



# Williamston ELC ACTION PLAN TO DELIVER SIP 2020 / 2021

Be the Best You Can Be

WILLIAMSTON PRIMARY SCHOOL VALUES

**RESPECT** *for yourself, others and the environment*  
**RESPONSIBILITY** *for all of your actions*  
**KINDNESS ALWAYS**

## Williamston Early Years - School Improvement Planning for Ensuring Excellence and Equity

School priorities linked to knowledge and data as identified on previous page	Proposed actions to ensure recovery	Timescale	Measures of Success
<p><b>Improvement in all children and young people's wellbeing:</b></p> <p>Develop consistency of understanding and progression of wellbeing indicators to ensure practitioners and children can use them to report on wellbeing.</p> <p>All learners experience a nurturing environment and positive supportive relationships that support and develop curiosity, enquiry and investigation.</p> <p>Positive relationships will ensure a shared understanding of expectations set within a context of wellbeing, rights and responsible actions.</p> <p>All learners experience robust and consistent whole school approaches to support their health and wellbeing responsive to their needs.</p>	<ul style="list-style-type: none"> <li>• Analysis undertaken with all stakeholders to identify required interventions / partnerships required. Wellbeing indicators are used as a baseline in order to plan interventions, next steps and impact.</li> <li>• Progressive plan developed to support understanding of Wellbeing indicators.</li> <li>• Training for all staff in Wellbeing Indicators, emotion works, box of feelings and outdoor learning.</li> <li>• Training has been provided during lockdown to support all staff in having a shared understanding of distressed behaviours, ASD, bereavement, nurturing principles. HWB recovery planning is ready to support learners and targeted interventions on return based on individual need.</li> <li>• Embedding newly formed positive relationship policy</li> <li>• Box of feelings used to support children to have the confidence and language to be able to self-report on their own wellbeing.</li> <li>• Realising our Ambition – self-evaluation and professional enquiry undertaken to embed principles within ELC.</li> </ul>		<p>90% of learners and staff have consistent understanding and experience of the Positive relationship policy and an understanding of wellbeing indicators.</p> <p>Through learner conversations and tracking of wellbeing indicators, 90% of learners will be able to report in their health and wellbeing.</p> <p>90% of stakeholders report that they feel the HWB curriculum is impacting positively on learner needs.</p>
<p><b>Raising attainment for all, particularly in literacy and numeracy:</b></p> <p>All pupils will experience high quality learning and teaching in all classrooms, by engaging practitioners in supported professional learning.</p> <p>Improved pedagogy consistently across the school.</p> <p>Increase staff confidence in the process of moderation and achievement of a level ensuring consistency of professional judgement across the Cluster.</p>	<p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• Continue to embed SEAL approaches and CPA</li> <li>• Cluster development work and moderation around numeracy.</li> <li>• Froebel practise embedded both indoors and outdoors to support real life experiences and transfer of skills</li> <li>• WL Tracking and monitoring data used to identify gaps in children's knowledge and experiences.</li> </ul> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>• Teaching Children to listen implemented to support talking and listening skills.</li> <li>• Wordboost, Box clever and Word Aware to support oral literacy, vocabulary development and</li> </ul>		<p>Through learning conversations, thematic review, and pupil questionnaires 90% of learners can engage in dialogue about the learning process and can talk about their learning, progress, skills and next steps.</p> <p>At least 90% of observations are good or above across all curricular areas.</p> <p>Through self-evaluation, professional dialogue, peer observation and raising attainment meetings all staff will have a greater understanding of the impact they have on their learners.</p>
<p><b>Closing the attainment gap between the most and least advantaged children:</b></p> <p>Through targeted interventions almost all learners are supported through a range of tailored HWB interventions based on meeting individual learner needs.</p>			
<p><b>Improvement in employability skills and sustained, positive school leaver destinations for all young people:</b></p> <p>All learners will benefit from a rich curriculum that offers varied opportunities to develop skills for learning, life and work. Their full entitlements will be met.</p> <p>To develop an effective approach to implementing Career Education Standards across the curriculum.</p>	<ul style="list-style-type: none"> <li>- Implement DYW action plan including...</li> <li>- Each cluster school to carry out an audit of needs for digital skills, identify development of digital skills</li> <li>- Identify training needs from audit and deliver CLPL</li> <li>- Froebel practise shared and further developed with practitioners to up level staff knowledge and skills.</li> <li>- Skills for life and skills for work developed through learning experiences, where children can transfer their skills and make the links to real life events.</li> <li>- Distributive leadership roles further developed to focus on key curricular areas to enhance children's experiences e.g. technology, science and digital technologies.</li> </ul>		<p>Monitoring of Teacher planning with a focus on the 4 contexts of learning/4 capacities.</p> <p>Whole school surveys and stakeholder focus groups.</p> <p>Through focus groups, quality improvement activities and sampling, there will be evidence of an increase in digital technology being used more consistently across the curriculum to support and enhance learning for all.</p>