

# SHAPE INTERNATIONAL SCHOOL BRITISH SECTION



# SCHOOL IMPROVEMENT PLAN 2023 - 24

## **PRORITY 1 – HIGH QUALITY PLANNING AND TEACHING IN ENGLISH LEADS TO ALL PUPILS MAKING GOOD OR BETTER PROGRESS IN ALL AREAS OF THE SUBJECT**

**Why this was identified as a priority:** Timetabling of separate reading, writing, spelling, phonics and handwriting was causing some difficulties regarding lesson timings and specific projects requiring a longer focus. Specific areas, for example spelling, were picked up in terms of addressing pupils habitually spelling previously taught words and patterns incorrectly.

### **The impact of this priority will be:**

1. High quality texts will be used to link the reading and writing elements of the curriculum. The teaching and learning of reading domains will be taught through the use of high-quality texts and evidenced within English sessions and books through the guided reading approach and vocabulary choices of pupils within their writing
2. Children read frequently to their teacher and read for pleasure in the class setting and at home. Teacher recommendations for choices of books and reading targets will be evident in well presented reading journals.
3. Previously taught spellings will be followed up and corrected consistently (evidenced within book scrutiny).
4. High quality/ subject specific vocabulary will be used within extended pieces of writing.
5. Pupils will write for purposes, using different genres as indicated on the long term planning document. All pupils will complete an extended write every two weeks which will be deep marked by the teacher to ensure next steps for learning are indicated and acted upon.
6. All books will be presented well with consistency evident regarding handwriting expectations.

## **PRORITY 2 – AN ENRICHED CURRICULUM WILL PROVIDE OPPORTUNITIES FOR CHILDREN TO REACH THEIR FULL POTENTIAL THROUGH ACCESS TO A CHALLENGING, PURPOSEFUL CURRICULUM WHICH CELEBRATES THE UNIQUE CONTEXT OF SHAPE**

**Why this was identified as a priority:** Now that we have evidence of the full curriculum being taught, the next step is to ensure that all the foundation subjects are well taught, accurately assessed and planned to make the most of the unique context of SHAPE.

### **The impact of this priority will be:**

1. Use of the cross curriculum approach leads to greater efficiency of the curriculum design and timetabling, extending the provision for all pupils and maximising the SHAPE context and surrounding local area.
2. Assessment of all foundation subjects at EXP and GDS is accurate. Planning / marking and feedback provides opportunities for children to evidence their greater depth knowledge.
3. Forest school extends the curriculum and is taught discretely and through other curriculum areas
4. Whole school events reflect the context of SHAPE, providing many examples of cultural capital

### **PRORITY 3 – THE EARLY YEARS PROVISION SUPPORTS ALL CHILDREN WITHIN A HIGH QUALITY INDOOR AND OUTDOOR CURIOSITY CURRICULUM APPROACH WHICH ENABLES ALL CHILDREN TO REACH THEIR FULL POTENTIAL**

**Why this was identified as a priority:** The curiosity approach was adopted across EYFS last academic year yet is not fully implemented or consistent across the EYFS setting. The outside area has been agreed a focus point for the new FS2 teacher.

**The impact of this priority will be:**

1. The EY outdoor area compliments indoor provision and enables high quality curriculum activities and opportunities.
2. All EYFS staff work together with a joint vision to enable all children to reach their full potential.
3. Planning across EYFS reflects the curiosity approach and leads to enriched opportunities for learning, promoting awe and wonder.
4. Children lead their own learning: they are self driven, motivated and curious to learn and discover more.

### **PRORITY 4 – ALL STAFF LEAD THEIR AREAS WITH ROBUST MONITORING AND EVALUATION PROGRAMMES**

**Why this was identified as a priority:** Subject leaders have experienced a full year of leading a subject successfully. This process now needs to fully embed across the curriculum, linking with the appraisal procedures. As a follow up to the staff survey, LSAs will also access appraisal procedures and policies.

