

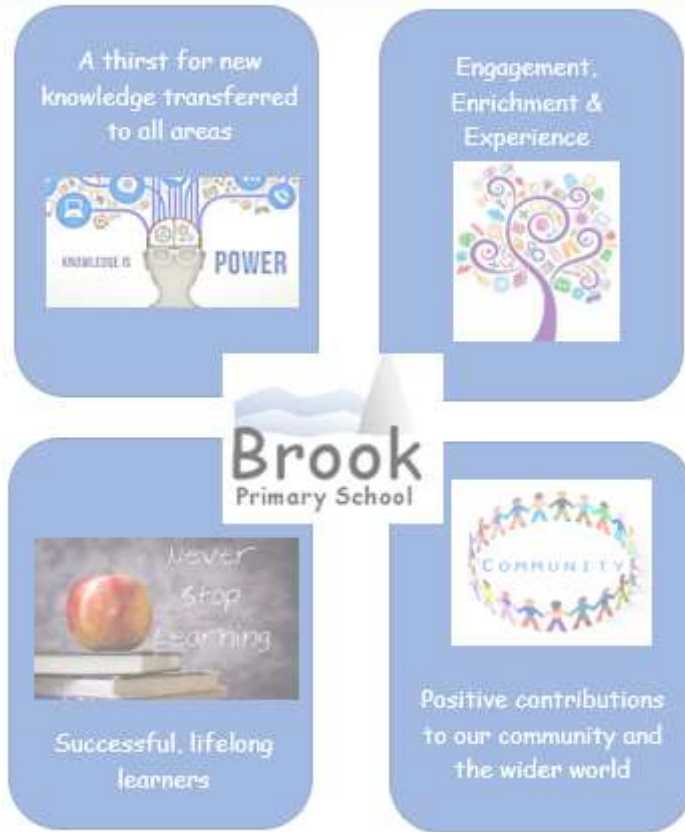
# Brook Primary School



## SCHOOL IMPROVEMENT PLAN 2021-22



## Our Curriculum at Brook Primary creates..



Respect ★ Pride ★ Challenge ★ Independent ★ Resilient

At Brook, our broad and balanced curriculum is child-centred; designed to provide our students with transferable skills; engaging our pupils to develop a thirst for new knowledge, promoting opportunities which prepare our pupils so that they become successful, lifelong learners; making positive contributions to our community, society and wider world.

## OUR SCHOOL VALUES

Our pupils strive to demonstrate:

- Respect- showing consideration for all staff, pupils and our community.
- Resilience- never giving up and always giving 100% effort.
- Pride- showing pride in our work, school and of ourselves.
- Challenge- always striving to do more, learning from mistakes, and having a determination to succeed.
- Independence- using our initiative, working independently with confidence.



INTENT	IMPLEMENTATION	IMPACT
<p>To improve reading and writing outcomes across KS1 and KS2 and increase the number of pupils working at greater depth</p>	<p>Leaders identify key groups and year groups where attainment is less good and implement specific actions to accelerate progress            Wide range of writing opportunities linked to interests of underachieving pupils to increase reading for pleasure at appropriate level across school            Develop wider range of higher level texts as core expectation for higher attainers to read in each year group            Teachers ensure writing and reading in class is matched to interest levels and provides writing opportunities across the whole curriculum, in particular based on experiences.            Time allocated in writing lessons for editing and developing peer writing partners.            Teachers to increasingly teach the skills to improve writing.            Teachers identify unfamiliar vocabulary before the teaching session and teach the etymology of words; this equips the pupils with new vocabulary to use independently.</p>	<p>Increased % pupils will reach age related expectations in reading and writing, especially at GDS, by the end of KS1 and KS2.            Children's writing will show improved use of vocabulary and sentence construction and cohesion.            Children will be able to select and use subject specific vocabulary and sentence stems with confidence and independence in their writing.            Children will demonstrate habits of reading for pleasure and widely across a range of literary genres.</p>
<p>To raise standards of Maths with a particular focus on problem solving and mathematical thinking</p>	<p>KS2 staff to receive support and training so they understand the new approach to using SMP and supplementing where necessary.            HD/MF to regularly support and coach identified staff members            Regular tracking of gaps and use of AfL to ensure they are identified and addressed quickly using gap planners            Daily anchor tasks and plenaries provide problem solving opportunities to support the children's understanding            Staff to identify 8 chn from the '20%' from each year group to be targeted with interventions, clubs and monitored for progress            HD to ensure that regular additional teaching or interventions are delivered to address the weaknesses paying particular note to key groups: PPG &amp; current FSM/gaps boys to girls and the lowest 20%.</p>	<p>The Shanghai project is used confidently by all staff.            Yearly overviews and year group planning ensure continuity and progression across all year groups            All staff have secure subject knowledge and teaching and learning with a focus on problem solving and mathematical thinking            Regular coaching has enhanced the teaching of mathematics so that at least 85% is consistently good.            Termly data shows an upward trend; all children are making at least expected progress.            The gap between PPG &amp; non-PPG attainment is narrowed. Gaps have been identified and addressed ensuring that progress is made.</p>
<p>To further embed the raising of standards across the broad and balanced curriculum</p>	<p>Leaders to deliver staff training to support subject knowledge in key subject areas.            Subject leaders to be given half termly management time to complete robust monitoring and lesson obs.            Continue to monitor the quality first teaching of curriculum, supported by robust planning and the use of knowledge organisers.</p>	<p>At least 80% of children to have achieved the expected standard (end points), for their year group, across the broad and balanced curriculum            High quality-first teaching ensures that key knowledge, skills, and vocabulary are achieved,</p>

