



Hilltop School SiP 21-22 (October 21)



1. Quality of Education					
Intent	Implementation	Completed by	Lead	Cost	Impact/Next Steps
1	<p>Develop and embed the new curriculum model ensuring that it is personalised and maximises progress for all groups of learners.</p> <p>Core curriculum Research communication methods. Staff training on the range of communication methods. Create an action plan for rolling out a preferred communication method for every student in school. Communication passport for each student.</p> <p>Finalise skills matrices and upload to EFL.</p> <p>Identify curriculum pathway for individual students and develop method of recording this on learning profile.</p> <p>Teachers to begin evidencing against skills on EFL and in work books. Teachers and other class staff to become skilled and confident in using EFL to collect range of evidence to show students' progress.</p> <p>Teachers to develop skills in analyzing evidence to support teacher assessment judgements and use to track progress and identify next steps in learning.</p> <p>Identify and develop a key vocabulary progression for each subject area.</p> <p>Develop skills matrix for Preparing for Adulthood and associated curriculum.</p> <p>Conduct resources audit, purchase and organise resources in line with new curriculum plans. Monitor curriculum provision to identify strengths & good practice and areas for further improvement.</p>	<p>Dec 21- Spring 22 Spring 21</p> <p>Summ 22</p> <p>October 21</p> <p>September 21</p> <p>Begin in October 21.</p> <p>On-going</p> <p>December 21 Ongoing</p> <p>In line with QA document Summ 22</p>	<p>GW GW GW & JG</p> <p>All</p> <p>JG /curriculum leads JG / Class teachers</p> <p>AW / Class teachers</p> <p>JG / class teachers</p> <p>JG / Subject leaders CS/JM/AF/VA</p> <p>JG/subject leads</p> <p>SLT / Curriculum leads</p>		

2	Develop consistent, clear agreed approach to teaching systematic phonics and early reading so that all students make good progress in reading	<p>Research good practice in delivering high quality phonics teaching to students with SEND.</p> <p>Develop school agreed approach to phonics teaching – identifying scheme (as per government approved schemes).</p> <p>Phonics policy.</p> <p>Staff training for phonics teaching.</p> <p>Development of resources to support high quality teaching of phonics.</p> <p>Develop a reading scheme of decodable books in line with Phonics scheme.</p>	<p>September / October 21</p> <p>October 21</p> <p>October 21</p> <p>Nov 21</p> <p>Ongoing</p> <p>Ongoing</p>	<p>GW</p> <p>GW, GB & LT</p> <p>GW</p> <p>GW, GB, LT</p> <p>GB, LT</p> <p>GW, GB, LT.</p>		
3	Develop accreditation for all in KS3 and above	<p>Re-Training for KS3 teachers/staff on ASDAN New Horizons framework</p> <p>Re-Training for KS4 teachers/staff on ASDAN TC/TI framework</p> <p>Introduce accreditation for Num/Lit for all students in Post 16 (NOCN/PP)</p>	<p>Aut 21</p> <p>Aut 21</p> <p>Aut 21</p>	<p>AF</p> <p>AF</p> <p>Post 16 & AF</p>		

2. Behaviour and Attitudes

Intent	Implementation	Completed by	Lead	Cost	Impact/Next Steps	
1	<p>Ensure records are accurate and comprehensive to allow patterns to be seen and concerns to be raised so that appropriate support is available.</p>	<p>Monitoring to identify patterns and address issues.</p> <p>Look at recording systems in school (daily sheets) to ensure data is captured in CPOMS.</p> <p>Individual support advice and training for classes.</p> <p>Regular behavior meets across Nexus to ensure best practice.</p>	<p>Ongoing</p> <p>Aut 21</p> <p>Ongoing</p> <p>Ongoing</p>	<p>CR & An W</p> <p>CR & An W</p> <p>An W</p> <p>An W</p>		
2	<p>Improve attendance of persistent absences & raise above 90%.</p>	<p>Monitor attendance and raise to above 90%</p> <p>Attendance meetings – case by case.</p> <p>Half termly top 3 classes for attendance</p> <p>Prize for most improved, bronze, silver & gold letters</p>	<p>Ongoing</p> <p>Termly</p> <p>½ termly</p> <p>½ termly</p>	<p>DB & JS</p> <p>JS & DB</p> <p>DB</p> <p>JS & DB</p>		

