

Parent Guide

School Improvement Plan 2020 - 2021



St Vincent's Catholic Primary School

*To love, serve and learn as
Jesus shows us*

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What is a School Improvement Plan?

The School Improvement Plan outlines how we aim to improve provision for your children at St. Vincent's throughout this year. Priorities for improvement are defined by evaluations of the Senior Leadership Team, Staff and Governors and this year will be focussed on further development of the priorities set out by Ofsted in September 2019. This leaflet provides a summary for Parents and Carers.

Improvement Priorities for 2020 – 2021 will focus on:

- A systematic, tiered teaching of vocabulary, spelling and reading
- Effective instruction and responsive teaching
- Implementation of an evidence-informed Teaching and Learning policy
- COVID-19 response and recovery

You will receive regular updates about progress towards these improvement priorities and changes occurring as a result. Where appropriate you will also be consulted about proposed changes in order to gain the views of all members of our school community.

What difference will it make to the children at St Vincent's Catholic Primary School?

Vocabulary development

How will we do this?

- Clarity in relation to the 3 tiers of vocabulary:
 1. High frequency words used in day-to-day speech
 2. Mature vocabulary used more frequently in writing but less so in everyday spoken language, but applicable across a wide range of contexts / areas of the curriculum
 3. Subject-specific / technical vocabulary
- Systematic, tiered teaching of vocabulary built into reading and writing sessions, homework activities and wider curriculum
- Language rich classroom environments evidencing all 3 tiers of vocabulary
- Strong modelling from staff of spoken and written spelling and vocabulary
- Assessment and tracking of vocabulary and spelling development in place and being used to inform any gap analysis and intervention

What difference will it make?

- More varied written and spoken vocabulary, using strategies independently to self-regulate learning
- Improvement in application of spelling rules and more complex vocabulary, including strong understanding of word classes and origins
- Gap in reading outcomes linked to vocabulary no longer evident

Effective Instruction and Responsive Teaching (continuation of work started prior to lockdown in 19-20)

How will we do this?

- Programme of professional development for all teachers: Transforming Teaching (Ambition Institute) to develop evidence-informed practice which is consistently applied across school
- Training in instruction coaching for 2 teachers to ensure that support and development is sustainable
- Assessment of all areas of the curriculum which is rooted in strong evidence
- Clear whole-school systematic approach to implementation – teacher education – teaching and learning – assessment – monitoring – evaluation

What difference will it make?

- Children are being given greater opportunities to recall and retrieve prior knowledge
- Children are engaging in more active thinking to better secure learning
- Progress in children learning and evidence in books is clear

Implementation of an evidence-informed Teaching and Learning policy

How will we do this?

- Continued professional development and coaching Subject leaders have action plans using the implementation model to extend impact to all areas of the curriculum
- Monitoring of books / lessons to track the impact of professional development and future areas of focus
- Policy updates in relation to wider areas: behaviour, homework, feedback and marking, separate subject areas
- More distributed leadership, driven by evidence-informed implementation plans
- Practice built on evidence-informed innovation, improvement and development

What difference will it make?

- Children will experience even greater consistency in teaching and learning, assessment, feedback and marking, and behaviour management to secure progress in their learning
- Teaching and learning is inspirational, aspirational, challenging and puts no limitation on potential
- Teaching and learning builds knowledge and skills progressively through small steps, from modelled and scaffolded learning, to independent recall and application
- Outcomes are at least in line with national outcomes and expected progress at all phases and across all areas

COVID-19 response and recovery

How will we do this?

- Clear guidance for teaching in relation to teaching and learning expectations
- Analysis of baseline assessments to identify gaps in learning and adapt teaching in light of this
- Targeted intervention and support to address individual / group gaps
- Strong PSHE / wellbeing focus
- Remote learning which follows the teaching within school to support children working at home during isolation

What difference will it make?

- Children are settled back into school life and routines and are emotionally ready for learning
- Learning is provided for those in isolation, consistent with the school's learning progressions
- Children are accessing learning which is addressing gaps in knowledge so that children are back on track for expected progress by the end of this academic year
- For those who are not achieving age-related expectations, or who have not made expected progress, clear support and intervention is planned

We will also be continuing to develop other aspects of school life:

Provision for SEND and impact on progress

Further development of tracking and assessing progress to maximise the impact of information gathered

A clear map of provision for personal development, including, equality and diversity teaching, RSE and continued development of provision for RE in response to changes nationally

Development of middle leaders