



St Mary's CE Primary School

# **School Improvement Plan**

**COVID-19 Recovery Plan**

**Year 2020 – 2021**

**Love Learning. Love Each Other.**

## One family: school, church, home and community.

At St Mary's we believe in a culture where:

- Everyone is special, unique and valued: diversity and difference are celebrated. We are all God's treasure.
- Education is holistic; spiritual and moral growth is nurtured.

*Life in all its fullness – John 10:10.*

- Inspirational and reflective worship enables all in the school community to encounter the risen Christ.
- Wisdom, knowledge and skills are a focus in everything.
- Everyone does their best at all times with a culture of the highest expectations, respect and consideration for all.
- Everyone can succeed and achieve. Aspiration and inspiration are central to all that we do.

*I know the plans I have for you. Plans to make you prosper – Jeremiah 29:11.*

- Creativity and joy in learning is valued.
- The spiritual and emotional well-being of all members of our school community is a priority. Resilience and perseverance are developed in all.
- A community of global citizens of God is created through social action – on local, national and global levels.

All of these are underpinned by our spiritual, moral, social and cultural understanding and experiences; respect of our British values and through our core Christian values of hope, peace, compassion, forgiveness, trust and endurance.

'We will grow up in every way into Christ, who is the head. The whole body depends on Christ, and all the parts of the body are joined and held together. Each part does its own work to make the whole body grow and be strong with love'.

*Ephesians 4:15-16*

**Love learning. Love each other.**

## School Improvement Plan 2020 -21

### FOCUSED PRIORITIES

<b>PRIORITY 1 Leadership and Management</b>	<p>To plan, lead and manage school systems in line with Government and Public Health guidance during the COVID-19 Pandemic and recovery.</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> <li>■ Risk assessment reflects current guidance and the procedures are evident around school.</li> <li>■ Systems in school are regularly reviewed and adapted when required.</li> <li>■ Recovery curriculum established, monitored and reviewed termly, reflecting the needs of our pupils.</li> </ul>	
<b>PRIORITY 2 Quality of Teaching and Learning Outcomes of pupils Maths</b>	<p>To provide targeted teaching, learning and intervention to address gaps from school lockdown period and move learning forward to narrow the gap between current position and Age Related Expectations.</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> <li>■ Children who have dropped down a level in maths (from EXP to WTS or from GDS to EXP) will move back to their former level.</li> </ul>	
<b>PRIORITY 3 Quality of Teaching, Learning and Assessment Outcomes of pupils English</b>	<p>To provide targeted teaching, learning and intervention in reading and writing to address gaps from school lockdown period and move learning forward to narrow the gap between current position and Age Related Expectations.</p>
<p>Success Criteria:</p> <ul style="list-style-type: none"> <li>■ Children who have dropped down a level in reading (from EXP to WTS or from GDS to EXP) will move back to their former level.</li> <li>■ Children who have dropped down a level in writing (from EXP to WTS or from GDS to EXP) will move back to their former level.</li> <li>■ The impact of intensive phonics teaching in EYFS and KS1 is evident through moderation of writing in all subjects and Phonics</li> </ul>	

<b>PRIORITY 4</b> <b>Personal development, Behaviour and Welfare</b>	Trauma informed and wellbeing curriculum to support pupils' return to onsite learning, the developing COVID-19 situation and beyond.
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Success Criteria:

- New PSHE curriculum (Jigsaw) delivered across school to support wellbeing and positive mindset
- Whole school virtual worship and class worship maintains a sense of school community
- Intervention groups demonstrate positive impact for pupils involved
- External agencies are utilised when required to support children's specific needs, beyond school provision.

<b>PRIORITY 5</b> <b>Quality of Teaching, Learning and Assessment</b> <b>Outcomes of pupils</b> <b>Curriculum</b>	Development of a remote learning plan and systems to provide continuation of learning for individual pupils, groups or year groups who are isolating due to Government or public health advice and for the whole school in the event of national lockdown.
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Success Criteria:

- Remote learning policy developed and embedded in school to cater for self-isolation and lockdown periods of time
- Staff training and implementation of the DFE remote learning package for MS Teams enables all staff to provide remote teaching and learning
- Pupils who are self-isolating access learning via a blend of remote and live teaching and learning in order to provide continuation of provision.
- Feedback from pupils and parents / carers evidence accessibility and impact.