3	Develop whole school and individual strategies to support students to self-regulate.	Set up a calm space in every classroom. Identify strategies / resources that work to support individual students to self-regulate / calm. Produce a 'Green Zone Toolkit' for every student which can be accessed in calm space at moments of dysregulation. Implementation of Mind Time throughout whole school 3x daily activities Implementation of PSHE curriculum weekly throughout whole school	End of Sept Autumn 1 Autumn 2 September 21	Class teachers Class teachers Class teachers / ELSA Class teachers		
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3. Personal Development						
Intent		Implementation	Completed by	Lead	Cost	Impact/Next Steps
1	Develop curriculum provision and opportunities to prepare students for adulthood.	Research Duke of Edinburgh Award scheme. Out of Post 16 - Develop transitions/destinations strategy pathway for leavers. Research Travel Training – link to Community Inclusion Development of PSHE curriculum – mentally and physically healthy Technology in the learning house.	March 22 Ongoing March 22 Spring 22	AF VA & AF AF AF		
2	Develop and strengthen pupil voice	Introduction of 'Pupil Parliament' model. Develop ways of gathering pupil voice for PCR etc Ensure consistent reliable choices Yes/No – OK to say no when asked. Pupil questionnaire	Autumn 21 Spring 22 Summ 22	CoM CoM & JG CoM & JG		
3	Develop careers education to meet the Gatsby Benchmarks so students are prepared for future life	Incorporate aspects of the careers' education into the new curriculum Plan a programme of employer encounters across KS3/4 and Post 16 curriculum Plan Careers days – KS3,4 and 5 Development of work experience	Spring 22 Spring 22 Spring 22 Summ 22	AF & JG AF & JG AF & JG VA & AF		

4. Leadership and Management						
Intent		Implementation	Completed by	Lead	Cost	Impact/Next steps

1	Develop the role of curriculum leaders so they are skilled and confident in leading the development of their area of responsibility and ensuing good quality teaching & learning in their curriculum areas.	<p>Clear roles and responsibilities for ELT / curriculum leaders</p> <p>Training for curriculum leads.</p> <p>Coaching / support from SLT</p> <p>Research / evidence gathering to inform decisions</p> <p>Write new subject policies</p> <p>Develop a clear Action Plan to impact on planning, teaching, learning and assessment.</p> <p>Update website with new curriculum offer.</p> <p>Peer 'Deep dives'</p>	<p>Sept 2011</p> <p>Ongoing</p> <p>Aut 21</p> <p>Spring 22</p> <p>Dec 21</p> <p>Spring 22</p> <p>Dec 21</p> <p>Spring 22</p>	<p>JG</p> <p>Curriculum / subject leads</p> <p>JG / DSG</p> <p>JG & Nexus</p>		
2	Further develop systems to engage parents in their child's education.	<p>Implement expectations of home/school communication - use of home/school diaries. Consider format and content to include targets, topics, key dates. Use of MyEd app to share timetables etc.</p> <p>Set up Parent/Carer working party to look at home/school communication.</p> <p>Begin to use Evidence for Learning app to share progress with families.</p> <p>Yearly calendar, monthly newsletter.</p> <p>Regular use of social media to create link with families – Facebook.</p> <p>Plan structured series of workshops for parents.</p>	<p>Aut 21</p> <p>Aut 21</p> <p>Summer 22</p> <p>Sept 21</p> <p>Spring 21</p> <p>Spring 21</p>	<p>CR</p> <p>CR</p> <p>JG & CR</p> <p>CR & JG</p> <p>JG / CR</p> <p>JG/CR & AnW/JS</p>		
3	Improve the school learning environment and enhance provision to allow personalisation and maximise learning.	<p>Develop quiet spaces in classrooms.</p> <p>Development of Learning House space for Post 16 and other students.</p> <p>Grants for outdoor canopies & play equipment.</p> <p>Develop outdoor learning spaces in line with new curriculum approaches.</p> <p>Develop school environment to development sensory needs.</p> <p>Wildlife area plan.</p> <p>Make surface safe for use, move polytunnel, create raised beds.</p> <p>Develop use of Polytunnel/WRL Horticulture group.</p>	<p>Sept 21</p> <p>Ongoing</p> <p>Spring 21</p> <p>Spring 21</p> <p>Ongoing</p> <p>Jan 21</p> <p>Aut 21</p> <p>Spr 21</p>	<p>HS / RG</p> <p>AF</p> <p>DB</p> <p>CR/JG</p> <p>AW & HD</p> <p>SLT</p> <p>DB & PG</p> <p>JA</p>	<p>£10k</p> <p>£5k</p>	
4	Embed staff wellbeing strategy so all staff are supported to maintain positive wellbeing.	<p>Conduct SEMH audit (Anna Freud) evaluating current status and generate action plan.</p> <p>Provide 'You said / we did' responses to staff wellbeing survey.</p> <p>Introduce monthly well-being newsletter.</p> <p>Introduce Peer support programme.</p> <p>Include within appraisal meetings questions linked to well-being and their contribution linked to SIP.</p> <p>Introduce half termly phase and individual check in's with SLT.</p> <p>Introduce drop in morning/after school 'cuppa and catch up'.</p>	<p>Aut 21</p> <p>Sept 21</p> <p>Sept 21</p> <p>Summ 22</p> <p>Autumn 21</p> <p>Ongoing</p> <p>Jan 22</p>	<p>JG + wellbeing team</p> <p>JG</p> <p>CoM & JG</p> <p>JG + well-being team</p> <p>SLT</p> <p>Well being team</p> <p>Well being team</p>		

