

SHAPE INTERNATIONAL SCHOOL BRITISH SECTION



SCHOOL IMPROVEMENT PLAN 2024 - 25

(reviewed August 2024)

Additional Key points –

- In January 2024, the school was not able to renew their Seesaw parent communication system due to security risks identified by DCS. For the same reason, Tapestry was also removed in March 2024 when the contract came to an end. The school were supported by the IT team, who created a secure email systems to enable an interim method of teacher/ parent communication.
- From August 24, the school will introduce the use of Famly App which will be used as a parent communication tool across the school.
- The school has used Insight pupil tracking system successfully, to analyse pupil data and inform next steps planning, for the past three years. This system is no longer able to be used as all MOD schools have been directed to use Bromcom. The staff are not trained to use this resource and will require support in using this system. The SGC are also not familiar with this system and will require support in accessing data information. As Bromcom does not provide the same level of analysis and exploration of data, the school will need to complete their own assessment tracking systems to accompany Bromcom.
- In May 24, the school substantially reduced budget (by 70% in General Resources). Therefore, the implementation of the SDP will depend on the school receiving funding to enable the action points to be completed.

PRIORITY 1 – HIGH QUALITY TEACHING OF MULTIPLICATION AND DIVISION LEADS TO ALL PUPILS USING AND APPLYING THEIR KNOWLEDGE OF MULTIPLICAITON / DIVISION FACTS WITH FLUENCY

Why this was identified as a priority: The ability to rehearse and understand multiplications develops confidence and skill to tackle more complex mathematical subjects. When delivering Mathematic lessons, teachers, maths subject lead/ class teachers have become aware that children are not demonstrating fluency in using their multiplication tables and key mathematical facts.

The impact of this priority will be:

- **All children learn times tables by heart, developing knowledge and speed recall of the four operations and number facts**
- Improved confidence in securing times tables and corresponding division facts.
- All children confidently reciting their relevant times tables by heart by end of the academic year, with Y4 pupils secure with all facts up to 12x12
- Children can confidently and accurately apply their knowledge of multiplication facts
- A tracking system in place highlights progress and ensures early identification of those falling behind or requiring early intervention.

PRORITY 1-				
Actions <i>(What are the key tasks necessary to achieve these objectives?)</i>	Timescale <i>(What are the key dates?)</i>	Personnel <i>(Who will be responsible)</i>	Resources <i>(Costs? What resources or training are needed?)</i>	Quality Assurance (RAG Rate) <i>(How will we monitor progress? Who, what and when?)</i>
1. HT and maths leader to analyse the data from the MTC. Discuss findings and next steps, completing an action plan for 2024-25	26.6.24	KJ/JL	Professional discussion with HT and Maths leader	An action plan will be completed by the subject leader to address next steps to ensure whole school improvements in the planning, teaching and outcomes regarding multiplication.
2. Use the White Rose multiplication planning and guidance to create a planning / tracking system for each year group, demonstrating a times tables, fluency curriculum systematically building on skills and understanding from Y1 onwards	August 2024	JL	Time allocated to the maths subject leader	A tracking system will be completed.
3. Maths lead to hold a staff meeting explaining the new approach incorporating mathematical timestables fluency programme including planning, repetition, use of one minute maths, use of	August 2024	JL to deliver staff meeting	Staff meeting allocation to sharing background data, reasons for change and implementing the new system for teaching a timestables fluency programme	All staff aware supporting in developing an understanding of school development in teaching and learning in mathematics.
4. Children to learn times tables by heart through regular, dedicated practice in school using a consistent and structured approach across the school.	August 2024	JL working with teachers	Maths lead to work alongside teachers in using appropriate resources to teach multiplication and develop fluency.	All staff to use a consistent approach to planning, teaching and practising multiplication

