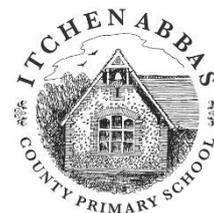


Itchen Abbas Primary School

School Development Plan Newsletter



End of Autumn Term 2018 Update

1st February 2019

Following the positive feedback received for our SEN update newsletter, we thought you might appreciate hearing what else we have been working on during the Autumn term. Every year, schools set themselves targets for improvement which are identified through data analysis, external reports (such as Ofsted or our annual Local Authority inspection reports) and from the senior leadership monitoring of teaching and learning. In this letter, I will summarise our progress towards these targets so far.

Effective Leadership and Management

- To extend partnerships with parents so they are better informed.

Early in the term, Will Barret and Richard Hunt (two of our Governors) surveyed your views. They held a meeting and analysed your feedback. Thank you to them for doing this. We identified three main areas parents wanted us to focus on as our initial actions.

1. Greater insight into your child's progress across the year

Approximately every 9 weeks, teachers analyse children's learning in detail. From this, we have produced our new Milestone Reports for parents. We hope last term's enabled you to see the areas where your child is achieving well and any specific targets they may have. The next report is due at the end of this half term. We hope these will support your insight into your child's progress.

We have also introduced online Learning Journeys for Year R and Year 1 which parents of these children can access and see records of 'wow' learning moments for their child.

2. Streamline communication, for example one method and no repeats

We now send all our communications via email. Richard and Will are looking into a system for us to use for online forms to make it easier for you to respond. We are trialling a new system this term; sending all emails and information on a Friday combined into one email. We hope this will help to streamline information

3. Clarity on how parents communicate with the school.

We are reviewing our information page on how you can communicate with us. We very much want to know anything which has happened which may impact on your child for the day, please talk to me on the gate or Mrs Smith in the office and we will help you.

The purpose of these actions is to build better relationships and partnerships with you. However, we will only know if these actions are successful if you tell us! Please do email and let us know what you think, whether these methods are better for you or anything additional we could do! Thank you for your support.

- To further develop the leadership and provision for SEN.

Mr Bogan wrote to you in the Autumn Term with the progress and actions made towards this. Please refer to his SEN newsletter.

Personal Development, Behaviour and Welfare

- To develop our behaviour policy to ensure flexibility to meet the needs of all children.

Our new behaviour policy was written based on our research. We agreed that our preferred ideology matched the case study findings from Paul Dix, *When the Adults Change, Everything Changes*.



Every member of school staff has read and discussed this book; it led to some great debate! School Council represented the views of the children clearly and effectively. It was introduced to the children on 7th Jan and will be monitored and reviewed at Easter. We are pleased with the impact so far.

- To further develop resilient, independent learning for all children

The Education Endowment Foundation provides researched guidance for schools. Their research concludes that independence and good learning behaviours are essential for good progress. This year, we introduced our Year Ready pages for children. This is part of our process for teaching children how to be independent. At its simplest level, if a child can gather their equipment they will optimise their learning time, plus if a child is struggling and knows how to help themselves through the resources available in class, they will be more efficient learners. You can support your child's independence by encouraging and supporting them to follow the statements on the year ready guides.

In the first week of the Spring term, all children completed an independence challenge week, developing class toolkits on how to be independent in their daily lives and learning. Please talk to your child about this.

During lessons we are also encouraging the children to think about how they learn by teaching them strategies for planning, monitoring and evaluating learning. This approach is called 'metacognition' and research shows that this strategy can have a great impact on progress, even from Year R! One focus of our weekly staff professional development meetings has been to learn about these strategies and share good practice and ideas on developing children's metacognition.

Teaching, Learning and Outcomes for Children

- Continue to build on our consistently good or better teaching to ensure good progress and attainment for all children, including higher attaining and SEN.

I regularly monitor the quality of education across the school. I undertake at least one monitoring activity each week. This includes observing teaching, looking at the children's work, looking at teachers' planning and talking to children. Mr Bogan and Miss Martin also undertake monitoring activities for SEN and Maths. These activities allow me to develop staff, evaluate the impact of our training and actions and plan what needs to happen next. One area we have worked hard on is further improving our assessment for learning. This is the daily assessment of children's learning that takes place by talking to and questioning the children during lessons and providing verbal feedback to them about their work. Teachers mark and assess the children's work each day after school and this helps them plan the next lesson. This means they can quickly pick up any children who need some extra help or who push on those who are ready for a challenge.

This year, Miss Martin is leading a project on providing challenge for higher attaining pupils. She joined Harestock Primary for training on how to plan tasks which will develop more complex skills and has shared these ideas with us. These are now being used in teacher's planning across the school.

I have been working on developing our curriculum. Last year, we introduced enquiry-based topics, where the children's learning helps them to answer a question posed at the start of the unit. This has been rolled out to the whole school. I have worked with other headteachers to develop design and evaluation principles for our curriculum which we have started using to inform our planning and evaluate the our curriculum. We are also changing our assessment of the wider curriculum to provide more information to the leadership team and teachers to make sure the good practice we have developed in our English and Maths teaching is equally effective in all other subjects.

Early Years Foundation Stage

- To ensure consistently good or better teaching and learning for all children in year R (and year 1)

This has been a priority for school as Mrs Cronin took over as class teacher after Mrs Rymill retired; we wanted to ensure a smooth transition. Squirrels changed class rooms giving them a bigger space; this was a good move! Mrs Cronin has been developing and adapting the learning environment to meet the needs of the children. The skill of play-based learning is being able to adjust the environment and resources provided to keep challenge and interest levels high. Mrs Cronin has been supported by advisory teachers for early years who made some great suggestions and were very positive about our early years. We will continue to work with them next term.

We have introduced Tapestry, online learning journeys. These allow parents to see their children's work and support Mrs Cronin and her team in her assessment of the children's learning. She uses objective led planning; this means she assesses daily and plans the next step / objective for each child and what activities / resources are needed in the environment to support and challenge all children.

Mrs Cronin and I attend regular EYFS updates. There has been a lot of information from the Local Authority recently about the importance of developing children's vocabulary and the huge number of words children need to understand and read to access the curriculum. This will be a focus for the whole school in the Spring Term.



Our definition of Master Learning (age expectations) - At mastery, pupils have grasped the skill or understanding of a concept or knowledge and are able to use this independently and to apply it to other simple contexts. At mastery level, the child will be able to use the skill or knowledge without prompting or guidance. Mastery is a wide spectrum, some children may be working more confidently than others, but all meeting this definition will be within the mastery level.

Our definition of Higher Attaining – Children who are higher attaining have a deeper understanding of the concept or knowledge and are highly proficient and competent. They independently apply their skills and understanding to more complex contexts which may require manipulation or adaptation of the skill or knowledge.

Tips for sharing a book with your child from the Education Endowment Foundation

Tip 1: Ask questions about the book. Parents can support their child by asking a range of questions about the book they are reading together.

- The 'five Ws'—who, what, where, when, and why—can provide useful question stems for parents.
- Parents should use a mixture of closed questions (which can be answered with a single word, or a small number of words) and open questions (which require a fuller response).
- Children might also be asked to summarise what has happened in the book or story so far, and to predict what will happen next.

Tip 2: Link reading to the real world.

By talking about links between the book and real life, parents can make the story more interesting and help children develop their understanding of ideas in the book. For example, while reading about Cinderella going to the ball, a parent might discuss the similarities between a ball and a birthday party.