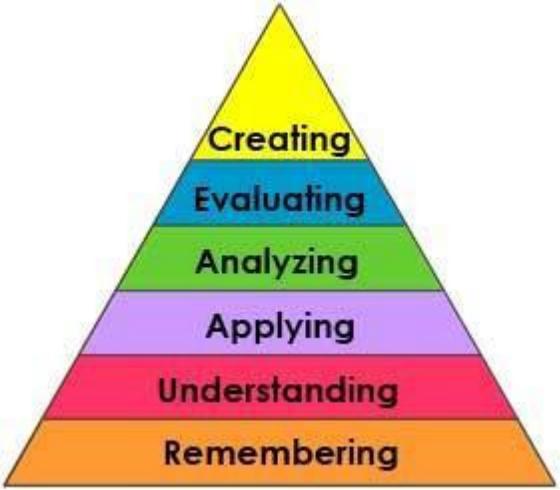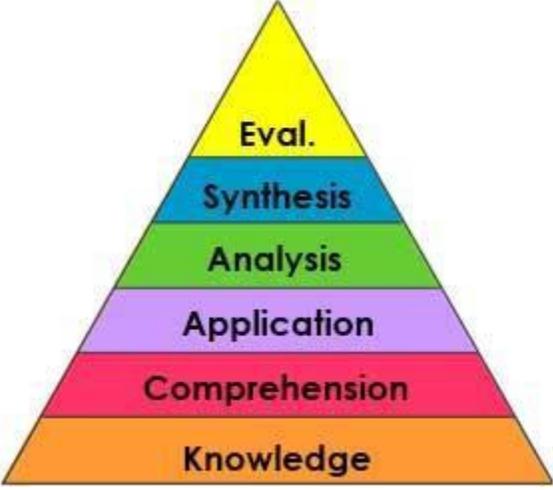
GASCOIGNE PRIMARY SCHOOL PRIORITIES 2020-21

CHILD

Visual

Auditory

Kinaesthetic

Reading/Writing

Independent working

MAPLE

GUIDED WORK

PEER MENTORING

EXCELLENCE

RESILIANT LEARNER

PERSERVERANT LEARNER

DETERMINED LEARNER

EMBRACING LEARNER

ENQUIRING LEARNER

FOCUSED LEARNING

MATURE LEARNING

CHALLENGING LEARNING

ENGAGING LEARNING

REFLECTIVE LEARNING

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!

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.
Note the change from nouns to verbs associated with each level.

Note that the top two levels are essentially exchanged from the traditional to the new version.

New Version

Old Version

Remembering: can the children recall or remember the information?	define, duplicate, list, memorise, recall, repeat, reproduce state
Understanding: can the child explain ideas or concepts?	classify, describe, discuss, explain, identify, locate, recognise, report, select, translate, paraphrase
Applying: can the child use the information in a new way?	choose, demonstrate, dramatize, employ, illustrate, interpret, operate, schedule, sketch, solve, use, write.
Analysing: can the child distinguish between the different parts?	appraise, compare, contrast, criticise, differentiate, discriminate, distinguish, examine, experiment, question, test.
Evaluating: can the child justify a stand or decision?	appraise, argue, defend, judge, select, support, value, evaluate
Creating: can the child create new product or point of view?	assemble, construct, create, design, develop, formulate, write.

1. Improving Mental Health and Wellbeing

Intended Objectives:

- To ensure that immediate and ongoing Mental health needs are identified (post Lockdown). Resources and support in place to meet the needs of staff and pupils upon their return to school in September.
- To develop a MHWB action plan taking into consideration staff and pupil views.
- To increase staff and pupil mental health awareness and emotional literacy through training.

Success Criteria:

- An integrated whole school approach to Well-being and mental health.
- Everyone in the school community supporting staff and pupil mental health and wellbeing.
- Working proactively in partnership with a range of leaders in school to promote improved mental health and wellbeing for pupils.
- Pupils being confident enough to talk about fears about transition/change/mental health.

