

BCI SIP Main Priorities 2023-24

The quality of education

* To refine our curriculum offer to ensure that it is broad and balanced to best meet the needs of the children by:
* **Maths:** Refining the teaching of fluency of addition and subtraction calculation strategies across the whole school.
* Refining the use of concrete apparatus and pictorial representations, specifically through the answering of reasoning and problem-solving questions.
* Refining opportunities within the maths progression model to include reasoning and problem-solving prompts.
* **English:** Repairing the teaching of whole school spelling by aligning floppy’s phonics with the school’s spelling program.
* Refining the quality of guided reading books to include poetry and non-fiction.
* Refining the handwriting policy and teaching sequence to including capital letters.
* Refining collaborative oracy across the whole school by applying the voice21 school framework and to join the voice21 fully in 24-25.
* **Wider Curriculum:** Refining the use of explicit investigations, experiments and experiences in science.
* Refining the use of all foundation subject assessment documents to inform practice.
* Rebuilding retrieval opportunities across foundation subjects using new assessment materials and progression models.

**EYFS**

* To build the foundations for future success by:
* Repairing indoor provision based on creating a continuous provision progression document.
* Refining the teaching of writing sessions, specifically handwriting.
* Rebuilding the lesson structure of F1 to reincorporate a free-flow approach.

SEND

* **To maintain consistently high standards for children with SEND needs by:**
* Repairing knowledge and use of all SEND paperwork.
* Repairing the whole school provision map.
* Repairing pupil specific provision maps.
* Repairing SEND accessibility policy along with school’s action plan
* Becoming a prem aware school.
* Rebuilding the way that EHCP children’s progress is evidenced.

Behaviour and attitudes

* **To maintain consistently high levels of behaviour by:**
* Refining the use of our ‘Green Family Values’ by ensuring that all children know our values through class assembly and verbal praise given.
* Repairing the teaching and promotion of our 3Rs through a whole school gem system.
* Refining the systems in place to track school-based attendance and Rotherham pathway.
* Refining our school class attendance award.
* Repairing whole school incentives for 100% attendance
* Rebuilding a rubric to support staff in establishing the expectations of children, using toilet spaces, moving around school, playtimes, lunchtimes and transitioning from one area to the next.

**Personal Development**

* **To continue to support the health and well-being of all children and stakeholders by:**
* Repairing our school pupil and staff mental health action plan.
* Refining our RSE and Health curriculum to ensure it aligns with our mental health and well-being action plan.
* Our mental health champion liaising with our RSE and Health lead to put together a year’s calendar of supportive workshops for all children.
* Refining the mental health strategies that are outlines on the mental health action plan for staff by taking on the mental health charter.
* Rebuilding our school’s trauma informed team.

Leadership and management

* **To continue to develop a distributed leadership model by:**
* Repairing monitoring processes, to create a robust system for lesson drop-ins, book looks, data and coaching through a rubric.
* Refining the use/interpretation of foundation subject assessments data and how that information is used to inform practice.
* Repairing subject on a page rather than subject polices.
* Rebuilding an instructional coaching method regarding the whole school’s monitoring throughout the year by introducing coaching into every day classroom expectations by setting specific rubrics that are person specific and operational specific (environmental) for teacher and support staff.
* Forming federations subject leader meetings to share curriculum knowledge and expertise.