Key:

HT – Head teacher      DHT – Deputy Headteacher      SLT – Senior Leadership Team      SIP – School Improvement Partner  
 Gov – Governors      PM – Performance Management      ARR – Assessment Recording and Reporting Lead      TLR – Teaching and Learning  
 Responsibility  
 SENCo – Special Educational Needs Co-ordinator      PPG – Pupil Premium Grant      TA – Teaching Assistant      CoG – Chair of Governors  
 DSP – Designated Safeguarding Person

**SCHOOL DEVELOPMENT PLAN 2020/21**  
**BACKGROUND PRIORITIES**

PRIORITY	<b><u>Governors</u></b>	<i>By whom</i>	<i>Funding/Resources</i>	<i>Evidence</i>
1.	To explore the reconstitution of the Board of Governors and develop a sustainable, skills rich and effective Board for the future of St Mary's.	CoG	CPD cost centre £1000	Governor minutes

PRIORITY	<b><u>Pupils</u></b>	<i>By whom</i>	<i>Funding/Resources</i>	<i>Evidence</i>
2.	To develop levels of independence to access online learning and use these tools to share and celebrate their achievements with staff	Class teachers	DFE digital platform funding PPG	MS Teams Dojo Portfolios Pupil feedback

PRIORITY	<b><u>Pupil support and inclusion</u></b>	<i>By whom</i>	<i>Funding/Resources</i>	<i>Evidence</i>
3.	Support for all groups with additional focus on vulnerable groups (FSM, PPG, EAL, SEN) to narrow the gap following the lockdown period.	Senior leaders SENCO Class teachers SSAs TAs	Provision of appropriate resources & of IT equipment to access online learning and in class interventions  PPG Catch up funding	Tracking data IEPs Dojo

PRIORITY	<b><u>Partnership with parents and carers</u></b>	<b><i>By whom</i></b>	<b><i>Funding/Resources</i></b>	<b><i>Evidence</i></b>
4.	Support parents with access to remote learning resources and technology to access homework, isolation learning packs, live teaching and workshops.	Computing lead Class teachers	DFE Remote learning funding Dojo MS Teams	Remote learning policy Dojo Feedback

PRIORITY	<b><u>Premises</u></b>	<b><i>By whom</i></b>	<b><i>Funding/Resources</i></b>	<b><i>Evidence</i></b>
5.	Establish and maintain cleaning systems and routines throughout the day to comply with the school risk assessment, Government guidelines and PHE.	Site Manager	Additional cleaning resources and staff Fogging machine	School cleaning routine Site manage records

PRIORITY	<b><u>Pupil Premium</u></b>	<b><i>By whom</i></b>	<b><i>Funding/Resources</i></b>	<b><i>Evidence</i></b>
6.	Pupil premium used to support access to remote learning for PPG pupils and support catch up for gaps in learning due to Covid -19 school disruptions.	Senior Leaders	PPG funding PPG strategy statement	Data report Pupil progress reports

PRIORITY	<b><u>Sports Funding</u></b>	<b><i>By whom</i></b>	<b><i>Funding/Resources</i></b>	<b><i>Evidence</i></b>
7.	Support outdoor activity and wellbeing during any periods of lockdown and remote learning	PE Leads	Sports funding	Engagement levels Dojo / Teams Photographs

PRIORITY	<b><u>Worship</u></b>	<b><i>By whom</i></b>	<b><i>Funding/Resources</i></b>	<b><i>Evidence</i></b>
<b>8.</b>	Provision of worship (including with clergy) during periods of COVID-19 restrictions and remote learning.	RE Lead	MS Teams Rochester Diocese materials Dojo access by clergy	Worship schedule Pupil feedback

PRIORITY	<b><u>Wider Community Links</u></b>	<b><i>By whom</i></b>	<b><i>Funding/Resources</i></b>	<b><i>Evidence</i></b>
<b>9.</b>	School to continue to support the church, local, regional and national communities during the pandemic, in line with government restrictions.	Ethos group School council	Theme days	Porch box harvest Poppy Appeal Children in Need