



# Hilltop School SiP 2020-2021 (September 2020)



1. Quality of Education							
Intent	Implementation	Completed by	Lead	Cost	Impact/Next Steps		
1	Establish curriculum pathways that will ensure progression of key skills and learning and assessment that is personalised and maximises progress for all groups of learners.	Research yellow pathway curriculum and assessment model (PMLD)	H. Dyson (HD) J. Laughton (JL) M. O'Brien (MO) G. Walker (GW)				
		Research green/ orange curriculum and assessment model (Moderate / severe)					
		Research blue pathway curriculum and assessment model (ASC)					
		Research communication models					
		Identify key skills and develop a progression of skills for each subject area.				December 2020	
		Identify key vocabulary and develop a key vocabulary progression for each subject area.				July 2021	Subject leads JG JG GW
		Develop an ICE skills progression. Develop communication pathways.				July 2021	HD, JL, MO & subject leads
2	Improve the use of ICT to ensure quality access and progress for all students.	Develop clear learning and assessment pathways for all groups of students, ensuing appropriate NC and ICE skills progression, vocabulary, provision and assessment.	July 2021	HD, JL, MO & subject leads			
		Conduct resources audit, purchase and organise resources in line with new curriculum plans.	July 2021	HD, JL, MO & subject leads			
		Identify the appropriate pathway for each student.	July 2021	Class teachers			
		Identify the appropriate 'communication routes' for all students.	July 2021	Class teachers			
		Use 'free' govt laptops to support students typing and ICT skills. Research and identify assistive technology for use in the Learning House. Purchase and introduce assistive technologies to make the Learning House more accessible.	Autumn 20 Spring 21	DSG/JM AF/JM/VA AF/JM/VA			
Investigate Switch technology for PMLD students. Purchase equipment/switches Set up music sensory room using appropriate technologies	Spring 21 Oct 20	HD DB					

3	Develop accreditation for all in KS3 and above	Re-Training for KS3 teachers/staff on ASDAN New Horizons framework Re-Training for KS4 teachers/staff on ASDAN TC/TI framework Introduce accreditation for Num/Lit for all students in Post 16 (NOCN/PP) PSD ASDAN Training – CS PP ASDAN Training – New Specification AF/HK	Aut 20 Aut 20 Aut 20 Spr 21 Aut 20	AF AF Post 16 & AF CS AF		
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## 2. Behaviour and Attitudes

Intent	Implementation	Completed by	Lead	Cost	Impact/Next Steps
1	Ensure records are accurate and comprehensive to allow patterns to be seen and concerns to be raised so that appropriate support is available to all students in a timely manner.	To develop paperless recording. Training around reporting. CPOMS training for new teachers Create new standard one basic form for all incidents Staff training on recording and reporting incidents.  Monitoring to identify patterns and address issues.	Jan 21 Aut 20 Aut 20 Aut 20 Jan 21	CR CR CR CR CR  CR & An W	
2	Improve attendance of persistent absences & raise above 90%.	Monitor attendance and raise to above 90% Attendance meetings – case by case. Half termly top 3 classes for attendance Prize for most improved, bronze, silver & gold letters	Ongoing Termly ½ termly ½ termly	DB & JS JS & DB HT HT & DB	

