

The Winchcombe School Improvement Plan 2021-24



Our Core Purpose

At the Winchcombe school we passionately believe in **Improving As One** so all pupils gain and retain the key knowledge they need to thrive in an ever changing world.

Our Values

We will ALL be **'Improving as One'** by embracing our core values of:

Respect: Take responsibility for your actions by being honest and treating everything and everyone with consideration

Kindness: Be thoughtful and caring towards others

Courage: Embrace challenge, take risks and be resilient

Curiosity: Be motivated and inspired to learn more

Our Vision

To create a community where we ALL...

- Gain the key knowledge we need to thrive, improve and feel success
- Think deeply about our learning and make connections to the wider world
- Can adapt to any situation and work together to solve problems
- Communicate effectively with others in all situations so all feel safe, happy and secure
- Understand and celebrate diversity in our inclusive world
- Embrace challenge and mistakes to help them think deeply to improve themselves and others
- Show empathy and understanding by listening to the views and feelings of others
- Live through the values so they can make a positive contribution to the world they live in



School Strategic Priorities 2021-24

1. Further develop an ambitious curriculum that supports and challenges all learners
2. Further develop professional growth systems and opportunities for all to staff improve
3. Further develop systems and attitudes that drive exceptional behaviour and attendance

21/22	22/23	23/24
<p>1) Further develop an ambitious curriculum that supports and challenges all learners</p> <ol style="list-style-type: none"> a. Start to embed short-term unit plans b. Develop enrichment opportunities for all learners <p>2) Further develop professional growth systems and opportunities for all to staff improve</p> <ol style="list-style-type: none"> a. Develop strategies to check for pupil understanding <p>3) Further develop systems and attitudes that drive exceptional behaviour and attendance</p> <ol style="list-style-type: none"> a. Introduce Attachment Aware, Trauma Informed strategies b. Create Therapeutic plans c. Embed ELSA strategies within the classroom d. Refine values 	<p>1) Further develop an ambitious curriculum that supports and challenges all learners</p> <ol style="list-style-type: none"> a. Develop whole school writing processes and fluency in oracy to improve writing across the school (fluency implementation plan pages 1 and 2) b. Further develop mathematical fluency across the school (fluency implementation plan page 1) c. Use Milestones so all subjects are assessed Review and refine Milestones (intended and assessed curriculum) <p>2) Further develop professional growth systems and opportunities for all to staff improve</p> <ol style="list-style-type: none"> a. Further develop explaining and modelling techniques using CLT b. Developing task design to aid formative and summative assessment and feedback (responsive teaching implementation plan) <p>3) Further develop systems and attitudes that drive exceptional behaviour and attendance</p>	<p>1) Further develop an ambitious curriculum that supports and challenges all learners</p> <ol style="list-style-type: none"> a. Embed use of unit plans and link to key strands to ensure opportunities for connections between subjects to enhance learning b. Further refine how we use milestones to further develop all pupils understanding c. Continue to develop an awareness and celebration of diversity and religious customs relevant to our school community <p>2) Further develop professional growth systems and opportunities for all to staff improve</p> <ol style="list-style-type: none"> a. Develop metacognitive strategies into different subject disciplines and phases of the responsive teaching model <p>3) Further develop systems and attitudes that drive exceptional behaviour</p> <ol style="list-style-type: none"> a. Refine our values to include personal learning values b. Review Therapeutic strategies for impact on pupils' behaviour and progress in all subjects c. Develop an understanding of how the 5 key drivers of motivation (norms, routines, boost buy in) help children

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	<ul style="list-style-type: none">4) Introduce and start to embed refined values across the school5) Tailor provision for all high needs pupils (improving behaviour implementation plan)	<ul style="list-style-type: none">learn more effectively and how they link with cognition (thinking) and meta-cognition (thinking about thinking)4) Review and refine school values
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22/23 Priorities

- 1) Further develop and use **responsive teaching strategies** to drive and help to develop the **assessed curriculum**
- 2) Driving oracy and consistent writing structures and systems across the school to improve **pupil fluency**
- 3) **Further improving behaviour** so there is no low-level disruption in class so teachers can teach responsively

