

St. John's C of E Primary School (VA), Cliviger

School Improvement Plan 2024-2025

SIP 2024-2025		
Priority: To ensure teaching is as effective as possible through a consistent and shared approach across school.	Year 2024-2025 Senior Leader: Rob Klee and Leanna Moran Governor:	Finance Plan - How much will the plan cost -
Success criteria:	Focus on outcomes. Specific, measurable impact on pupils. • Teachers and teaching assistants are clear about what they want pupils to learn within a lesson and this is articulated and understood by pupils. • Teachers and teaching assistants are able to break this down into crisp, clear core knowledge. Pupils are enabled to achieve this core knowledge. • Teachers are able to build in a range of checks to assess pupils' progress against this set criteria, including effective questioning techniques (cold calling, probing questions, think pair share). • Pupils are challenged to be Active Learners within lessons and will become more adept at practise and retrieval activities. • Pupils are able to verbalise the strategies they are undertaking to develop their learning and improve outcomes. • Assessment for learning of all pupils occurs at regular intervals throughout the lesson. Feedback is timely and specific and enables pupils to improve within the lesson and beyond. Measurable Targets:	

	Pupils will be able to articulate the benefits of making mistakes and see it as a crucial part of their journey to understanding rather than a barrier to understanding.			
	Evidence in every classroom of clear lesson focus and scaffolds, checks and support to enable learners to achieve them as observed through the instructional coaching model.			
	Within all lessons teachers will facilitate opportunities for pupils to demonstrate their knowledge and understanding of the desired core learning for the lesson through the use of effective plenaries.			
	It will be part of everyday classroom practice for previous learning to be reviewed and discussed in order to aid the pupils’ long term memories.			
	Quality of work within every child’s book will show development across the year. Presentation of books will be to a high standard in terms of handwriting, layout of work and care for the book in general.			
	A range of methods will be used to ensure assessment for learning within all lessons for all children, such as pupils showing their answers at the same time, thumbs up or hands up to agree. Subject leaders will observe these methods when watching teaching and learning.			
	Pupils’ development from feedback within books will demonstrate the effectiveness of the feedback provided. A range of feedback strategies will be evident both in books and observable in shared teaching sessions during subject leader time.			
Intent	Lead person accountable for the action (IMPLEMENTATION)	Time Scale Start and End dates	Training/CPD needs	Resources/Costs/Time
Senior Leaders will deliver Professional Development on probing questions and normalising error and uncertainty. This will be delivered to teaching assistants as well as teachers so that it is a whole school approach.	Rob Klee Leanna Moran	Autumn term – reviewed in Spring	Coaching with Senior Leadership Team and Nick Broome	Walk Thru Professional Development Meetings
Senior Leaders will deliver Professional Development on memory through practise and retrieval (make everyone think, multiple choice, dual coding:mapping, practise explaining, thresholds and pathways, teaching	Rob Klee Leanna Moran	Spring term – reviewed in Summer	Coaching with Senior Leadership Team and Nick Broome	Walk thru Professional Development Meetings

assistants working in tandem, explicit end goals for each lesson shared with teaching assistants).				
Senior Leaders will deliver Professional Development on delivering clear expectations in lessons by showing the WalkThru Success Criteria for extended pieces of writing or work.	Rob Klee Leanna Moran	Summer term – reviewed in next cycle	Coaching with Senior Leadership Team	Walk thru Professional Development Meetings
Teachers will use their subject leader time to team teach with other staff members to share their knowledge and expertise and develop a specific intent criteria, for normalising error and uncertainty.	Subject Leaders	From Autumn term – review in Spring		Subject Leader Time
Teachers will be introduced to the Coaching Session Planner from the Walkthrus (provide precise praise, probe, identify problem and concrete action plan, practise, plan ahead and set timeline).	Senior Leadership Team	Autumn term – reviewed in Spring		Walk thru PDM

Monitoring – to feed into the weekly timetable

Who	What	Where	When	External Validation
Senior Leaders and all staff	Instructional coaching sessions, Professional Development Meetings and bitesize Teaching Assistant meetings, walkthrough, team teaching, descriptive data, pupils voice	Across the school during lessons, Subject Leader time	Monitoring to take place in management time and Subject Leader time	School Advisor Governors

Impact: <i>What will the outcomes be?</i>	Update <i>How close are you to the stated outcomes?</i>	Final Evaluation <i>Have the intended outcomes been achieved?</i>
• All children including those that are Pupil Premium and/or have Special Educational Needs or Disabilities will make good or better progress. • All children including those with Special Educational Needs or Disabilities will know their barriers to learning and what helps their learning. • Children will be able to speak about how they are challenged and what they are finding difficult. They will be able to verbalise steps to overcome these. • Learning time will be maximised. • Subject leaders will develop and share their expertise, specifically in the practise and retrieval aspects of lessons and establishing clear expectations for the outcome of the lessons. • Pupils will be challenged in all lessons and receive effective feedback leading to better learning outcomes. • Children will know more and remember more over time. • Pupils will apply their learning in different contexts and link their learning across curriculum.	Autumn and Spring data demonstrates that most children are making good or better progress. Within lessons, all children are being challenged due to cold calling, think, pair share strategies and the style of questioning used by teachers. For Teaching Assistants there are different levels of competence with regards to how they question and assist the children. Timing are tight during the day maximising learning time. Retrieval tasks are being used in most lessons which is aiding the retention of information in children. Exploration of the links children make in their learning remains ongoing.	The school advisor on a monitoring visit in the Spring term noted how cold calling is now embedded across the school and how all teachers are using questioning effectively in order to challenge all learners and make them think for more of the time. These were 2 key priorities for the school to develop. Furthermore, Teaching Assistants across all classrooms have received similar training to staff, enabling them to more effectively and confidently pupils and staff in these areas, leading ultimately to improving outcomes. The coaching model has now been established as the vehicle to drive the identified development points – focussed primarily around questioning – and all staff are comfortable and becoming increasingly adept at identifying, observing and reflecting upon identified priorities in this way. The school advisor has suggested that other schools may benefit from watching this model in action within our school setting. From internal and external observations and discussions with teachers and pupils it is clear that more pupils are being made to think more carefully for more of the time about the task in hand – this was the key overarching priority. Crucially all staff in classrooms are aware of the tools which have been deployed to achieve this and are therefore enabled to continue to do so. Furthermore it is clear that staff are not using these tools in isolation but are combining a number of strategies in order to develop pupils' critical thinking. These include but are not limited to 'think, pair, share.' 'cold calling', 'probing questions' and increased use of whiteboards and talk partners. Pupils are becoming increasingly familiar with applying these techniques across a range of contexts and lessons and are