	AUTUMN TERM	SPRING TERM	SUMMER TERM
MILESTONE	*Staff wellbeing: Prioritises return to school post-Lockdown* ***September: Inset time (and ongoing):*** 1. *Opportunities for staff to socialise to share experiences over the lockdown period and to talk about how they are feeling.* 2. *Hosting a whole school meeting to ensure that the work that teams have been doing through the Covid-19 pandemic is recognised and valued.* 3. *Training for staff to "make sense of pupil behaviour"/trauma-training, heightened awareness of safeguarding* 4. *Communicating what is happening to ensure that teams are 'kept in the loop' with plans and ideas.* *Re-establishing peer and management supervision systems so that staff have opportunities to share/discuss issues through informal and formal processes.* *Supervision opportunities, counselling 1-1/small group, etc* ***Ongoing:***	*Staff wellbeing;* *MHWB action plan – priorities (including staff professional development training)* *Energising the environment:* - *Secret garden at Gascoigne road. Opportunities for gardening* - *Staff room at the Shaftesburys site* *Wellbeing event and self-care focus* **Wellbeing for pupils** - **Set up termly meetings with Key groups for updates on areas (**PE leads, Inclusion team, PSHE lead, Healthy schools lead, EHWB practitioner & Nurture teams**)** - **Review and measure impact of actions** - **Opportunities for pupils to be involved in gardening activities/allotments** - **Implement targeted programmes and interventions (including curriculum)** Explicitly teach social and emotional skills, attitudes and values.	*Staff wellbeing;* *MHWB action plan – priorities (including staff professional development training)* *Energising the environment:* - *Entrance to school/Office areas* - *PPA rooms* *Wellbeing event and self-care focus* *MHWB staff audit to review impact of actions* **Wellbeing for pupils** - **Set up termly meetings with Key groups for updates on areas (**PE leads, Inclusion team, PSHE lead, Healthy schools lead, EHWB practitioner & Nurture teams**)** - **Review and measure impact of actions** - **Opportunities for pupils to be involved in gardening activities/allotments** - **Implement targeted programmes and interventions (including curriculum)** Explicitly teach social and emotional skills, attitudes and values.

	Analysis of MHWB staff audit and formalising action plan (Key priorities) *Review Wellbeing policy* *Wellbeing event and self-care focus* *Energising the environment:* • *Work vs Workload* • *Staff rooms at Gascoigne road (incl Parents room in EYFS)* **Wellbeing for pupils** **Also Linked to Healthy Schools Action Plan, SIDP:** **(a)to reshape expectations for pupil behaviour and** **(b)opportunities for Physical education** **Return to school in September:** • Trauma training for all staff to support the needs of individual children after lockdown • Pupils creating a whole school display (puzzle pieces) to reflect on Covid-19 • Share with staff Wellbeing plan related to pupil wellbeing (including non-negotiables for learning environment, curriculum offer, support available, MindUp & Thrive, etc) • Liaise with EHWB practitioner, inclusion team to review processes/interventions needed to provide support. Ongoing: • EHWB practitioner to liaise with MHWB lead and Inclusion leads to develop an action plan of support for children where needed. • Liaise with the Inclusion team to develop behaviour management systems in schools linked to Thrive, mind up, etc • Liaise with PE leads to discuss a joined-up approach and actions	• Smart school council: Working with parents and carers as well as with the pupils themselves, ensuring their opinions and wishes are taken into account and that they are kept fully informed so they can participate in decisions taken about them • *Kindness*: A community project for Reception pupils	• Smart school council: Working with parents and carers as well as with the pupils themselves, ensuring their opinions and wishes are taken into account and that they are kept fully informed so they can participate in decisions taken about them • Feedback from Reception pupils: Community project

- Liaise with Healthy Schools Team: Silver (including target group data) - Pupil voice and the Smart school council: Setting up lines of communication for pupils		

Costing: £1000 to redevelop Staffrooms on Shaftesburys site/Gascoigne Road site
Lead Governors: Mrs Noosha Gibbs & Mrs Jasvir Rayet
Leadership: Mrs Anre Buchner

Notes:

2. Developing a Whole School Relational Approach to Pupil Social and Emotional Development

Intended Objectives:

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

Success Criteria

A new behaviour policy implemented, which underpins all areas of school life.