Further improving behaviour



Problem (why?)	Intervention Description (what?)		Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p>What needs to change e.g. teacher behaviour, student behaviour, attainment?</p> <p>Policy implementation: Behaviour policy not always being followed because either too complex or not aligned to all beliefs and values Norms and routines vary across the school so learning time is lost Values are not driven throughout the curriculum to have maximum impact on pupils' behaviours and attitudes</p> <p>Staff Lack of clearly defined values, behaviours and rules to focus staff coaching on their routines in their class and the impact of them on pupils Systems not consistently either understood or agreed with so lack in consistency</p> <p>Pupils Not understanding so not living by the current school values Not always responding respectfully to staff's requests Low-level disruption in sessions</p>	<p>Active Ingredient 1: Values that underpin exceptional pupil behaviour as well as drive the curriculum</p> <p>Active Ingredient 2: Systems that drive exceptional behaviour</p> <ul style="list-style-type: none"> Behaviour policy including anti-bullying explanations and procedures <p>Active ingredients 3: Tailored provision for high needs pupils</p>	<p>Active ingredient 1: <u>Training:</u> All stakeholders review of values, how they are being used and their effectiveness All stakeholders agree new values and then create definitions. Discuss and decide the key rules and routines that sit behind the values? How are the values going to be interwoven into the curriculum?</p> <p><u>Coaching</u> Team coaching around the development and implementation of: values, key rules and routines.</p> <p>Active ingredient 2: <u>Training:</u> On-going regular sessions on the changes to the behaviour systems for recognition and consequences and how they are driven by the values, key rules and routines Review systems through surveys with all stakeholders. Specific focus with children on what bullying is and isn't and with staff and hoe to look for the signs of it and collating robust evidence</p> <p><u>Coaching:</u> PL's to lead team coaching around: how everyone is implementing the behaviour system – successes, barriers and solutions</p> <p>Active ingredients 3: <u>Training:</u> Inclusion lead to lead sessions around preparing, delivering and sustaining therapeutic plans Inclusion team to lead half-termly sessions with staff.</p> <p><u>Coaching</u> Team coaching Inclusion Lead to coach pastoral team on embedding therapeutic plans</p>	<p>End of Summer Term 21/22</p> <p>Values have been explored with children as well as staff. Key rules have been agreed upon by all stakeholders The new Winchcombe Values and definitions have been decided upon by all stakeholders Examples of the values being lived will have been created All staff show an understanding of the rules and are enforcing them calmly and consistently</p> <p>End of Summer Term 2023</p> <p>Values are discussed by staff and pupils throughout the school day.</p> <p>Children are able to talk about the values and how they live by them.</p> <p>All staff feel that they can see more and more pupils trying to live by the Winchcombe Values</p> <p>The rules and behaviour system behind it are embedded in the school and can be seen to be followed by all and where not appropriate consequences and practice is given</p> <p>September 2023 onwards</p> <p>The Winchcombe values are embedded across the curriculum and are used to enrich each subject area.</p> <p>All stakeholders can see all members of the school living by the Values.</p>	<p>All staff will model living by the values so they consistently help pupils to do so</p> <p>All children will show they are living the values by the actions they take both around the school and in the classroom</p> <p>All staff will be able to teach with no low-level disruption</p>

Key routines are clear and embedded across the school using the rules as a starting point



Responsive teaching model implementation plan

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p>Staff are not yet confident enough to decide when to use various stages of practice matched to pupils levels of understanding</p> <p>Staff are still not clear on the key principles of cognitive load in the explaining and modelling stage and how this aids or inhibits pupil understanding</p> <p>Tasks are not always matched to the intended learning and how it connects and develops from what pupils have remembered and what they have been previously taught in other year groups.</p>	<p>Active Ingredient 1: Understanding different types of practice – guided and independent When to use each use type of practice to deepen understanding</p> <p>Active Ingredient 2: Understand the impact of CLT on working memory Use the role of CLT in modelling and explaining strategies LT to decide on coaching strategies to be used.</p> <p>Active Ingredient 3: Understand that tasks have to be driven from: The Big Question, the smaller sequential learning question and Prior knowledge based on what has been taught and remembered</p>	<p>Active Ingredient 1: <u>Training</u> Sessions on the types of practice</p> <p><u>Coaching</u> Reflecting in year groups/phases/ professional growth reviewer on the impact of types of practice using agreed data gathered to do so</p> <p>Active Ingredient 2: Professional learning Sessions CLT Extraneous/germane/intrinsic load Dual coding 3 types of examples – <i>worked examples, live modelling and non -example.</i> Coaching – Teaching sprints in year groups/ leadership data gathering and discussions</p> <p>Active Ingredient 3: Professional learning on Zoom out and zoom in. Coaching Follow up sessions with phase leader.</p>	<p><u>By the end of the summer term</u></p> <ul style="list-style-type: none"> Data gathering shows improvement of pupils behavioural and cognitive engagement during tasks Staff survey indicates that they can see a positive impact on pupils’ outcomes <p><u>Academic Year 2022/2023</u></p> <ul style="list-style-type: none"> By the end of the academic year end of year data shows improvement in pupils outcomes in reading, writing and maths? <p><u>Long Term</u></p> <ul style="list-style-type: none"> Monitoring and Evaluation of each subject. Refinement and Improvement for each of the subject areas. 	<p>How will pupils, teachers and the school benefit?</p>



