

Parents' School Improvement Plan 2022-2023

For the period: September 2022 - July 2023

The following 10 core experiences are provided each year as a 'minimum entitlement':

- To perform in a concert to their parents and/or other relatives;
- To have opportunities for well-being consistently including days every half term;
- To take part in a class assembly, shared with parents and visitors;
- To have well-planned transition to next year group/school;
- To go on an educational visit in the local area or further afield;
- To watch a live performance undertaken by visiting professionals e.g. storytellers, musicians, actors or other performers;
- To access at least 2 hours of high quality, organised physical activity each week;
- To have access to extended provision in the form of after school clubs in KS1;
- To have access to Forest Schools and other quality outside learning;
- To have opportunities to work with the local community, for example the church, local council, village groups, Junior school.

Priority	Key Action Points	How can parents help their child?	Update - December 2022
Priority One: To develop further support for children lowest 20% in English and maths.	<p>Identify key children across core subjects and track closely in pupil progress meetings and with monthly tracking</p> <p>Identify interventions within first two weeks and monitor impact every six weeks</p> <p>Use Phonics bug to support the lowest 20% of children from September.</p> <p>SLT to monitor list from each class of their monitored children in reading, writing, maths in conjunction with pupil progress meetings</p>	<p>Discuss with your child the book they are reading, including the title, pictures and blurb.</p> <p>Discuss together who the main character is and tell your child any unfamiliar names or words that will appear in the story.</p> <p>Hear your children read regularly out of school.</p> <p>Ensure that books are brought in to change on the correct days</p> <p>Support your child with any phonics activities sent home weekly.</p> <p>Read a bed-time story to your children.</p>	

		<p>Share nursery rhymes, songs and traditional stories.</p> <p>Use real coins to help count</p> <p>Talk to your children about world festivals, carnivals and celebrations.</p> <p>Use the information on our website and also the weekly information about what is being taught and discuss this with your child</p>	
<p>Priority Two: To improve outcomes in writing and other identified subjects Core aims 1,2,3</p>	<p>Lesson study across the whole school incorporating in Key Stage One themes from ECT training</p> <p>Collecting examples of 'good' writing for children to see and use as examples</p> <p>ONE book for all writing</p> <p>Using the front of the book checklist alongside children and use as an aid of planning</p> <p>Monitor planning to ensure spread of genres via Key Stage meetings</p> <p>Set texts and genres on planning Mini targets for each year groups</p> <p>Other subjects: Identified areas in each subject to be addressed.</p>	<p>Encourage children to write and guide the towards one or more perfect sentences rather than pages of writing</p> <p>Read widely and often with your children and discuss text type, for example story or non-fiction</p> <p>Encourage your child to write following the school handwriting policy (on website)</p> <p>Encourage proper pencil grip and good sitting posture for writing</p> <p>Give lots of praise to any reluctant writers!</p>	

	A particular focus on geography and DT.		
<p>Priority Three: To expand on the opportunities to teach explicit emotions following the identified need in personal and social development</p> <p>Core aims 1,2,4,5,7</p>	<p>Explicit emotions teaching planned in as part of our PSHE/RSE curriculum and assemblies</p> <p>Sharing of purposeful play practice to encourage discussion of key skills such as listening, an understanding of self and key emotions</p> <p>Zones of regulation to be used consistently across the school</p>	<p>Discuss emotions with your children using words such as happy and sad</p> <p>Take part in activities at home such as mindful colouring and quiet time</p> <p>If your child is having a school dinner, look at the dinner menu together to make choices together and ensure that your child is aware of what they have chosen for their school dinner each day to avoid concern</p> <p>If your child is having a packed lunch, provide them with a healthy nutritional lunchbox.</p> <p>Sleep – regular routines especially on school nights. Ensure children recognise the importance and enjoyment gained from a good night’s sleep!</p> <p>Always be aware of your child’s online activities</p>	
<p>Priority Four: To continue to develop adjustments across the curriculum for children with SEND</p> <p>Core aims 1,2,3</p>	<p>SENCO to spend time in a different class each week to observe and advise on adaptations</p> <p>PCP format to be adapted and teachers given time with SENCO to write PCP</p> <p>Discussions in staff meetings a child a week</p> <p>All subject leads aware of our vulnerable children and how they are</p>	<p>Discuss your child’s favourite and least favourite subjects and inform us if there is a barrier to a subject</p>	

	performing in subjects and what adjustments are made.		
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