

# Evaluation of SIP – February 2021

## 1. Quality of Education

- Classes given book budget to encourage reading and developed through staff meetings and teacher meetings
- Pupil progress meetings – Nov 2020/ Feb 2021
- Reading moderation meetings – Oct 2020/ Jan 2021
- All classes completed outdoor learning reflective observation activity (Feb 2021)
- All classes implemented and timetable outdoor learning sessions on a weekly basis.
- Updated & analysed action plans with Covid implications included (March 2021).
- Assessment folders developed and checked by English and Maths SIGs - subject specific learning.
- Introduced engagement scale and 'Branches' with the sensory curriculum used to assess in Apple Class.
- Analysed mid-year data ~ (Feb 2021).

### Added to SIP – Remote learning

- Written 'Remote Learning' policy.
- Parent friendly policy written and shared.
- Introduced remote 'Cognition and learning' sheet to record home based learning – checked by SLT
- Remote learning monitored in pupil progress meetings.

## 2. Behaviour and Attitudes

- Positive handling plans updated and evaluated.
- Staff meeting to introduce Zones of Regulation (behaviour strategy) follow-up with TA's in team meeting (Feb 2021)
- Attendance monitored Oct 2020 and Feb 2021
- GY has monitored how each class presents their pupil voice - staff meeting (Oct 2020 & feedback March 2021).
- Continued use of alternative recording methods to record children's confidence.
- FLC's have twice weekly contact with parents who are home learning to check on welfare – welfare calls/ issues recorded on CPOMS.

## 3. Personal Development

- PSHE week - all children experienced diversity (Nov 2020).
- SMSC sessions in each class and evidence of this recorded in the whole school book.
- Use of staff voice to drive wellbeing support – discussions on supporting teams introduced Nov 2020- Feb 2021 in staff meetings.
- PSHE overview audit (Self-help, in the community, social and interaction and sex and relationships.) Classes' trialing new learning evidence.
- Personalised assessment tool created and shared during staff meeting - GY.
- Classes created inviting space as an extension of the classroom - children to have opportunities to choose outdoor area. SLT monitor and ensure each class has at least one outdoor learning session per week.

## 4. Leadership and management

- Curriculum updated in summer with learning overviews in all subjects – on website for parents/ carers.
- Ofsted framework review across all subject areas– GL focus on Deep Dives in Staff Meetings (8<sup>th</sup>/15<sup>th</sup> March).
- Staff meetings improving teacher subject knowledge in reading and measure- Maths Jan 2021 and Reading / DEAL Oct 202 & Feb 2021
- Evaluation the safeguarding policy, systems and processes; LH attended additional Safeguarding training and attends LEA focus group.
- Regular monitoring of new teachers (NQTs, RQTs, L6s) around subject knowledge and classroom management.
- New classes are established in response to expanding pupil roll at Hollywood (Sept 2020) and Overdale (Autumn Term spent monitoring progress and talking to families in nurseries – started on role Jan 2021).
- Regular monthly Governing Body meetings (COVID) to develop understanding of school issues in current climate and develop their effectiveness to monitor progress.

## 5. EYFS

- Support for children and families to have a positive transition into Reception class and develop relationships – New Holly Class FLC - JD
- Introduction of new reception children to Holly (Sept 2020) and Overdale (Jan 2021)
- Interview/ employ/ training new TA's and staff for Lime Class (Jan 2021)
- Training sessions started in Holly EYFS team in Autumn term
  - Communication and Language – Understanding.
  - Maths – Measures
  - Being Imaginative
- Through development of imaginative play - build children's confidence and develop relationships with staff and their peers.
- Introduced use of Pictello© -LH training staff.
- EYFS maths and reading training, looking at curriculum and resources to use.