**The impact of this priority will be:**

1. For Subject Leaders to provide professional leadership and management for a subject to secure high quality teaching, effective use of resources and improved standards of learning and achievement for all pupils across the school.
2. Subject Leaders ensure the strategic direction and development of the subject: to develop and implement subject policies, plans, targets and practices.
3. Subject Leaders secure and sustain effective teaching of the subject, evaluate the quality of teaching and standards of pupils' achievements, and set targets for improvement
4. Subject Leaders provide support for staff, sustain motivation and raise subject knowledge to secure improvement in teaching.
5. Subject Leaders identify appropriate resources for the subject and ensure that they are used efficiently, effectively and safely.
6. LSAs will all access appraisal systems and procedures, ensuring that they are confident with their role and implementing all action points and targets. Regular feedback will be given on their performance.

<b>PRORITY 1-</b>				
<b>Actions</b> <i>(What are the key tasks necessary to achieve these objectives?)</i>	<b>Timescale</b> <i>(What are the key dates?)</i>	<b>Personnel</b> <i>(Who will be responsible)</i>	<b>Resources</b> <i>(Costs? What resources or training are needed?)</i>	<b>Quality Assurance (RAG Rate)</b> <i>(How will we monitor progress? Who, what and when?)</i>
1. English Leader to hold a staff meeting explaining the new approach incorporating reading and writing expectations for all year groups	16.08.23	Lesley Russell	CPD from the English lead	All staff aware of planning and teaching and learning expectations  Dates set for planning, LO and book scrutiny for term one
2. Teachers complete long term planning indicating the texts required to implement the curriculum. Audit the resources needed. Costing completed for any further resources	August 2023	All staff	High quality text review for each year group. Lesley work with staff to ensure that texts link with English targets and writing expectations	Long term planning in place indicating the High Quality texts to be used. Resources ordered  Planning review – date August 2023
3. Lesson observations and book scrutiny to take place focusing on the following areas – coverage of all reading domains, extended writing opportunities, previously taught spellings, marking and feedback	October 2023	All staff Lesley Russell /KJ to observe	All teachers receive oral and written feedback on the focus points. Use as CPD – LR and those evidencing strong lessons will be paired up with other staff to support	Lesson observations and book scrutiny taken place. Next steps delivered to all staff.
4. Pupil view. Pupil reading / writing conferences to take place to find out how often they read, what they read and how they feel as a reader/ writer	October 2023	All teachers		Pupil reading and writing conferences take place.

<b>PRORITY 2-</b>				
<b>Actions</b> <i>(What are the key tasks necessary to achieve these objectives?)</i>	<b>Timescale</b> <i>(What are the key dates?)</i>	<b>Personnel</b> <i>(Who will be responsible)</i>	<b>Resources</b> <i>(Costs? What resources or training are needed?)</i>	<b>Quality Assurance (RAG Rate)</b> <i>(How will we monitor progress? Who, what and when?)</i>
Long term planning indicates areas of cross curriculum planning	September 2023	MH to lead on cultural capital  All staff design their curriculum	Any school trips identified and dates placed. Subject specific resources audited	Whole school curriculum map in place
Across all foundation subjects, planning demonstrates adaptive teaching to ensure all children access a challenging curriculum. Teacher marking and feedback moves the children's learning on and provides opportunities for children to demonstrate greater depth learning.	Planning in place August 2023	All staff	CPD for new members of staff to ensure that they are confident in using the school system.	All foundation subjects are taught well with all children reaching their full potential across a challenging curriculum. Foundation subject books are presented well and marking enables pupils to extend their learning and demonstrate greater depth understanding and application of knowledge.
Forest school planning demonstrates links to other areas	September 2023	MH	Any specific additional resources audited and	Forest school planning shows links to science, geography, history, PHSE planning
A range of school events are planned and dated within the whole school calendar. Planning and implementation of whole school events takes place which maximises the context of SHAPE (International Day Theme days, guests, subject days, children performing, debating, whole school performances)	Planning in place September 2023	All staff	Ensure that exploration of joint trips takes place with other nations. Subject leaders to plan subject days and ensure all resources in place. Class teachers plan and resource theme days.	A whole school curriculum map includes theme days which are well organised and support curriculum development. Subject events lead to improved teaching and learning.

