

School Improvement Policy

Signed on behalf of the Governing Body

Review Date; Autumn 2024

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Produced by;



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Notes

For the purposes of this policy, the term school community refers to children within our school, their parents/carers, all staff, volunteers and governors.

Philosophy

Learning, Caring, Sharing are at the heart of everything that we do as a school community and form our school aims;

Learning	Caring	Sharing
<p>We nurture learners in our school community in order for them to:</p> <ul style="list-style-type: none">• develop a lifelong love of learning through first hand experiences both in the classroom and beyond• have the courage to try new things and be brave enough to sometimes get things wrong• evoke curiosity and an eagerness to learn	<p>We help learners in our school community to:</p> <ul style="list-style-type: none">• care for themselves, for other people and for the world in which they live• recognise and value each and every individual• feel safe and secure and to have a sense of belonging	<p>We encourage learners in our school community to:</p> <ul style="list-style-type: none">• learn independently, with others and within their wider community• share everyone's achievements, however large or small• be proud of themselves and each other

We aim to equip all members of our school community with the skills that they need to engage with learning, evaluate successes, failures and areas for development and respond appropriately. Through this we recognise that people will need to take risks and try new things and this requires a safe and supportive environment in which to do this.

Aims

- Develop an ethos and learning environment in which all learners are included, valued and secure so that they feel empowered in their own learning.
- Support all learners in accurately establishing what they can already do and what they already know and areas which they need to prioritise for development.
- Provide creative and personalised opportunities and support for all learners to work towards their targets or individual development areas which are based on high expectations of every individual.
- Work with all learners to monitor and evaluate the impact of the learning opportunities they are involved with on their development areas.
- Develop a culture where the range of strengths of all learners are accurately identified and shared in order to support learning across the school community.
- Make all learners active partners in their learning, enabling them to offer their opinions and ideas.
- To support collaborative learning processes within mutually respectful relationships.
- Develop learning skills and personal qualities including the ability to think systematically, manage information, learn from others and help others learn.

Although this is a continual process there are three key elements to our school improvement, which are,

1. High quality teaching and learning
2. Monitoring and evaluation
3. School development

High quality teaching and learning

Teaching and learning guidelines (Appendix 1)

Monitoring and evaluation

Definitions

For the purpose of this policy, the following terms are defined, by our school as;

Monitoring - the process of systematic review including the collection and analysis of information

Evaluation – the informed judgement made through the monitoring process

We will

- use a range of formal monitoring strategies to monitor and evaluate teaching and learning to give us a wide overview of standards across school. The most useful forms of monitoring start with a focus question and gather information through ‘triangulating’ evidence from a number of the above methods (the ‘name’ suggests three but this needs to be appropriate and suitable to the subject and focus area at that time). These include;

Learning Walks
Pupil discussion
Work scrutiny
Planning monitoring
Data analysis
Staff discussion
Subject audit

- also use evidence from other sources to provide additional information about school performance and improvement. These include evidence from;

Team teaching
Professional discussions in a wide range of context including training days, staff training sessions and PPA sessions
Staff self-reflection

- provide regular training and involve all leaders in formal and informal monitoring and evaluation.

- provide written guidance to all leaders to support their monitoring and evaluation and subsequent action plans for their subjects.
- provide opportunities for all staff to reflect on both the formal and informal monitoring that they engage in.
- encourage and facilitate all Subject Leaders in being actively involved in the planning of and process of monitoring and evaluating.
- use external specialists to assist the school in the process of formal and informal monitoring and evaluation and to secure school judgements.
- share findings of formal and informal monitoring and evaluation with relevant stakeholders.

School Development

Through school development we set the strategic priorities for our school, set goals to achieve these and make decisions about how and when these goals will be achieved. The ultimate objectives of the process are to improve the quality of teaching and learning in order to improve the education that our school provides for our children.

In order to do this, we will

- use the evidence collected, from the wide variety of stakeholders identified above, to inform a strategic approach to the development of teaching and learning.
- identify themes across the whole school and plan for improvement in these areas.
- establish and prioritise the key areas within each theme.
- create a programme that meets the professional development needs of the whole staff, in order to develop teaching and learning across the school.
- support and facilitate a personalised approach to professional development that meets the needs of individuals and groups within the whole school community.
- use approaches that support staff in developing their reflectiveness as practitioners to enable them to engage actively in school development.

The School Development Plan (SDP) is the document that includes detail around the main school priorities, over time, that are intended to impact positively on the teaching and learning opportunities, and the subsequent outcomes, for children. The development areas identified in this document will be included in our Continuing Professional Development (CPD) plan for staff and will form part of targets for staff through the appraisal process. Where there are common school development priorities between our school and Pickering Community Junior School, both Senior Leadership Teams will endeavour to work in collaboration to plan for development across the two schools that will align practice in one or more areas wherever appropriate as this will ultimately enhance the education of children at both schools.

Appendix One – Teaching and Learning Guidelines

Pickering Community Infant and Nursery School Lesson Guidelines



At Pickering Community Infant and Nursery School we want our children to enjoy learning because they are motivated and excited by what happens in their lessons. We want them to be able to explain what they are learning, not what they are doing, and what success will look like. We want our children to show pride in their work and to be motivated to succeed.

One way in which we do this is to make sure that learning is planned for and supported using the following guidelines.

1. We use assessment and curriculum documents to ensure that work is correctly pitched.

Work is correctly pitched so that all children learn what we expect them to learn during a lesson and, for some children, their learning is better than expected.

2. We are clear with what it is that we want the children to learn.

The learning objectives are taken from the relevant curriculum documents and give a clear aim for the lesson. They are clear, well matched to what is happening in the lesson and show what each group is expected to learn.

3. We are clear about what success will look like.

The learning outcomes/success criteria that are linked to the learning objectives are clear and differentiated. Teachers and Teaching Assistants will share these with the children and refer back to these during the lesson.

4. We give meaningful feedback to take learning forward.

Books and work is marked in line with our Marking and Feedback Policy and children have responded to the feedback made in order to improve their learning. It is clear in children's work, throughout their books, that there is impact of marking and feedback on their progress and level of achievement.

5. We provide opportunities to use and apply their new skills.

We are explicit in our planning about the skills that children are learning, not just the task that they are doing. We then provide opportunities for children to use and apply these skills

later in sessions or through cross curricular work. Children use and apply new skills accurately in all areas.

6. We talk to the children about what their next steps are.

Children are clear about what they need to do to improve on and why. Key Stage One children will have clear targets for reading, writing and maths. Children can explain what the next steps in their learning are, including targets for reading, writing and maths.

7. We won't provide all of the answers.

Children do not rely on being given the answer or told how to work something out. Instead they have strategies that help them to solve problems themselves. We provide opportunities for exploration and investigation.