

Boldmere Junior School

School Improvement Plan 2020-21

Based on self-evaluation priorities (reference numbers are to the full SEF)

Area 1: Quality of Education

1. To further drive, through research and action, the embedding and developing of our school curriculum. The tangible change will be greater links between subjects so that long term memory is improved. (1.1)
2. To ensure effective and deliberate progression and sequencing: – Year Leads across Federation ensure progression maps show sequence between each key stage to further embed our seamless Federation curriculum. Create discrete subject display boards showing progress from KS1 through to KS2. (1.2)
3. To focus on a recovery curriculum to identify and address gaps. From September 2020 the recovery curriculum focus will be on identifying gaps (from progression maps and assessments) and planning accordingly. Teachers will identify gaps in skills and knowledge and will teach these throughout the year as appropriate. (1.4)
Post summer term 2020 lockdown, initial assessments indicates that there is an increase in all core subjects of children working towards expected standard. Greater depth has dipped across all subjects. (1.8)
4. To evaluate and then further refine the in-house assessment system, deferred from summer 2020 due to the Covid lockdown. (1.8)
5. To develop our leaders so that they become highly effective in their own monitoring e.g. ability to independently carry out a book scrutiny. (1.5)

Area 3: Personal development

- 1 To ensure that all staff are aware of, and equipped to monitor, any issues around child or staff mental health in line with the new national expectations in the new RSE curriculum. *One part of this will be for wellbeing team meetings to increase in frequency to every fortnight to share information relating to children within each year group. (3.3)*

Area 2: Behaviour and attitudes

We recognise that on return from lockdown children have missed six months of education.

1. To re-establish our expectations around all areas of behaviour and conduct and to ensure that any changes that could be linked to mental health are identified and support put in place as necessary. (2.2)
2. To further develop and support behaviour during lunch times. As we have made bubble sizes smaller and children have more limited space they have less options for who to play with and how to play.
3. To develop systems and approaches for attachment / social and wellbeing support. *We have children who have been affected by Covid-19 in a number of ways, including: difficulties with attachment, needs for social support and support with transitioning back into school life after National lockdowns, shielding and self-isolation. As the pandemic continues, we will develop the ways we support pupils and staff affected by COVID-19 with the continued elements of bubbles closing; becoming positive contacts and self-isolating, or waiting for Covid test results of pupils and staff.*

Area 4: Leadership and management

- 1: To re-structure our SLT once final decisions are made so that our capacity is restored to full strength. (4.1)
- 2: To ensure that the remote/blended learning offer is accessible to all children, including those with SEN whilst the Covid challenges are with us. (4.3)