## 3. Personal Development

Intent	Implementation	Completed by	Lead	Cost	Impact/Next Steps
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1	Further develop transitions between key stages/classes so that children are well prepared for the next stage of education.	<p>Develop use of EYDJ to link with whole school development of pathways.</p> <p>PCR's timetabled in May for Year 11 students to involve families and future teachers in the transition process</p> <p>Update school prospectus for 6th Form</p> <p>Update school prospectus for new parents. (Primary / Secondary)</p> <p>Review and develop the Post 16 prospectus/induction booklet to ensure correct details for new starters - start date/uniform/procedures etc.</p> <p>Out of Post 16 - Develop transitions/destinations strategy pathway for leavers.</p> <p>Embed effective use of transition documents so consistency in information transfer to new classes / setting</p>	<p>Sept - July 20</p> <p>Jan 21</p> <p>Jan 21</p> <p>Jan 21</p> <p>Ongoing</p> <p>July 20201</p>	<p>CR/AF</p> <p>AF/JM/VA</p> <p>AF</p> <p>JG / CR</p> <p>AF</p> <p>AF, FST, RW, VA (transition team)</p> <p>Class teachers</p>		
2	Develop the pupil well-being strategy so all students are supported to achieve positive well-being	<p>Roll out 'mind time' to lower school</p> <p>Anti-bullying school councilor role developed through school</p>	<p>Aut 20</p> <p>Aut 20</p>	<p>HD</p> <p>HD</p>		
3	Develop careers education to meet the Gatsby Benchmarks so students are prepared for future life	<p>Incorporate aspects of the careers education into the primary curriculum</p> <p>Plan a programme of employer encounters across KS3/4 and Post 16 curriculum</p> <p>Undertake Careers Advice and Guidance qualification</p> <p>Introduction of careers language and skills throughout Lower School</p> <p>Plan Careers days – KS3,4 and 5.</p>	<p>July 2021</p> <p>Spring 21</p> <p>Aut 20</p> <p>Summer 21</p>	<p>JG</p> <p>AF/JM/CS/VA</p> <p>AF</p> <p>AF/CR</p>		
4	Develop policy and practice to ensure students and staff remain safe whilst online.	<p>Work alongside Ian Burns (Nexus) to develop more robust e-safety procedures and monitor any incidents.</p> <p>Work with parents to support safe use of internet</p> <p>Staff E safety inset arranged</p> <p>School E safety day organised</p> <p>Pupil friendly safety document on website</p>	<p>Termly</p> <p>Autumn 20</p> <p>Spring 21</p> <p>Spring 21</p>	<p>JM/IB</p> <p>JM/JS</p> <p>JM</p> <p>JM</p> <p>JM HD</p>		

#### 4. Leadership and Management

Intent		Implementation	Completed by	Lead	Cost	Impact/Next steps
1	Develop the role of curriculum and subject leaders so they are skilled and confident in leading the development and implementation of the revised curriculum and ensuing good quality teaching and learning in their subjects.	<p>Clear roles and responsibilities for ELT</p> <p>Coaching / support from SLT</p> <p>Research / evidence gathering to inform decisions</p> <p>Consultation with students, staff and parents</p> <p>Develop a clear Action Plan to impact on planning, teaching, learning and assessment.</p> <p>Attend Supporting the Subject Leader programme – course linked to new Ofsted framework</p>	<p>Sept 20</p> <p>Dec 20</p> <p>Dec 20</p> <p>Dec 20</p> <p>When available</p>	<p>SLT</p> <p>JL, HD, MO, GW</p> <p>JG</p> <p>Subject leads</p> <p>Subject leads</p>		
2	Further develop systems to engage parents in their child's education	<p>Clear roles and responsibilities for Family Support Leads.</p> <p>Re-evaluation/restructure of family support team roles. Informal interviews for new posts.</p> <p>Review and consider use of home/school diaries. Consider format and content to include targets, topics, key dates.</p> <p>Investigate apps to share progress with parents.</p> <p>Explore the use of social media to create link with families.</p> <p>Develop use of website to Include videos of Makaton sign of week, Jude case study, information about the referral system, photos, contact information e.g. email addresses. Link to new roles of FS team.</p> <p>Plan structured series of workshops for parents.</p> <p>New keyworkers allocated for all students.</p> <p>Training for all Key worker staff – use of diary / communication .</p>	<p>Oct 2020</p> <p>Aut 20</p> <p>Spr 21</p> <p>July 2021</p> <p>July 2021</p> <p>July 2021</p> <p>July 2021</p> <p>Sept 2020</p> <p>Dec 2020</p>	<p>SLT</p> <p>DB, JS &amp; AW</p> <p>SLT &amp; ELT</p> <p>SLT</p> <p>SLT</p> <p>DSG / SLT</p> <p>Subject leads / SLT</p> <p>Class teachers</p> <p>SLT</p>		
3	Improve the school learning environment and enhance provision to allow personalisation and maximise learning.	<p>Development of Learning House space for Post 16 and other students - Bedroom to be decorated and finished by maintenance group/students.</p> <p>Commission therapy suite, Music sensory room and orange class.</p> <p>Grants for outdoor canopies &amp; play equipment.</p> <p>Top yard equipment and other outside spaces.</p> <p>Develop outdoor learning spaces in line with new curriculum approaches Wildlife area plan.</p>	<p>Ongoing</p> <p>Aut 20</p> <p>Spring 21</p> <p>July 21</p> <p>July 21</p>	<p>AF / JM / CS</p> <p>DB, PG, LA</p> <p>DB, AB</p> <p>DB, AB</p> <p>JG</p>	<p>£2k</p> <p>£10k</p>	