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<b>PRIORITY 3-</b>				
<b>Actions</b> <i>(What are the key tasks necessary to achieve these objectives?)</i>	<b>Timescale</b> <i>(What are the key dates?)</i>	<b>Personnel</b> <i>(Who will be responsible)</i>	<b>Resources</b> <i>(Costs? What resources or training are needed?)</i>	<b>Quality Assurance (RAG Rate)</b> <i>(How will we monitor progress? Who, what and when?)</i>
A plan of the outdoor area is completed and agreed with FS and KS1 staff to maximise the use for all pupils. A costed plan is completed and resources ordered.	August 2023	FS and KS1 staff	A costed plan will be completed and resources sourced to enable the project to move forward.	The outdoor provision across EYFS and KS1 extends the opportunities for learning across the curriculum.
The EYFS staff will work together on a joint vision and action plan for the year, incorporating opportunities for CPD through flexibility of working patterns.	Planning in place August/ September 2023	EYFS staff	Timetable plan indicating staffing across the setting. Additional support in place as required.	Timetabling maximises opportunities for pupil learning and staff CPD across the setting. Staff work in partnership to support all children to reach their full potential.
All staff access training in using the Curiosity approach consistently across the setting. Planning in place which leads to enriched opportunities for learning, promoting awe and wonder	Planning in place August / September 2023	EYFS staff	Audit of resources takes place and costed action plan completed.	All staff are confident in using the curiosity approach across FS1 and 2. Children lead their own learning: they are self driven, motivated and curious to learn and discover more.

<b>PRORITY 4-</b>				
<b>Actions</b> <i>(What are the key tasks necessary to achieve these objectives?)</i>	<b>Timescale</b> <i>(What are the key dates?)</i>	<b>Personnel</b> <i>(Who will be responsible)</i>	<b>Resources</b> <i>(Costs? What resources or training are needed?)</i>	<b>Quality Assurance (RAG Rate)</b> <i>(How will we monitor progress? Who, what and when?)</i>
All subject leaders will complete an action plan for their subject area, linking to the SDP. Each term the subject leaders will feed back their action points within a whole school meeting and evaluate the success of their action plans with the SLT.	August 2023	All staff	Subject leader action plans include resource or training needs.	Subject action plans demonstrate school improvement across the curriculum.
All subject leaders will audit resourcing for their area, leading to a costed SDP to enable reaching all targeted areas across the curriculum	September 2023	All staff	Costed subject plans will be completed	The school budget is used effectively and efficiently to enhance and extend the school curriculum.
Subject leaders will work with teachers to ensure – Planning reflects a high quality curriculum with evidence of adaptive teaching Lessons reflect good subject knowledge Books are well presented evidencing high quality teaching and learning. Marking and feedback provides next steps which challenge and enable children to demonstrate a greater depth understanding and application of learning.	Dates to be included within the first term in subject action plans	All staff	Additional time for subject leaders will be enabled for monitoring and evaluation of their subject.	Subject leaders ensure that their subject is taught well across the school through monitoring and evaluation of their area. They present documents and feedback to staff evidencing that good progress is being made and that children have opportunities for deeper thinking within next steps marking.

SGC subject leaders will visit the school, report back to the FGB and hold school subject leaders to account	Dates included in subject leader action plans	SGC members	Subject Leaders will be released to hold a meeting with the SGC subject lead prior to a learning walk	Subject leaders ensure that their partner SGC member is confident in how the subject is planned / taught across the school and on the expectations for children to reach their full potential across the curriculum.

**RAG Rating:**

**Green – met in full**

**Yellow – partially met**

**Red – not on track**