Intended and Assessed Curriculum Implementation Plan

Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p>Knowledge to be taught in each unit is not clearly identified.</p> <p>Connections between subjects and year groups are not clear.</p> <p>There needs to be further clarity as to how connections can be made within a subject both within and across year groups.</p> <p>Lack of clarity over end of Primary school goals in each subject.</p> <p>Lack of clarity of an assessment system - what and how to assess from The Wincombe Intended Curriculum.</p>	<p>Active Ingredient 1: key knowledge identified</p> <ul style="list-style-type: none"> • Big questions created for focus subjects to help refine knowledge • Factual and procedural knowledge to be taught is identified <p>Active Ingredient 2:</p> <ul style="list-style-type: none"> • Curriculum Leads to be clear on the Big Ideas and how these will be used to connect all subjects across all areas of the curriculum • Subject leads to be clear on how aspects are linked to the big ideas. <p>Active Ingredient 3:</p> <ul style="list-style-type: none"> • Curriculum Leads to be clear on the detail as to how connections can be made within subjects in the curriculum framework and share with all staff • Subject leads need to finalise aspects for their subjects and how connections are made year on year. <p>Active Ingredient 4:</p> <ul style="list-style-type: none"> • The Wincombe Outcomes to be refined– What does success look like by the end of year 6? <p>Active ingredient 5:</p> <ul style="list-style-type: none"> • Review current assessment procedures. 	<p>Active Ingredient 1:</p> <ul style="list-style-type: none"> • Curriculum leads and subject leads to decided Big Questions • Subject leads to work with teachers to refine factual and procedural knowledge in Unit plans <p>Active Ingredient 2:</p> <ul style="list-style-type: none"> • Big Ideas to be agreed by curriculum leads • Big Ideas to be shared with all staff by Curriculum leads <p>Active Ingredient 3:</p> <ul style="list-style-type: none"> • Using The Big Ideas Subjects Leads need to finalise aspects for their subject. • Subject leads to share agreed aspects. <p>Active Ingredient 4:</p> <ul style="list-style-type: none"> • Subject leads to refine The Wincombe Outcomes – What does success look like. • The Wincombe outcomes to be linked to Intent statements – refine where needed. <p>Active ingredient 5:</p> <ul style="list-style-type: none"> • Curriculum leads to review and decide on what to assess against in all subject areas • Curriculum Leads to decide on how and when to assess in all subject areas • Subject Leads to create progression in each agreed aspect for their subject. • Curriculum leads to set up tracking system 	<p>How will you know that it is working? Do staff feel the approach is feasible and useful?</p> <p>By the end of the summer term</p> <ul style="list-style-type: none"> • Big questions created for Art, D&T, History, Geography and Science • Factual and Procedural knowledge completed in the above subjects • Big ideas finalised and shared with staff • Aspects have been decided by subject leads and used to create <p>Academic Year 2022/2023</p> <ul style="list-style-type: none"> • Subjects leads will have created the progression for each aspect in their subject. • There will be a clear assessment system in place for all pupils in all subjects which all pupils will be assessed against. <p>Long Term</p> <ul style="list-style-type: none"> • Monitoring and Evaluation of each subject. • Refinement and Improvement for each of the subject areas. 	<p>How will pupils, teachers and the school benefit?</p>