		<p>Introduce Social calendar of events. Look at and review how lunchtimes are managed. Develop Wellbeing Webpage for advice and signposting. Develop staff room as a space to support wellbeing and allow for relaxation.</p>	<p>Weekly on Wednesday from Oct 21. Autumn 21. Ongoing</p>	<p>Wellbeing team JG JG & DSG Well being team</p>		
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5. Early Years Provision						
Intent		Implementation	Completed by	Lead	Cost	Impact/Next Steps
1	Ensure effective implementation of the EYFS reforms.	<p>Review changes to EYFS and implement main changes in classroom practice/recording. Train and support staff with changes. Review expectations and impact</p>	<p>Sept 21 Aut 21 Summ 21</p>	<p>AW AW AW</p>		
2	Continue to develop the EYFS learning environment / provision to better meet the needs of children and support progress in their learning across both classes	<p>Continue to develop Yellow outside space to meet needs of all students. To further develop outside learning by increasing TA's knowledge and understanding around opportunities to learn and support independent exploration. Plan/resource an effective, varied and progressive learning environment. Ensure challenging, playful, opportunities across all areas of learning and development.</p>	<p>Aut 20 Spring 21 Oct 21 Jan 22</p>	<p>AW/DB/PG/BC AW AW/BC AW/BC</p>		
3	To develop internal & external moderation cycle to ensure our judgements and teaching is secure.	<p>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. Share good practice and encourage/develop reciprocal joint learning/observations of EYFS.</p>	<p>Termly Spring 21</p>	<p>AW/BC AW/BC</p>		
4	Develop assessment systems.	<p>Ensure staff can record progress effectively using EfL - support & training. Consider current assessments in light of new EYFS guidance. Moderation of progress judgements and quality of evidence.</p>	<p>Aut 21 Aut 21 Spring 2</p>	<p>AW/BC AW/BC AW/BC</p>		

6. Post 16						
Intent		Implementation	Completed by	Lead	Cost	Impact/Next steps
1	Embed functional Maths and Lit in curriculum and assess	Record evidence/progress through EFL/folders First Cohort for NOCN to be entered Develop external moderation with other schools	Ongoing Summer 22 Ongoing	AF CS JM AF CS JM CS AF		
2	Achieve Gatsby Benchmark to ensure quality impartial advice and guidance	Move onto Compass Plus Update Compass tool termly Complete memorandum to join SY Careers Hub All pupils are offered skilled advice and have a positive post 19 transition Research opportunities to work with other schools to develop careers and WRL opportunities . Develop Work experience 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 careers library in school Careers Leader training	Autumn 21 Ongoing Sept 21 ngoing From Aut 21 From Aut 21 Summer 22 Ongoing Spring 22 Enrol Aut 21	AF, AF, CS, AF, DB AF VA Post 16 teachers Nexus Careers Guidance AF VA Post 16 Teachers VA AF Post 16 teachers AF VA KS3-5 teachers AF VA CS JM AF, GB, VA AF		
3	Create 3 year plan for 6 th form	Create a plan for changing numbers and learning opportunities for 6th form.	Spring 21	6 th Form & AF		Part of SIP 21-22.
4	Create 6 th form prospectus.	Review and develop the Post 16 prospectus/induction booklet to ensure correct details for new starters - start date/uniform/procedures etc.	Autumn 21	AF, CS, JM, VA		