<p>5. Ensure children practice at home – use of a consistent multiplication tables app, (One minute maths) useful websites sent home for parents and links to maths websites on website class pages, Calculation workshop for parents- includes how to support with times tables</p>	<p>Throughout the first term</p>	<p>All staff use rewards to support home learning</p>		<p>All parents informed of how to support children with multiplication fluency during the ‘Welcome to new year group meetings.’</p>
<p>6. Monitoring and evaluation of planning, delivery and impact of the multiplication fluency strategy will take place through lesson observation, learning walks, learning walls, book looks and discussion with children.</p>	<p>Autumn Term 2024</p>	<p>SLT / all staff</p>	<p>Planning scrutiny, book looks, looking for learning walks – ensure that staff have release time to maximise the impact of this evaluation.</p>	<p>All staff to receive feedback individually and whole school targets in place to ensure that any refinements in planning or teaching are in place for Spring Term.</p>
<p>7. Year One onwards. Staff to use tracking system to ensure that assessment for learning takes place within mathematics session, focused on building a systematic approach to multiplication /division fluency</p>	<p>Throughout the Autumn Term 2024</p>	<p>All Staff</p>	<p>Tracking system to be analysed by staff, supported by SLT</p>	<p>Use assessment systematically to monitor understanding, identify misconceptions and provide clear and direct feedback</p>
<p>8. Analyse tracking data, hold PPM meetings once per term to ensure that focus multiplication tables fluency is on track. Timely intervention will be in place to ensure all children accessing the fluency timestables curriculum</p>	<p>December 2024</p>	<p>All staff</p>	<p>All staff released to discuss data and pupil progress. SENDCO released to discuss impact of intervention.</p>	<p>Feed back to all staff on next steps and adjustments for Spring Term.</p>

9. Gather pupil voice from children about their mathematics and times tables fluency through discussion and questionnaire.	August/ Dec 2024	Pupil selection from each year group	Pupil selection from each year group to gain information on confidence, application of maths skills, building confidence with more complex tasks and problem solving / articulation of thought	Gather information on children gaining a conceptual understanding of multiplication and deeper thinking process
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PRORITY 2 – To introduce, Supersonic phonics friends, ensuring a rigorous approach to planning phonics sessions, assessment and tracking.

Why this was identified as a priority: DCS has made the decision for all schools to use, Supersonic phonics, and the British Section has agreed to introduce this approach at the first opportunity

The impact of this priority will be:

- Supersonic phonics friends will be used consistently to teach phonics throughout EYFS and KS1, and KS2 where appropriate.
- Phonics will be taught through an interactive and investigative approach.
- Good quality phonic teaching secures the skills of word recognition and decoding which allow children to read fluently.
- Children are able to read for pleasure and develop comprehension skills.
- All children are able to read age appropriate material and spell at an age appropriate level
- Children will be highly motivated to ‘read with speed’ and ‘write with all their might!’.

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1. All Early Years staff, KS1 staff English leader and SLT to access training on Supersonic phonics friends	Tricia Wood organising dates	Relevant staff	Cover provided for all relevant staff	All relevant staff will have accessed training to teach phonics sessions using Supersonic phonics
2. All resources organised to deliver the sessions. All teachers confident to teach using the scheme	August 2024	JL	Time allocated to organise resources	Resources organised and available to enable efficient, planned phonics sessions
3. The EYFS team will plan in partnership, creating a cohesive, stimulating learning environment which ensures each child reaches their full potential through taking risks and becoming confident to try new things	From August 2024	EYFS staff/ EDC staff	PPA time to be joined to enable a joint response to planning and delivery of the EYFS curriculum	EYFS staff work in partnership, delivering a high quality EYFS curriculum The new indoor and outdoor provision be further developed and will be used to enhance the curriculum
4. EYFS team will discuss the use of Supersonic phonics with parents at the welcome to new year group meetings. They will hold a workshop to ensure that all parents are able to support their children at home	August 2024 October 2024	EYFS staff. EDC staff	Time allocated to plan a workshop for parents (one workshop in the hall without children and follow up by attending a phonics sessions)	Parents support their children with phonics and reading at home, communicating efficiently with school staff.
5. Planning ensures that children have daily opportunities to apply their writing and phonics knowledge within their learning environment	August 24	EYFS staff	EYFS staff planning and teaching sessions consistent across FS1 and 2	Joint planning will enable discussion points on teaching phonics and ensure a consistent approach across EY

<p>6. Assessment to take place Daily evaluation (AFL) to identify children who require pre teach and post teach sessions Tracking progress in individual lessons Through play in provision</p>	<p>From August 24</p>	<p>EYFS staff</p>	<p>Staff to complete assessments / observations during the lessons.</p>	<p>Assessment will inform next steps planning, sequentially building on from prior learning</p>
<p>7. Progress will be tracked and any intervention quickly in place. From Year 2, interventions are planned for those children who have not yet passed the Year 1 Phonics Screening Test. Interventions will either continue to follow Supersonic Phonic Friends or adopt other approaches such as Phonological Awareness, Toe by Toe or precision monitoring, taking individual needs into account</p>	<p>From August 24</p>	<p>EYFS staff</p>	<p>Interventions to be discussed during planning time / planned to address specific next steps</p>	<p>Interventions are timely and impact on pupil progress</p>
<p>8. Children in Year 1 will also be given half termly phonic screening assessment to track their progress towards the Phonic Screening Check.</p>	<p>From August 24</p>	<p>EYFS staff</p>	<p>Staff to complete assessments / observations during the lessons.</p>	<p>Assessment will inform next steps planning, sequentially building on from prior learning</p>

