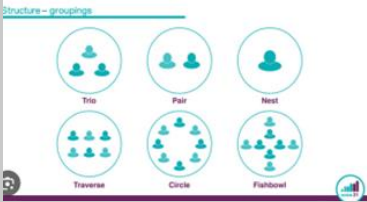


SIP REVIEW Autumn 2024

SIP OBJECTIVE	GOVs	Evidence / progress towards objectives	What next?
<p>1. LEADERSHIP AND MANAGEMENT</p> <p>To ensure the curriculum and provision meets the needs of pupils with SEND (EPU, RR, adaptations in class).</p> <p>Summer 24 review what next? Continued focus on middle leaders and IMPACT. Middle Leaders should ensure that assessment information is used effectively to inform teaching. Clear, immediate feedback to staff, ensuring gaps in understanding can be addressed.</p> <p>Subject leader action plans to address gaps in knowledge from SLT Pupil voice. This will be addressed in SEPT Appraisal.</p>	<p>Kevin Lisa Jon</p>	<p>1:1 To establish the EPU. EPU is being run by SENDCo, staffed by 2 grade 4 teaching assistants.</p> <p>QA visit from Peter Higgins has taken place (see full report). Staff in the provision skilfully match their interactions to the evolving needs of pupils. This contributes heavily to the high level of pupil engagement and strong baselines of regulation seen within the provision. It is important to note that these pupils have struggled with both engagement and regulation prior to being taught in the EPU.</p> <p>The Lighthouse Enhanced Provision Unit is making a significant positive impact on pupils by providing tailored support that addresses their individual needs through structured routines, specialised input, and engaging learning environments. The use of communication aids, such as symbols and Makaton, alongside a targeted phonics scheme, support students' language development and engagement with the curriculum. While the focus on phonics, communication, and SEMH skills is strong, there is an identified need to increase the visibility of early maths learning. Overall, the EPU fosters a nurturing atmosphere where pupils can thrive, develop essential skills, and build confidence, ultimately facilitating their progress and integration within the broader school community.</p> <p>SENDCO and family SENDCO have shared criteria with family of schools at Springboard meeting. Invited SENDCOs to view EPU to establish possible candidates. Panel meetings have been arranged, with the prospect of children from outside of our school. However, at present we have had no applications. Heads are reporting that they need places in the Rainbow room, not the EPU.</p> <p>CPD has been provided by Beth (speech and language) for speech sound development, Lego therapy and vocabulary inset. Communication and interaction team are eager to work with us and have agreed free training and support. AE ad EC have started a 5-session programme on 'Reading ambition for all'. This looks specially at EEF research and adapting our ELS phonics scheme for children with SEND, including nonverbal.</p> <p>1.2 Develop and implement a curriculum that is accessible and engaging for all learners, including those with SEND.</p>	<p>Increase the visibility and focus on early maths within the environment to support comprehensive learning.</p> <p>Develop a case study and brochure to increase interest from partner schools and promote the offer of the EPU.</p> <p>Consult and discuss with the family of schools how to further integrate the EPU into AFN processes to increase the impact of both mechanisms.</p> <p>Investigate and implement more effective evidence collection methods to better showcase student progress.</p> <p>EC/HT to investigate Evidence for learning</p>

		<p>A review existing curriculum adaptation through work scrutiny took place with EC and Family SENDCO. Learning walls, book looks show adaptations for children with SEND are in place, strengths in English and maths.</p> <p>1.3 Establish a robust system to monitor the progress of students with SEND and evaluate the effectiveness of the curriculum.</p> <p>IEPs are being stored on INSIGHT, so that they are easily accessible to all staff members, including SLT. Teachers have ensured that the graduated response is documented in the 'notes' section. Documents have been scanned and uploaded to INSIGHT.</p> <p>During OCT INSET day – All staff were given time to ensure their IEPs are on INSIGHT and targets are SMART, achievable and linked to gaps in knowledge (B squared, tracking).</p> <p>1.4 Optimization of Teaching Assistant (TA) Deployment for SEND Support Deployment has been matched to need. EPU children have a hybrid model (EPU am and class pm or vice versa). Depending on need, some children attend all day.</p>	<p>Ensure adaptations are in place in foundation subjects (where applicable).</p> <p>Consider how to adapt/ scaffold up instead of differentiating down/ simplifying the task.</p> <p>Continue to increase the use of widget.</p>
<p>2: QUALITY OF EDUCATION</p> <p>To raise progress and attainment for all children in writing.</p>	<p>Trevor Phil Julie</p>	<p>2.1 To improve handwriting and presentation across the school to support children's fluency in writing and composition.</p> <ul style="list-style-type: none"> □ Book look and observations across Foundation Stage (during literacy lesson) and Key Stage 1 (discreet teaching) showed that teachers are following the teaching sequence. However, are selecting their own family of letters based on AfL and need of the class. □ The same letters remain problematic – y g p and children are still starting at the wrong point for the letter b, therefore forming a 6. □ In general, the new lined books are proving successful, and teachers are using the lines in other foundation subjects as well as English. <p>Pupil Voice showed that children are familiar with tall, short and tail letters, but not yet familiar with family names for clusters of letters (Y1 objective).</p> <p>2.2 To raise attainment in writing across the school for all groups of children – focus on independence and application of phonics and mastery of basic skills.</p> <p>F2 Data: ARE: (See Data in full)</p>	<p>Recommendations from the English hub include increase the pace of the spelling section of the lesson to ensure engagement. Provide additional challenge for the more able in the spelling section to ensure they are marking most of every minute of the lesson (e.g. write a caption for the image).</p> <p>Development point - Due to the curriculum being changed, ensure once a term to have one piece of independent</p>