All sectors of the school community engaged in the development of the policy

Children develop emotional regulation and resilience for life.

	AUTUMN TERM	SPRING TERM	SUMMER TERM
MILESTONE	**Consultation Phase** • Mindup training for parents. • Consultation phase to find what • people want from a behaviour policy: • Smart School council to generate a questionnaire for all pupils. • Workshop with RRS steering group. • Parent workshop. • Community workshop. • Staff questionnaire. • Update provision map of additional support for pupils with SEMH.	**Planning Phase:** • Mindup training for all staff. • Mindup curriculum part 2 taught. • Use information from the consultations to draft a policy. • Introduce the draft policy to staff. • Audit whole school training needs and resources. • Additional training as required. • Identify how whole school provision links to additional provision.	**Implementation:** Publish the new policy and roll out to all staff, pupils, parents and community. Implement the final policy to include: - Further briefings to parents. - Assemblies. - Support for school staff. Incorporate the policy into the curriculum, including the 5 Mindup themes: - The brain - Mindfulness - Perspectives - Happiness and optimism - Gratitude and Kindness.

Costing: £2,000
Lead Governors: Mrs Rahat Ismail & Ms Tanaz Noor
Leadership: Ms Cheryl Monks & Mrs Lesley Nnochiri

Notes:

3. Increasing Quality Opportunities for Physical Education and Activity

Intended Objectives:

1. To use pupil voice to assess how children at Gascoigne would like to increase the level of physical activity before, during and after the school day.
   1a] Based on this data, introduce engaging daily physical activity.
2. To audit equipment ensuring it is fit for purpose and providing a stimulating learning environment for PE
3. To Ensure CPD is given to staff to ensure for high quality PE provision to be evident across the school
4. To use playleaders from Year 4, 5 & 6 to give opportunities to enjoy active lunch times.
5. To increase the accessibility of extra-curricular clubs by arranging for outdoor providers to provide clubs for children in line with lettings policy. Develop relationships with providers and discuss payment arrangements.
6. To create a sporting house system to aid in the development of intra-school sport competitions.
7. Work towards achieving the Gold School Games Mark through increasing high-quality PE, extra-curricular and competitive provision.
8. Introduce personal PE challenges on a regular basis, to challenge and inspire children to take part in regular physical activity.

Success Criteria:

1. Information provided by pupils will inform how we can introduce physical activity on a daily basis in a fun and engaging way and inform PE and extra-curricular provision. E
1a] 100% of children will be involved in daily timetabled activity
2. Audit informs the need to order and maintain the necessary equipment to teach a high-quality PE curriculum.
3. Staff surveys provided before and after insets and CPD opportunities show an increase in confidence and subject knowledge of Physical Education to increase the quality of PE lessons and physical activity.
4. Use play leaders to inspire at least 75% of children to enjoy extended physical activity at lunch times
5. 75% of children to have attended an extra-curricular club throughout the year.
6. Every child will be allocated a 'house' and will take place in regular intra-house competitions (sporting and non-sporting)
7. Achieve the Gold School Games Mark.
8. Celebrate personal challenges during assembles and introduce new ones on a regular basis. At least 6 personal challenges introduced throughout the year.