'Love one another as Jesus loved us' John 13 v 34-35

		beginning to understand that they are pivotal in learning how to learn and crucially how to remember more of what they have learned. The Walkthru materials have provided clarity and consistency in terms of delivering CPD to staff and will remain the format in which next year's priorities will be delivered.
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Evaluation of impact of the School Improvement Plan 2024-2025 For the Head teacher's report to Governors		Staff Member Responsible for the plan: Leanna Moran
Actions and impact		Next Steps
Autumn 2024	- The Subject Leader and Deputy Head delivered a Professional Development Meeting to teachers to review cold calling and check for understanding. IMPACT: The children report that they are more able to start their work because teachers have checked that they understand the task/success criteria. Feedback from our school adviser report that cold calling is embedded across the school. - A Professional Development Meeting was held with Teaching Assistants to explain and illustrate the cold calling technique in September 2024. IMPACT: At the next meeting in October, the teaching assistants reported that they had used cold calling within lessons and interventions and it helped to understand who had achieved the learning objective and where further scaffolding was needed. - Teaching Assistants were taught the Think, Pair, Share technique to use with children. IMPACT: Children are given more thinking time to formulate their responses to questions and they level of understanding is deeper because they are discussing their answers with a partner and as a group. - The Subject Leader attended coaching training with Nick Broome in October 2024. She then coached another of the teaching team after observing a maths lesson. IMPACT: Coaching is becoming more familiar to some Senior Leaders and teachers are being small steps to further develop their practise.	- The Subject Leader will develop coaching across the school with assistance from the rest of the Senior Leadership Team with each teacher developing their skills in coaching to further develop teaching and professional development across the school. - Senior Leaders will deliver Professional Development on memory through practise and retrieval (make everyone think, multiple choice, dual coding:mapping, practise explaining, thresholds and pathways, teaching assistants working in tandem, explicit end goals for each lesson shared with teaching assistants. - In Spring,the Subject Leader and Deputy Head will meet Teaching Assistants for Continous Professional Development to review success so far in the

	In November, a Teacher Assistant training session was provided which explored the Education Endowment Foundation'(EEF)s Five Principles for Supporting Children with Special Education Needs and Disabilities and the EEF's Effective Use of Teaching Assistants Documentation. Teaching Assistants were asked to come to the next session having tried something different and developed practise ready to feedback. IMPACT: To be explored at the next session.	strategies introduced to them and support them in identifying their next steps in being effective Teaching Assistants.
Spring 2025	- Focus on practice and retrieval and ensuring that all children are actively engaged in thinking during lessons introduced to all staff in classes (including Teaching Assistants). IMPACT: Staff able to identify a clear focus linked to a whole school priority for their upcoming peer to peer coaching session. - Peer to peer coaching sessions begun using school advisor as neutral observer to give feedback and inform the process. Staff being coached selected the focus of the coaching and the coaches were observed on how the subsequent coaching conversation to make it meaningful. IMPACT: Those coaching and those being coached found it an extremely useful vehicle through which to develop aspects of their own practice in a supportive way. - Timetable created for subsequent coaching sessions in which all teaching staff coach and are coached linked to whole school focus areas. IMPACT: Building upon a model which staff feel secure in and find helpful will develop practice and increase expertise and ultimately lead to improved outcomes for pupils.	- Senior Leader will revisit Continuous Professional Development with Teaching Assistants and also build this into next year's SIP. This has been shown to be valued by both the Teaching Assistants and staff whom they assist. - Oversee and ensure the coaching cycle is completed and pull together findings in terms of what worked well, common themes and where staff feel priorities now lie.
Summer 2025	R Klee and L Moran have spoken to all staff to ensure that the coaching cycle is completed before the end of summer term so that all participants have experienced being giving and receiving the coaching sessions. Feedback will also be collected so that	Early in next academic year, revisit the key principles looked at in 2024-25 with staff and Teaching Assistants in order to establish the foundations for the 25/26 priorities.

	participants can reflect on their experiences and SLT can identify potential ways to enhance and develop the experience. • CPD with Teaching Assistants to focus on behaviour for final session in conjunction with identified school need. Key principles of school's behaviour policy will be revisited using the format used to deliver the previous CPD sessions over the course of the year. • New SIP for 2025-26 written, retaining the elements which have worked successfully and incorporating new aspects. These include aspects from the school advisor and a conscious effort to concentrate on a couple of key development points and develop them effectively.	• Feed any development points from staff reflections into the planning and delivery of the 2025/26 cycle. • Staff to continue to develop using the development points in tandem to further enhance the curriculum delivery.
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