	<p>Carefully sequence curriculum content: ensuring progression and clear end points are established.</p> <p>Termly curriculum reviews to recognise gaps in learning that are then acted on and built upon future learning.</p> <p>Scaffolding ensures that SEND/Disadvantaged pupils are engaged across all curriculum areas and are provided with quality first teaching to build upon their initial starting points.</p>	<p>understood, and developed across all areas of the curriculum.</p> <p>Staff have secure subject knowledge across all areas of the curriculum.</p>
<p>To ensure the needs of the SEN pupils are met and secure scaffolding is in place to ensure progress is made in line with all pupils.</p>	<p>Staff to attend EDUkey training.</p> <p>SEND pupils are set clear, measurable targets regularly following the review cycle.</p> <p>Same-day, in-class interventions are developed as everyday practice.</p> <p>Leaders continue to ensure teachers have an excellent understanding of how to meet the needs of children with learning needs and can plan appropriate learning opportunities</p> <p>Leaders continue to ensure staff have the knowledge, skills and strategies to meet the needs of the pupils they support, enabling the children to make at least good and better progress in all of their learning.</p>	<p>Staff are using EDUkey competently and confidently to target the needs of children with SEND.</p> <p>Clear same-day, in-class intervention is in place to support the needs of the SEN pupils.</p> <p>Lesson observations recognise that scaffolding is in place to support the SEND pupils.</p> <p>SEND pupils are making expected progress.</p>
<p>To successfully implement the new EYFS framework with a particular focus upon early reading.</p>	<p>Staff to attend new EYFS framework training.</p> <p>Staff given time to plan and implement the new EYFS framework.</p> <p>Early reading is recognised as a priority and phonics teaching is developed through coaching and team teaching.</p> <p>Staff are supported to select appropriate texts to share with our young pupils to create lifelong readers.</p>	<p>Staff have a secure understanding of the new EYFS framework.</p> <p>The new Reception baseline has been completed and staff use this to plan for the gaps.</p> <p>Early reading is a priority in EYFS, and pupils are read to regularly and take part in daily phonics sessions.</p>
<p>To embed the new RSE curriculum, further developing the pupils emotional, mental, and physical well-being.</p>	<p>Leaders continue to ensure that the new RSE curriculum is fully embedded across the school, and is timetabled and well-focused on mental health and well-being</p> <p>Leaders continue to ensure that children have many opportunities to be physically active during and outside of the school day through a range of cross curricular activities</p> <p>The new behaviour policy is written in consultation with the staff, parents, and governors, highlighting the importance of developing relationships.</p> <p>Oracy is developed across all areas of the curriculum, creating confident speakers who can articulate themselves.</p>	<p>The new RSE curriculum is in place and staff deliver it with a secure subject knowledge.</p> <p>Pupils responds well to RSE and understand the impact it has upon their emotional, mental and physical well-being.</p> <p>The new behaviour policy is used consistently with the importance of developing relationships as its theme.</p> <p>Oracy development is an integral component on the RSE curriculum and pupils confidently articulate their wishes, feelings, thoughts, and opinions.</p>