9. Links with KS2 – to ensure alignment with Supersonic phonics and spelling programme across the school	From October 24	Phonics lead EB and English lead LR	Ensure cover to observe phonics sessions/ spelling sessions and research the option of moving to Supersonic phonics spelling resources	The phonics and spelling resources at the British Section align and support children to spell age related words accurately
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PRORITY 3 – To ensure that adaptive teaching strategies, resources support all children to reach their full potential. Through this approach, children are encouraged to take an active role in their own learning and set goals for their own progress

Why this was identified as a priority: It is essential that all teachers are confidently using adaptive teaching strategies and resources to enable all children, including those with SEND, EAL are supported to access the full curriculum, challenged to demonstrate a deeper level of understanding and make good progress from their starting points.

The impact of this priority will be:

1. All children access high quality teaching and learning within a challenging, broad curriculum which is taught by confident teachers able to adapt their practice to support each member of their class appropriately.
2. Children take an active role in their own learning and set goals for their own progress. This supports autonomy and the desire to become a lifelong learner.
To ensure that all staff have access to the relevant support and professional development opportunities to use adaptive strategies and resources.

PRORITY 3-

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<p>1. Baseline assessments will take place at the beginning of the academic year. Children working below age related expectations will be identified and appropriate provision will be allocated. This provision could include pre teaching, intervention, class support, emotional support, peer friendship support</p>	<p>August 24</p>	<p>All staff</p>	<p>All staff to complete class assessment and highlight children to SENDCO should they require more specialist support or assessment</p>	<p>Children will access timely intervention with specific targets to support their curriculum development. All provision will link closely to class teaching and topic based learning.</p>
<p>2. Class teachers will work alongside the SEND team, modelling and using adaptive teaching strategies to support children in reaching the full curriculum.</p>	<p>August 24</p>	<p>All staff</p>	<p>SEND team working in classes to support teaching and learning through use of adaptive practice to model to colleagues</p>	<p>Teachers confidently use adaptive practices to support all children in school.</p>
<p>3. Enhance spiritual, moral, social and cultural development to enable children to understand the possibilities available, the importance of reading and vocabulary, the importance of mental/ physical health and cultural diversity.</p>	<p>August 24</p>	<p>All staff</p>	<p>WELSA, ELSA trained staff operate as mentors and coaches for staff and children to support SMSC, International teachers day used to promote joint projects – Battle of Mons event / Never Such Innocence</p>	<p>PHSE/ RE sessions focus on SMSC/support for children in the class / lunch clubs support well-being. Curriculum events promote cultural understanding / context of NATO (ie round the world in a day event /) Living in Belgium celebrated through houses representing different areas of Belgium / Curriculum maximises context of Belgium -ie topic on WW1 / Van Gogh / Battle of Mons event</p>