	AUTUMN TERM	SPRING TERM	SUMMER TERM
MILESTONE	1. Send a pupil voice survey to children to identify strengths and weaknesses of current PE and physical activity provision as well as their preferences for daily physical activities/challenges 2. Complete an equipment audit of both sites and replenish resources. Order equipment to provide greater activity at lunch times, particularly in the playgrounds. 3. Insets scheduled to increase subject knowledge in PE and increase confidence in teaching PE 4. Recruit and train playleaders from years 4, 5 & 6. 5. Create extra-curricular timetable and offer opportunities for children to attend. Use pupil voice to inform club choices. 6. Allocate children into houses and introduce the concept to pupils, parents and staff. 7. Plan competition entries, enter competitions, put extra-curricular timetable in place. 8. Introduce PE personal challenges in assemblies.	1. Use surveys to inform physical activities and challenges. Review challenges and identify improvements/amendments and engagement from children. 2. Review equipment and identify improvements needed. 3. Continue PE workshops/drop-ins to increase subject knowledge and confidence in teaching PE. Offer team teaching opportunities. 4. Review play leaders and identify any additional provision/training required. 5. Continue extra-curricular provision. Use borough competition calendar to inform club need. 6. Introduce house intra-school competitions. Schedule for last week of Spring 2. 7. Continue school games mark objectives 8. Continue PE personal challenges and celebrate successes	1. Review physical activities and challenges and issue further pupil voice survey to compare results. 2. Review equipment on termly basis and ensure everything is well equipped for personal challenges and PE provision. 3. Use staff survey to evaluate further training needs and confidence in teaching PE. 4. Begin training play leaders to assist with sports days. Identify future playleaders. 5. Review extra-curricular provision for the year to calculate number of children who have accessed extra-curricular provision. 6. Schedule Sports days to allow for intra-house competitions. 7. Apply for school games mark. 8. Celebrate personal challenges and physical activities and identify future provision.

Costing: Sports Premium funding.
Lead Governors: Ms Zoubiya Ahmed and Mr Himanshu Jain
Leadership: Mr Rob Reynolds

4. Back-to-School Achievement

Intended Objectives:
1. To use a range of assessment strategies to identify and review achievement, provide effective feedback and provision.
2. To achieve at least age-related expectations for the majority of pupils by July 2021 & June for YR, Y2 and Y6.
3. To address the needs of 'vulnerable' pupils to restore and build achievement;
4. To use tutoring and intervention approaches and funding effectively, to improve academic achievement and to deploy according to need.
5. To have measures in place for learning should further closure occur.

Success Criteria:
-All staff follow the school's updated Assessment Policy. Assessment findings are reviewed and responded to quickly by teachers, for impact on achievement.
-Classes meet attainment expectations set through milestones in the academic year 2020-21. Where this is not on track, interventions, online learning and quality first teaching are in place to address achievement. Teachers receive the professional development necessary to teach consistently effective lessons. Monitoring and evaluation identifies classes at risk. Teachers can use tracking, recording and data reports effectively to improve pupils' progress;
-Pupils 'vulnerable' through the school closure receive resources, support and teaching needed to close any achievement gap with peers.
-Tutoring and intervention staff are skilled to ensure pupil progress through tutoring; progress evident on half-term timeframes.
-In the event of further closure, online learning provision; staff liaison with pupils remotely; all pupils know own targets and online log-ins; recorded teaching available; parents know child's current attainment.

	AUTUMN TERM	SPRING TERM	SUMMER TERM
Links; *Wellbeing* SDP; *Online Learning* SDP; *Pupil Premium* plan; *Curriculum* subject leader plan; *EYFS* leader plan; *Tutoring* plan; *Assessment* Timeline			
1 Quality of assessment	Re-visit with teachers and pupils the daily assessment and feedback approach, to embed through term. Develop observation skills and response in EYFS/Y1 practitioners. Ensure teacher trainees know the curriculum and how to assess and respond in line with school systems. Parent consultations.	Monitor, evaluate and re-visit pupils' understanding of assessment and feedback approach and impact of school systems on pupil progress: focus groups: Greater Depth; Pupil Premium; SEND; Vulnerable. Develop in and post-lesson assessment in all school provisions: H360, Star, Rainbow. Parent consultations.	Achievement transition between current and new teacher takes place. Parent consultations.

