







Brookburn Primary School

School Improvement Priorities 2020-21

Learning Together
Inspiring each other
Nurturing and valuing
Knowledge that builds futures

<p style="text-align: center;">Section 1</p> <p style="text-align: center;">Quality of education</p> 	<p>We will provide to <u>ALL</u> pupils knowledge and skills at each stage to ensure they are exceptionally well prepared for the next stage of education.</p>	<p style="text-align: center;"><u>Priority 1 Intent</u></p> <p>A shared, embedded and consistent understanding of our coherently planned and sequenced curriculum and its end point, enabling disadvantage to be addressed and providing equality of opportunity.</p>	<p style="text-align: center;"><u>Priority 2 Implementation</u></p> <p>Ensuring that all lessons, in each phase, fit with our curriculum intentions, teachers have expert subject knowledge, present information clearly, checking for misconceptions as they teach, ensuring key concepts are embedded in the long term memory.</p>	<p style="text-align: center;"><u>Priority 3: Impact</u></p> <p>ALL pupils acquire sufficient knowledge and skills for future learning and employment with the majority (exceptions for specific SEND & SEMH needs) reaching national standards at the end of each phase.</p>	<p style="text-align: center;"><u>Priority 4: cultural capital</u></p> <p>We will equip our pupils with the knowledge and cultural capital needed to succeed, including reading, writing and mathematics at an age-appropriate level.</p>
<p style="text-align: center;">Autumn term priority with aim of return to normal curriculum by summer 2021.</p>	<p>We will support all pupils to return to school from September to ensure they happy, safe and in a position to learn.</p>	<p>A shared understanding of a recovery curriculum that identifies lost learning and addresses the social, emotional and mental well being needs of pupils due to the impact of Corona pandemic</p>	<p>Ensuring all lessons take into account missed learning and teachers plan from individual starting points, use regular formative assessment to inform next stages to enable catch up as quickly as possible. All lessons have opportunities for pupils to revisit previous key learning.</p>	<p>All pupils catch up quickly enough to return to their appropriate curriculum by summer. Pupils regularly use on line learning opportunities provided to reinforce learning</p>	<p>All pupils have access to and engage with remote curriculum – on line learning that is integrated with in school curriculum to support catch up. All pupils encouraged to read widely and across all subjects. Reading, writing and mathematics is promoted across all subject areas to maximise opportunities for catch up.</p>
<p style="text-align: center;">Section 2</p> <p style="text-align: center;">Behaviour and attitudes</p> 	<p>Behaviour and attitudes to all aspects of school life are exceptional</p>	<p>Priority 1: There are clear routines and expectations for behaviour of all pupils across all aspects of the school so that the school has a calm and orderly environment both in lessons and at other times of the school day.</p>	<p style="text-align: center;">Priority 2:</p> <p>Pupils have positive attitudes to learning and demonstrate pride in all aspects of school. They are resilient when faced with challenges and show respect for each other and all adults.</p>	<p style="text-align: center;">Priority 3:</p> <p>Pupils attendance is excellent, with persistent absence well below national for all groups. Attendance target 97% PA – 0%</p>	<p style="text-align: center;">Priority 4:</p> <p>Punctuality is improving and its importance understood and supported by parents and carers.</p>

Autumn term priority with aim of return to normal curriculum by summer 2021	We will support all pupils to express their feelings and emotional well being in order to self regulate their behaviour.	Any adaptations to established routines and structures are shared with pupils and staff quickly and effectively so that expectations for behaviour are clarified following a long absence from school routines.	Pupils have daily opportunities to share, age appropriately, their emotional well being and have access to support they need to be in a position to learn.	As above, any absences due to self isolation are closely monitored by SLT and on line blended learning package implemented to ensure learning is not missed.	As above, however adapted to staggered drop off and pick times due to COVID control measures.
Section 3: Personal development 	Support pupils to develop qualities needed to actively engage with the school and wider community to flourish as future adults.	Priority 1: An excellent culture of safeguarding which includes clear identification, timely help and rigorous management.	Priority 2: Pupils' understanding of their rights and responsibilities, enabled by the UNICEF Rights Respecting programme, enables them to become successful citizens in their community and Modern Britain.	Priority 3 Pupils' gaps in understanding, knowledge and skills are identified swiftly and interventions are delivered promptly to enhance pupils' capacity to access the full curriculum.	Priority 4 Disadvantaged and vulnerable pupils with SEMH and attachment needs are supported by well trained staff with access to nurture room provision to enable them to better regulate and manage their behaviour.
Autumn term priority with aim of return to normal curriculum by summer 2021	Support pupils to develop strategies and understand their SEMH needs in order to manage their return to school following the pandemic	Adaptations to all HSE, and safeguarding procedures, due to COVID, are shared with all staff to ensure compliance with Government guidance.	Pupils' understanding of COVID control measures are enabled by whole school promotion and compliance with control measures and regular reminders from teachers, supporting them to minimise risk and stay safe.	Pupils' experiences of lockdown are ascertained by teachers as soon as possible via appropriate PHSE strategies in order to support their social and emotional well being and transition. Gaps in understanding, knowledge and skills are identified with regular formative assessment used to inform teachers planning.	Disadvantaged and vulnerable pupils with SEMH and attachment needs are prioritised for support and accelerated progress. Government grants eg National Tutoring programme and EEF guidance and COVID impact funding are accessed where possible to provide additional support for these pupils.

<p>Section 4</p> <p>Leadership and management</p> 	<p>All leaders have a clear and ambitious vision for providing high quality education, underpinned by shared values, policies and practice.</p>	<p>Priority 1:</p> <p>Leaders at all levels demonstrate a secure understanding of important concepts of curriculum design ie knowledge progression and sequencing of concepts to ensure pupils' long term retention.</p>	<p>Priority 2: professional development</p> <p>Teachers receive focussed and highly effective development that enables them to translate the school's curriculum intentions with a secure subject knowledge and pedagogy.</p>	<p>Priority 3: Staff well being</p> <p>Effective and meaningful engagement takes place with all staff when well-being issues are identified so these are quickly resolved and productivity and staff-morale remains high.</p>	<p>Priority 4: Governance</p> <p>Governance at all levels, whether as councillors or trustees have a clear understanding of their role and perform as governors in a way in which enhances the school's effectiveness.</p>
<p>Autumn term priority with aim of return to normal curriculum by summer 2021</p>	<p>All leaders have a clear and ambitious vision for providing high quality interim recovery curriculum that enables children to make a successful return to school.</p>	<p>School leaders prioritise identifying gaps and re establishing good progress in the essentials(phonics, and reading, increasing vocabulary, writing and mathematics), identifying opportunities across the curriculum so pupils read widely, across all subjects and develop their knowledge and vocabulary.</p>	<p>Teaching staff, and middle leaders are given the resources and effective CPD needed to plan and provide resources for an 'interim recovery curriculum which includes a plan for addressing the SEMH needs of pupils, to enable them to identify gaps in learning and support children in catching up swiftly.</p>	<p>Effective and supportive CPD provided in September to ensure staff feel safe and have the necessary resources to return to work..</p> <p>Staff have access to on line well being resources and up to date information to support them in feeling safe in the workplace.</p> <p>Staff are supported to plan and provide resources for an interim recovery curriculum for their pupils.</p>	<p>Governance at all levels, have a clear understanding of their role in supporting school leaders, staff, pupils and parents in their return to school.</p> <p>As such they perform as governors in a way in which enhances the school's effectiveness.</p>