

Boldmere Infant and Nursery School School Improvement Plan 2020-21

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

Area 1: Quality of Education

Issue 1: (1.2) Progression maps – year leads across Federation ensure progression maps show sequence between each key stage to further embed our seamless Federation curriculum.

Issue 2: (1.8). To evaluate and then further refine the in-house assessment system, deferred from summer 2020 due to the Covid lockdown.

Issue 3: (1.9). To create discrete subject display boards showing progress from EYFS to Y2 and class progress displays to celebrate achievement and to capture prior knowledge, current focus and new learning at the end of the topic or theme.

Issue 4 (1.18) Post summer term 2020 lockdown, initial assessments indicate maths knowledge in Y2 is at expected level, however, reading & phonic skills are poorer than expected. Interventions will therefore focus on reading and phonics. The findings are similar in year 1.

Area 3: Personal development

Issue 1 (3.3) 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.

Area 4: Leadership and management

Issue 1: (4.2).

To collect exemplification materials for all subjects that minimises staff workload but provides clear evidence of progression which will demonstrate pedagogical content knowledge.

Issue 2: (4.3) Ensure that the remote/blended learning offer is accessible to all children, including those with SEN whilst the Covid challenges are with us.

Area 2: Behaviour and attitudes

Issue 1: (2.1) We recognise that on return from lockdown children have missed six months of education. Our first priority, for the whole school will be 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 as identified. Regular feedback to wellbeing team meetings will enable us to plan support as necessary.

Area 5: Early Years

Issue 1: (5.7) Consolidate the use of the new in-house phonics and spelling progression maps.

Issue 2: (5.8; 5.12) Embed the use of provision plans used to maximise learning opportunities within continuous provision.

Issue 3: (5.10) Further develop the use of White Rose in teaching and to improve our home learning offer to support the on-going Covid challenges.