<p>4 To provide CPD for staff to develop the use of adaptive teaching To ensure staff have the confidence to identify when to scaffold and support children and when to provide stretch and challenge</p>	<p>Autumn One</p>	<p>SEND team</p>	<p>Use of baseline assessments and further detailed assessments to establish gaps in learning with SENDCO. IEP planning time with SENDCO</p>	<p>Staff are confident in ensuring that all children are able to access a full, vibrant curriculum. Staff are able to use a variety of strategies to support teaching and learning in the classroom, demonstrating knowledge of individuals strengths, gaps in learning and necessity of use of various resources / manipulatives</p>
<p>5 Teachers and LSAs will all access appraisal systems and procedures, ensuring that they are confident with their role and implementing all action points and targets. Regular feedback will be given on their performance.</p>	<p>Autumn One</p>	<p>All staff</p>	<p>Staff meeting / LSA meeting will ensure that all staff are aware of the new appraisal systems and procedures.</p>	<p>All staff will be clear on the expectations of their roles in school. All staff will be set targets for the year based on teaching and learning, teaching standards and roles of responsibility. These will be reviewed throughout the year and within monitoring and evaluation procedures within the day to day running of the school.</p>
<p>5. To ensure an ambitious, coherently planned and sequenced curriculum and resources are chosen to meet children's needs and promote learning. To ensure skilful implementation of the curriculum promotes individual outcomes.</p>	<p>Autumn One</p>	<p>All staff</p>	<p>Staff meeting / LSA meeting to ensure that all teachers are confident with the expectations of the whole school curriculum</p>	<p>All staff aware of the necessity of teaching the full curriculum, adapting lessons through use of manipulatives, additional resources, pre-teaching, revisiting, intervention and daily practice.</p>
<p>6. Use walkthru strategies</p>	<p>Autumn One</p>	<p>All staff</p>	<p>Staff meeting time will be used to talk through specific walkthru strategies to use within teaching and learning</p>	<p>Staff will use walkthru strategies as part of their adaptive teaching practice to ensure that all children access a full curriculum and make at least good progress from their starting points.</p>

PRORITY 4 – TO INTRODUCE MANTLE OF THE EXPERT USING IMAGINARY CONTEXTS TO GENERATE PURPOSEFUL AND ENGAGING ACTIVITIES FOR LEARNING

Why this was identified as a priority: Subject leaders and class teachers are confident teaching the National Curriculum yet, the use of Mantle of the Expert will lift the teaching and learning, increase opportunities for greater depth thinking and provide opportunities to articulate their thoughts to peers and adults in school.

The impact of this priority will be:

- To ensure skilful implementation of the curriculum priorities and outcomes.
- To catch the children’s imagination and make learning meaningful and exciting.
- To ensure an ambitious, coherently planned and sequenced curriculum and resources are chosen to meet children’s needs and promote learning.
- Staff have embraced all the training opportunities, and professional dialogue, and have had the opportunities to use the Mantle of the expert strategies in their classrooms and to evaluate with colleagues,
- Thinking, reasoning, problem solving, empathy, co-operative learning and philosophical thinking all achieved through an imaginary context.

PRORITY 4-

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1. To provide training for all staff on the use of Mantle of the Expert and to evaluate examples of pupils work after using the approach.	June 2024	DT	Debbie Taylor delivered training for all staff and discussed impact, demonstrating a pupil's work from another school.	Staff confident to use the Mantle of the expert approach within the Autumn Term.
2. To extend opportunities across the curriculum for children to express individual creativity and produce personalised outcomes	Autumn Term 2024	All staff	Staff to select a topic area in which to use the Mantle of the Expert approach (completed within PPA time)	All staff to share their Mantle of the Expert topic with colleagues. Evaluate at the end of the half term

2. To provide opportunities for higher order thinking , creativity and problem solving skills and to promote independent and self-directed learning.	Autumn Term 2024	All staff	Planning and staff meeting time allocated	Staff to use imaginative contexts to engage the children in drama and discussion (including hot seating, becoming an expert, reporting back after researching)
3. Learning extensions deepen and broaden students understanding and mastery of the topic and engage them in active and meaningful learning experiences.	Autumn Term 2024	All staff	Planning key questions and potential outcomes for assessment within PPA	Within the planning stages, teachers to ensure questioning promotes higher order discussion and thinking skills. Imaginary contexts used to engage children in active and meaningful shared learning experiences.
4. Engaging pupils at a deep level and developing them as thoughtful, enquiring and empathetic individuals	Autumn Term 2024	All staff	Planning key questions and potential outcomes for assessment within PPA	Within lessons, teachers stretch and challenge through questioning within an imaginary context.
5. Lesson observations take place during the half term from SLT and relevant subject leaders to observe Mantle of the Expert in practice	Autumn Term 2024	All staff /SLT and subject leads	Subject leaders released to take part in lesson observations and feedback	Lesson observations and feedback sessions give valuable feedback which teachers use to improve practice.
4. Pupil view sought to explore how pupils react to the use of MOE approached	October 2023	All pupils	SLT devise questions for the questionnaire and discuss with pupils	Questionnaires complete and used to inform next steps progress
5. MOE provides opportunities to explore and reflect on values and beliefs.	September 24	All staff and children	Ensure that children discuss and reflect upon their values and beliefs Within the class planning / delivery of the curriculum	MOE is used to ensure that children have the opportunity to discuss moral /social questions arising within the topic