		Develop use of Polytunnel WRL Horticulture trial group starts				
4	Develop staff Wellbeing Strategy so all staff are supported to maintain positive wellbeing.	Establish a well being working party with lead and well being champions. Create Wellbeing Action Plan & input from Educational Psych. Develop Wellbeing Webpage for advice and signposting Hold Drop in breakfast Wellbeing mornings Wellbeing Champions to organise staff wellbeing activities	Aut 20 Aut 20 Ongoing Ongoing Ongoing	JG, HD, Elsa lead JG, HD, Elsa lead JG, HD, Elsa lead WB Champs		

## 5. Early Years Provision

Intent		Implementation	Completed by	Lead	Cost	Impact/Next Steps
1	Develop the use of data to map & ensure progress for all pupils.	Continue to work with Kelford & Newman to decide 'What good progress looks like' throughout EYFS journey To observe children effectively to ensure all areas of learning are observed each half term	Ongoing	AW		
2	Develop the EYFS learning environment / provision (indoor and outdoor) to better meet the needs of children and support progress in their learning across both classes	Develop Yellow outside space to be more PMLD friendly To further develop outside learning by increasing TA's knowledge and understanding around opportunities to learn and independent exploration. Adapt, enhance and modify existing classroom to create a high standard EYFS provision. Create new EYFS entrance. Ensure consistency across both EYFS classes- EYFS lead to develop assessment prompt cards for areas of learning. Plan/resource an effective, varied and progressive learning environment. Ensure challenging, playful, opportunities across all areas of learning and development.	SEPT20 Sept 20  OCT 20  ONGOING	AW/DB/PG/BC AW  AW/BC		
3	To develop internal & external moderation cycle to ensure our judgements are secure.	Moderation of learning journeys with Kelford and other special schools - EYFS lead is in regular contact with both Kelford and Newman and attends moderation meetings.	Termly	AW/BC		
4	To develop efficiency of SaLT referrals to ensure all children	Ensure all new starters are referred to Speech and Language in September and a method of communication is put in place during the first half term. Trial SaLT consultant 1 day a week to extend work on communication & AAC	OCT 20	AW/BC		

	have access to an effective communication method					
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6. Post 16						
Intent	Implementation	Completed by	Lead	Cost	Impact/Next steps	
1	Embed functional Maths and Lit in curriculum and assess	Develop programme for year to ensure students are prepared and entered at the correct time. Further develop Lit programme to ensure students are entered 20/21. Record numeracy/literacy evidence in workbooks/folders/SeeSaw. To plan and run NOCN functional Maths and English at E1.	Jan 20 Ongoing Autumn 20	AF JM CS JM CS AF JM CS		
2	Achieve Gatsby Benchmark to ensure quality impartial advice and guidance	Update Compass tool All pupils are offered skilled advice and have a positive post 19 transition Work with other schools to develop opportunities for C&E (Newman, Pennine, Abbey), develop Wk exp placements to support. Introduce a Careers Day, contact external providers for visits. Raise face to face contact with employers from KS3 upwards & create tracking tool for careers. Develop accreditation so all students able to, leave with a careers/WRL qualification. (Employability/PP) Develop careers library in school	Autumn 20 From Aut 20 Ongoing Spri 21 From Aut 20 Ongoing From Aut 20	AF, YW , AF, JM, CS, VA Transition team, KS3,4,5 team YW AF AF/YW Upper Teachers YW,Post 16 & AF AF, GB, VA		
3	Create 3 year plan for 6 <sup>th</sup> form	Create a plan for changing numbers and learning opportunities for 6th form.	Spring 21	6 <sup>th</sup> Form & AF		