2 ARE and effective workforce	Checklist of which assessment information to pass on to new teacher and completed first weeks of Sep. Transition Form 2-Attainment completed and reviewed by new teacher to adapt plans and identify provision needed. Year group Risk Assessment (March 2020) actioned by new YGL. School Assessment Timeline in place. Progress meetings for classes with existing under-attainment. Baseline September Assessment period for RWM based on previous year group objectives, gap analysis, recording of baseline attainment judgement and response. December Autumn 2 Assessment Period for RWM, based on current year group objectives. Monitoring schedule and evaluations identify which classes are significantly under-attaining. RWI, benchmarking training for any teachers untrained. Teachers can locate and interpret new class data. Launch of Maths No Problem & rollout.	Assessment period March Spring 2 for RWM. Progress meetings for At Risk classes from Autumn 2. YGL & SLT support for teachers where classes are not on track, in identifying key objectives and teaching strategies. Recorded learning monitoring, evaluation and feedback in At Risk classes. Teachers can locate class group data, analyse and plan actions to address subjects not on track, on Target Tracker. YGLs can locate year group data, analyse and plan year group provision following data collection. Challenge Partners Review 15-17th March, as part of school self-review process and validation of self-evaluation. PACE and LA Moderation with a focus on YR,2,6. Monitoring of Maths No Problem.	Year Group Risk analysis completed from Summer 2 data and passed on to new YGL. Transition Form 2: Attainment completed and passed to new teacher for drafting or target groups and interventions. All pupils with additional needs to have an accurate assessment passed on to new teacher. Progress meetings for At Risk classes from Spring 2. End of KS statutory assessments, PSC, MTC administered and outcomes passed to new teacher. Checklist of all recording and assessment documents to be passed on. Summer 2 Assessment YN-6. Challenge Partners next steps. Classroom visits and feedback. PACE and LA Moderation with a focus on YR,2,6. Monitoring of Maths No Problem.

3 Vulnerable pupils	Baseline the attainment of school 'vulnerable' pupils and provision-map tutoring, IT support, external agency support etc -class teachers & inclusion team.	Monitor and evaluate impact of provision and update provision: tutoring, IT support, external agency support etc. Review progress with parents and update provision. Plan to address commonalities in achievement through improving quality of provision and teaching.	Monitor and evaluate impact of provision and update provision. Identify progress made for the 'vulnerable' group and next steps. Ensure quality of transition with new teacher in order to maintain academic gains.
4. Tutoring and intervention	Review baseline data and information on pupils to identify and prioritise pupils to benefit from tutoring (National Tutoring Programme) or interventions. Secure tutor team. Identify costings. Map provision, with on-entry assessment, a defined time period of tutoring and exit assessment and review. Carry out 2 cycles of support. *"**NTP Partners**: through NTP Partners, schools will be able to access <u>heavily subsidised tutoring from an approved list of tuition partners.</u> These organisations – which will all be subject to quality, safeguarding and evaluation standards – will be given support and funding to reach as many disadvantaged pupils as possible. **NTP Coaches**: through NTP Coaches, trained <u>graduates will be employed by schools in the most disadvantaged areas</u> to provide intensive catch-up support to their pupils, allowing teachers in these schools to focus on their classrooms."*	Review and re-plan for 2 further cycles. Monitor assessment outcomes for target group and new starter group as required.	Review and re-plan for 2 further cycles. Monitor assessment outcomes for target group and new starter group as required. Review overall additional provision and 2021-22 cycle sustainable on school budget.
5. Closure	*Full Closure:* Rollout provision of ICT to vulnerable families in need. (See PP Plan) Ensure all staff in touch with vulnerable families can signpost to learning online. Target group of pupils prepared for invite to Childcare provision. Set up Childcare provision with Learning focus. Ensure all staff have adequate ICT access.		

	Partial Closure: 'Shadow' plan for a year group bubble closure: curriculum content agreed; staff roles and responsibilities identified; staff familiar with Oak Academy as immediate teaching provision; all staff fully trained on use of Teams, Seesaw, school learning platforms.

Costing: Allocation of Tutoring funding & additional post Covid-19 funding – government specific budget tbc; cover for any teacher-led tutoring; test copying; Progress Meeting cover; Parent Consultations cover. £5000.

Lead Governors: Mr Shah Rukh Memon & Ms Nikita Gupta
Leadership: Ms Rebecca Stainsby

Notes:

5. Developing High Quality Remote Learning

Intended Objectives:
To continue to develop high quality virtual education / remote learning.