Problem (why?)	Intervention Description (what?)	Implementation Activities (how?)	Implementation Outcomes (how well?)	Final Outcomes (and so?)
<p>Pupils are not given enough opportunities to practice key knowledge to a level where it becomes automatic and transferrable</p> <p>Pupils struggle to concisely verbalise their own and others thinking leading to poor oral and written sentence construction</p>	<p>Active Ingredient 1: Design drillable elements in key facts – FS and KS1 to continue the use of the number programme.</p> <p>Develop the use of starters at the beginning of lessons.</p> <p>Active Ingredient 2: Oracy principles of discussion – one voice/calm and quiet and eye contact. Used across whole curriculum</p> <p>Stem sentences to be introduced to staff</p>	<p>Active Ingredient 1: Staff training on KIRFS (Key Instant recall facts)</p> <p>Active Ingredient 2:</p> <p>Professional learning sessions</p> <ul style="list-style-type: none"> - principles of discussion - Use of stem sentences - Use of roles in group discussion (builder, prober , summariser, clarifier, instigator and challenger) - Ideas to be used in the classroom to be shared and trialled <p>Coaching - Oracy lead to support in team sessions based on data gathered from classroom visits on use of oracy principles</p>	<p>By the end of the summer term</p> <p>Leads to look at how we can trial this in year groups in September,</p> <p>Academic Year 2022/2023</p> <p>Autumn term</p> <p>Active Ingredient 1</p> <ul style="list-style-type: none"> - KIRFS trialled in maths subject leads classes. <p>Active Ingredient 2</p> <ul style="list-style-type: none"> - 3 principles will be being used in all classrooms by the end of Autumn 1 - Stem sentences will be introduced and start to become embedded in all classrooms by the end of Spring 2 in all subjects <p>Spring term</p> <p>Active Ingredient 1</p> <ul style="list-style-type: none"> - Feedback to school and potentially year groups to create KIRFS for each term. - Leads to trial/develop a system so that the impact can be measured. <p>Active Ingredient 2</p> <ul style="list-style-type: none"> - Staff will be trained on classroom ideas for oracy – ie tennis / boxing debate ideas <p>Summer term</p> <p>Active ingredient 2</p> <p>Staff to be trained on roles of group discussion which will begin to be embedded.</p>	<p>How will pupils, teachers and the school benefit?</p> <p>Active Ingredients 2</p> <p>Increasing number fluency for all pupils,</p>



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<p>ni</p> <p>Coherent writing principles and beliefs are not developed and embedded across the school leading to low attainment across the school compared to reading and maths.</p> <p>There is not a clear enough link between phonics and spelling throughout the school</p>	<p>Active Ingredient 3 Principles of writing are created and shared with all staff Talk for Writing approach introduced to the whole school.</p> <p>Active Ingredient 4: Agreed format for Floppy Phonics lesson delivery in Foundation stage and key stage one Introduce new structure for the teaching of phonics, spelling, handwriting and guided reading in year 2. Consider a similar approach to be rolled out in year 3.</p>	<p>Active Ingredient 3</p> <ul style="list-style-type: none"> - Professional learning session on planning a unit of writing - Staff to be planning units of writing using the new format. - Talk for writing training to be delivered to all staff – dates to be confirmed. - Revision and review of long-term overviews in line with Talk for Writing <p>Active Ingredient 4</p> <p>Format to be shared in foundation and Keys stage 1.</p> <p>Format to be shared in year 2 and followed by year 2.</p> <p>New handwriting scheme to be shared in a professional learning session with all staff.</p> <p>English and Phonics lead to evaluate current provision and, where needed, change current provision to meet the needs of children.</p>	<p>By the end of the summer term</p> <p>Staff are all aware of the principles and the new format to be used</p> <p>Academic Year 2022/2023</p> <p>Autumn term</p> <p>Active Ingredient 3</p> <p>New planning formats will be being used by all year groups.</p> <p>Training dates to be confirmed.</p> <p>Active Ingredient 4</p> <p>The new format to be continued by staff in FS and year 1.</p> <p>Year 2 to follow from the start of the Autumn term.</p> <p>Spring term</p> <p>Review current provision</p> <p>Summer term</p> <p>Decide on which programme to use in year 4,5 and 6. Plan to implement for the next academic year.</p> <p>Long Term</p>	<p>How will pupils, teachers and the school benefit?</p>