	<p>□ Discussion with teachers is positive and adaptations are being made to meet the needs of our children. The scheme has high expectations and therefore F2 are also using teacher judgements and considering the EYFS statements required alongside the scheme expectations. Year 1 Data: ARE: 47% (See Data in full)</p> <p>□ Books are looking neater and well presented in the main and children are mastering some of the basic writing skills (capital letters, finger spaces and full stops) early in the year, which has previously been an issue throughout the year. The quality of work has improved with greater freedom for independent composition where appropriate. For those that still require composition support the dictated sentences are still enabling the children to show independently if they can start that sentence with a capital letter, use finger spaces, apply their phonics and use full stops independently. Year 2 Data: ARE: 28% See Data in full</p> <p>□ Once again discussions with staff are all positive with regards to the wide range of different writing opportunities that are built in each unit of work. Children are more focussed on the spelling, grammar and punctuation elements of writing, as the programme teaches this explicitly through the writing genres – using more technical vocabulary. This will support SPAG assessment at the end of the year.</p> <p>Key Stage 1</p> <p>□ The spelling grammar and punctuation aspect of writing is being more discreetly taught through the daily teaching of the genre features, than in our previous approach with the text mapping. Whilst both year groups still have a SPAG warm up activity, it is more explicit throughout focus lessons.</p> <p>□ Year 2 are using the ELS spelling programme / dictated sentences which supports high expectations of our learners. However, this current cohort is very challenging in terms of ability and adaptations are being made for more phonic based lessons as well as Year 2 expectations.</p> <p>Pupil Voice: All children were able to talk enthusiastically about their half term text (those who were asked could also talk about last half term's text (Year 1 Lost and Found / Year 2 Troll Swap. 85% of the children said they enjoyed writing across all abilities, with 88% of the children saying they were 'good' writers regardless of their ability. This was encouraging as these children clearly feel they are valued as writers. Therefore, children must be receiving positive praise and feedback for their achievements. These less able children didn't feel they were 'lesser' writers.</p> <p>2.3 To develop a more consistent and robust system of moderation – across classes and year groups</p>	writing e.g. Scot of the Antarctic diary
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<p>Priority 3 QUALITY OF EDUCATION To develop Oracy and Early language across all subjects, so that pupils can articulate their knowledge</p>	<p>Sharne Keith</p>	<p>3.1 Develop an oracy and vocabulary framework to support and scaffold all children's language acquisition and development across the curriculum</p> <p>Teachers have attended workshops on Oracy led by AE. An Oracy framework has been agreed, in line with Oracy 21. STEM sentences are now progressive and used when planning and teaching.</p> <p>3.2 To develop Oracy across all subjects, opportunities for talk, enabling all pupils to communicate their learning and commit to long term memory.</p> <p>Oracy monitoring shows that all teachers are using STEM sentences and providing opportunities for talk/ discussion. White Rose maths and Science offer higher level thinking e.g. I notice that... the difference is...I disagree because, true or false? What do you notice glasses are used through school.</p> <p>YR2 - English has symbols and STEM sentences on flipcharts Separate flipcharts for new vocabulary Maths lessons begin with a reasoning problem, using the mastery approach. Foundation subjects such as History & RE have STEM sentences on flipcharts.</p> <p>3.3 Develop a progressive whole school SLC strategy to enhance language acquisition and improve reading and writing</p> <p>Eng hub 'developing early language' course is being attended by AE (English lead) and training so far has been disseminated to class teachers. (focus on why language is important)</p>	<p>Whole school target – plan for the experiences section (Oracy 21) e.g. plan to speak in assembly/class.</p> <p>Develop Oracy groupings</p>  <p>Continue to implement advice from English hub/Oracy lead</p> <p>SEE AE Oracy workshops/ VS staff workshop on AFL for additional ideas.</p> <p>Subject leaders to make pupil voice accessible for all learners</p>

		<p>This programme focuses on the classroom environment, providing practical classroom skills and techniques for quality first teaching in EYFS and KS1, to improve outcomes for all children.</p> <p>Early phonics course aimed at 2,3,4 years old (English hub) has been accessed on 18th October (INSET) by Nursery, Rainbow room and EPU staff.</p> <p>What has been put in place?</p>	<p>RC to have time with AE to feedback course and decide on any necessary changes in F1.</p> <p>AE to discuss/observe phonics in RR to obtain an overview of what is happening.</p>
<p>British Values, next steps Summer 24 review</p>		<ul style="list-style-type: none"> •NMC to observe key children coming into F2 / transitions to Y1. •Parental involvement/ challenges. •Misconception re bullying <p>CPD needs to reflect the growing needs of SEMH.</p> <p>The pupil questionnaire showed that children can name all 5 British values and are beginning to give a definition for each.</p>	