Success Criteria:
- Barriers to access to remote education (e.g. access to technology and level of parental support / engagement) are broken down, enabling the vast majority of pupils to benefit from Gascoigne Primary School's remote offer.
- The impact of remote education on pupil progress across the curriculum at Gascoigne is maximised. Online provision both reinforces and extends face to face learning.

	AUTUMN TERM	SPRING TERM	SUMMER TERM
MILESTONES – Access	• A comprehensive list of pupils who did not / could not access online learning during the 2019-20 closure period is finalised. • Initial expectations for enhanced home learning (using the Gascoigne Primary School website and possibly Oak National Academy) are shared with parents. • Parents whose children do not have adequate access to the required digital device(s) and/or Wi-Fi are supplied with / signposted to equipment (either through loaned equipment, school-funded purchases or subsidised private purchases). Links established with BLC for parents to use free public access computers. • Where required, timetabled opportunities for pupils and parents to use the IT suite / equipment onsite are organised. • Initial parent workshops / consultations are held about the scope / potential of online learning going forwards. • Parent workshops are held to demonstrate the functionality and use of the online platforms selected. • Links with BD College established to run parent IT workshops • Pupils are introduced to the functionality / helped to navigate the online platforms.	• A further review of access stretches the reach of the provision. Further targeted purchasing / signposting occurs as required. • Timetabled opportunities for pupils and parents to use the IT suite / equipment onsite continue. • Remote Learning Policy is launched and shared with parents • SLT, FLPs and class teachers work with individual parents to break down barriers relating to engagement with the provision.	• Every child has access to a digital device (and Wi-Fi) compatible with the school's online platforms. This is largely fulfilled through equipment provided to families, but may also supplemented by extended opening hours / onsite provision where required. • Pupils and parents understand the purpose and potential of remote learning, and use the full functionality available to them.

MILESTONES – Provision and Impact			
	• As an interim measure, training for teachers is provided on the most effective use of the national online learning platform – Oak National Academy – in preparation for a potential second period of school closure. The means by which this will be used in tandem with / in support of the Gascoigne Curriculum is determined. • Comprehensive e-safety training provided for pupils + parents • Best practice examples / case studies are reviewed from other schools • Safeguarding risk assessment is carried out and any issues addressed. • Decisions relating to which platforms are to be used in the longer term are made by SLT, and packages / subscriptions are purchased. • Decisions about the expectations for the provision of new learning (either live or recorded) are made. • Draft policy and expectations for the use of the selected online platform(s) are devised, in consultation with staff, governors and parents. • Initial training is provided for staff on the scope and expectations for online learning. • Initial training is provided for staff on the functionality of the online platforms to be used. • Half-termly parent workshops on curriculum content begin, enabling better informed home learning • Pupils begin accessing online learning platforms, including direct teaching instruction from teachers.	• Expectations for the use of remote learning are fully integrated into Teaching and Learning policies and shared with staff. Consideration is given to both consolidation and new teaching online. • Detailed expectations for how pupils should use the online offer are articulated to all stakeholders • Teachers monitor the extent to which pupils are using the online offer, and target further support where required. • Best practice examples of online lessons at Gascoigne are shared through staff training. • Peer support within year groups is set up where required. • Processes for teachers to orientate, monitor and praise pupils for their use of the platforms are devised and implemented.	• In line with the policy devised, pupils use remote learning platforms on a regular basis, and this has a positive impact on their progress across the curriculum. • In line with the policy devised, online learning is used on a regular basis to reinforce learning in class. • In line with the policy devised, online learning is used on a regular basis to teach new content and/or provide pupils with a deeper understanding as a supplement (or replacement) to face to face learning. • In line with the policy devised, pupils (and their parents) receive timely and judicious feedback on their progress via online platforms. This enables them to make improved progress. • Teachers report a high degree of satisfaction with the online policy and practice. • Parents report a high degree of satisfaction with the school's remote learning offer.

Costing: Part Pupil Premium allocation and £10,000
Lead Governors: Ms Monsurat Adesina, Mr Richard Puttnam & Mrs Caroline Brew
Leadership: Mr James Fox

Notes: