

Subject: Leadership and Management

Priority area for Improvement	Action Plan	Timescale	Success Criteria
To ensure the schools overarching vision of 'Be the best you can be' is reflected in the management of the school.	<ul style="list-style-type: none"> a) Devise a SEF that supports SLT judgements and reflects the EIF. b) Ensure that curriculum intent, implementation and impact is clearly reviewed and evaluated by LT. c) Ensure that curriculum intent, implementation and impact is evidenced. d) Continue to develop the role of the leadership team to impact widely across upper and lower school cohesively. e) The leadership group will impact effectively and proactively to ensure continued good outcomes for all learners. f) Ensure that the language used by all staff is reflective of ambition and fitting with the school vision. 	<p>Oct 20</p> <p>Dec 20</p> <p>Feb 21</p> <p>On going</p> <p>On going</p>	<p>SEF created that reflects the EIF. ✓</p> <p>Curriculum reviews completed. ✓</p> <p>Fortnightly LT meetings well used. ✓</p> <p>CLTs working collaboratively with share and encourage sessions. ✓</p> <p>LT have more opportunities to articulate the school's work. ✓</p> <p>New initiatives / language uses are filtered down effectively via the staffing structure. ✓</p> <p>Curriculum leads are developed as strong leaders within the school community. ✓</p>
Progress report February '21	<p>SEF drafted in Oct / Nov incorporating new EIF. Presented to the school HIP in December with some adjustments to be made. These will be completed by the end of Jan 21 and published to the website. SEF now reflective of the EIF.</p> <p>Curriculum intent and implementation is made clear on the SEF and curriculum planning in school and on website. This also supports staff and promotes a shared ethos within the school community.</p> <p>Development of the LT continued with fortnightly meetings. LT benefitted from training delivered by Becky Cox at Sept INSET training. This consisted of whole team development and 1:1 sessions to evaluate areas of curriculum development. Curriculum leaders have taken a more proactive approach to developing curriculum areas and contributing to the whole school development. Curriculum leaders presented to the governors on exam results and student progress. This enhanced their understanding, gave them the opportunity to articulate work carried out and to discuss further development.</p> <p>LT have supported effectively during new national lockdown in their subject specific areas and ensuring enhanced remote learning provision was delivered. CLTs considering carefully how teacher assessment grades need to be collated in the light of no GCSE final examinations and ensuring experiences from last years CAGs have been taken on.</p>		

	<p>SENCO use of 'Deaf +' is being taken forward across the school.</p> <p>Fortnightly LT meetings have continued and have been very productive. The LT team has increased in number and has new members due to Maternity6 leave cover allowing for more staff to have access and specific training. The Lt have completed subject and curriculum</p>		
<p>Progress report</p> <p>June '21</p>	<p>SEF was amended and was published on the school website. This has been shared with the leadership team and has contributed towards the curriculum leads forming the curriculum intent.</p> <p>The leadership team meetings continue to be held fortnightly, the team are joined in approach, purpose and ideology, meetings are less led by the co-heads and more team approach. The leadership team work best when they are completing tasks to move the school forward in development and planning which will be embedded going forward. The curriculum leads are becoming strong leaders in school and although the middle leadership position is always difficult to manage they have established themselves as an influential group of leaders.</p> <p>Curriculum leads are working well as a team and support each other through a range of tasks. The work they produced this year on exams grades has been outstanding and has made approving these results seamless. Evidence was collected and the summaries provided to the exam board along with analysis were outstanding. Curriculum leads worked together to share expertise and knowledge of how to produce this information, the newer curriculum lead was fully supported by more experienced leads. Curriculum leads have also worked hard to produce curriculum intents which will be published on the website.</p> <p>Other members of the leadership team have been invested in the development of the website, looking through the current website and identifying ways to improve this.</p>		
<p>To develop the children and young people's 'voice' within the school.</p>	<p>a) For SL T/LT to experience what it is like to be a student at Heathlands.</p> <p>b) To develop opportunities for student feedback and voice across upper and lower school.</p> <p>c) To gather and act on student leadership feedback</p> <p>d) To examine how feedback and marking impacts student learning and development.</p>	<p>Dec 20</p> <p>Nov 20</p> <p>Nov 20</p> <p>Feb 21</p>	<p>SL T/LT will have a clearer understanding of views from the young people that attend Heathlands which will be shared more widely with the staff team.</p> <p>For all students to feel heard and recognise that speaking out has impact.</p> <p>Student views will be responded to in a constructive manner.</p> <p>The Heathlands community and student's learning is enriched and extended from student 'voice'.</p>
<p>Progress report</p>	<p>Student leaders completed the student survey which showed students are more concerned with learning and less concerned with the social</p>		

February '21	aspects of school as reflected in the previous survey. Student leaders are taking a proactive role in school improvements and work with staff to improve school priorities. Nov/Dec lockdown and then Jan/Feb lockdown have prevented SLT/LT moving freely round classes and looking at books due to risk assessment.																																				
Progress report June '21	Due to the impact of Covid the emphasis has been on the learning of students. The Leadership team all completed a student voice exercise on young people and the results were positive. However the leadership team have not managed to obtain as many student voices as we would like to. We would like this target to continue to the next SDP so we can ensure we are representing our young people.																																				
To promote and develop improve staff wellbeing and attendance.	<table><tr><td>a) To ensure all meetings are purposeful and deliver the intended outcome.</td><td>Oct 20</td><td>Staff workload and well-being is discussed and actions taken where possible. ✓</td></tr><tr><td>b) Ensure meetings start and finish at agreed times.</td><td>Ongoing</td><td>Staff are able to access staff support systems in relation to health and counselling services. ✓</td></tr><tr><td>c) Review practical guidelines regarding the use of email.</td><td>Jan 21</td><td>Skilled staff are supported and absences will reduce. ✓</td></tr><tr><td>d) To create a well-being staff group.</td><td>Nov 20</td><td>To be awarded the Well-being Mark.</td></tr><tr><td>e) Promote an inclusive social calendar</td><td>Ongoing</td><td></td></tr><tr><td>f) Make praise a part of every day within our school community.</td><td>Ongoing</td><td></td></tr><tr><td>g) To develop a 'school pass' which would allow to observe peer's teaching.</td><td>Ongoing</td><td></td></tr><tr><td>h) Kindness week</td><td>Jan 21</td><td></td></tr><tr><td>i) To promote use of SAS resources and support systems</td><td></td><td></td></tr><tr><td>j) Establish culture of breakfast meetings for LT</td><td>Ongoing</td><td></td></tr><tr><td>k) To develop more green spaces around school</td><td>Ongoing</td><td></td></tr><tr><td>l) To increase opportunities for staff to have breakfast at school.</td><td>Ongoing</td><td></td></tr></table>	a) To ensure all meetings are purposeful and deliver the intended outcome.	Oct 20	Staff workload and well-being is discussed and actions taken where possible. ✓	b) Ensure meetings start and finish at agreed times.	Ongoing	Staff are able to access staff support systems in relation to health and counselling services. ✓	c) Review practical guidelines regarding the use of email.	Jan 21	Skilled staff are supported and absences will reduce. ✓	d) To create a well-being staff group.	Nov 20	To be awarded the Well-being Mark.	e) Promote an inclusive social calendar	Ongoing		f) Make praise a part of every day within our school community.	Ongoing		g) To develop a 'school pass' which would allow to observe peer's teaching.	Ongoing		h) Kindness week	Jan 21		i) To promote use of SAS resources and support systems			j) Establish culture of breakfast meetings for LT	Ongoing		k) To develop more green spaces around school	Ongoing		l) To increase opportunities for staff to have breakfast at school.	Ongoing	
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	m) To implement health checks for staff		
Progress report February '21	<p>Wellbeing team was established in school.</p> <p>The wellbeing team drafted a wellbeing agreement that they want to pass onto all staff to agree. This will go out to staff in Jan 21.</p> <p>Wellbeing survey carried out in Nov showed that staff are all happy to be part of the Heathlands team and showed that the school is developing wellbeing provision.</p> <p>LT breakfast meetings continued throughout the autumn term.</p> <p>Staff health checks were not able to happen due to Covid.</p> <p>SAS continued to be recommended for staff who were in need of this service.</p> <p>Occupational health used for some individual staff identified</p> <p>Individual risk assessments and well being plans in place for some identified staff.</p> <p>Meetings switched to remote to ensure safety and some have been given as own working time to avoid burn out of teachers.</p> <p>Regular update of information linked to Covid, risk assessments in place to support all staff. FAQ's created to guide staff through lockdown.</p> <p>'Open door' policy of LT/SLT for staff feeling overwhelmed during pandemic. Continual push forward of CV19 vaccinations for special school staff. Extended Cv19 testing to include upper school students on a weekly basis and one lower school student who is boarding and also to include transport staff.</p>		
Progress report June '21	<p>The wellbeing agreement went out to all staff, feedback was taken and the agreement was approved by Governors.</p> <p>Individual risk assessments and wellbeing plans continue to be used to support some identified staff and the SAS service continued to be recommended to all.</p> <p>The school hosted a series of wellbeing weeks which included themes, increased praise and recognition, casual work attire, an extended lunch hour, catch up training, cards of appreciation, wearing the same colour to work daily, jokes and encouragement to go for walks during break times. This improved the general wellbeing when staff were beginning to get tired and feeling isolated from colleagues.</p> <p>Meetings have been a mix of remote and in person depending on the group size to ensure safety.</p>		

	<p>Regular updates to the Covid risk assessments. Staff briefing used to update staff on any changes but also to share good news and personal achievements of staff. This has followed the theme of making praise part of everyday.</p> <p>All staff who chose to have their Covid vaccination have received the second dose, this has significantly reduced staff anxiety of working in school which has improved overall staff wellbeing and happiness.</p> <p>The wellbeing survey carried out in June 2020 received 35 responses from staff and showed the following main findings;</p> <ul style="list-style-type: none"> • All staff were proud to be a member of Heathlands • 35 were confident that pupils are safe at school. • Improved technology was a key feature of improved staff wellbeing. • 33 would recommend the school as a great place to work <p>See attached survey for the full results.</p> <p>Staff attendance has risen from last year, Last year (2019 – 2020) there were 1622 days lost from staff absence in comparison to 1006 days lost this year.</p>
<p>Other issues to cover</p>	<ul style="list-style-type: none"> ➤ Sustain consistency and outstanding provision through unprecedented times. ➤ To develop structures and procedures to limit negative impact on learning if staff or students are not in school due to Covid 19. <p>Remote learning throughout lockdown has been of high quality. Students supported with ChromeBooks sent home and/or routers delivered to ensure internet access. Resources such as reading switched to online provision i.e. MyOn to lessen impact of lockdown.</p> <p>Google Classroom rolled out well in Upper school and now beginning to be used better in Lower.</p> <p>Frequent communication with parents regarding changes to timetables, zoom links, remote learning, expectations on staff and so on including BSL translations.</p>

Subject: SEN and Accessibility

Priority area for Improvement	Action Plan	Timescale	Success Criteria
To develop the tracking and progress of SEN throughout the school	To continue to develop the provision map to identify how SEN intervention impact is measured and analysed. ✓	Ongoing	Provision map is used by SENCo's for collaboration but also by school staff as a signposting tool as a part of schools systems.
	To develop methods for tracking individual and group progress	Autumn Term	Assessments and tools for impact continue to be developed and well used by teaching staff and support SENCo's with success criteria.
	To develop working relationships with staff and parents through Assess, Plan, Do, Review (APDR) meetings. ✓	From Sept	
	To trial use of APDR paperwork ✓	Autumn term	Success criteria is achieved upon review and if not, consideration addressed to amendments needed. All pupils in APDR meetings will be individually reviewed and strategies adapted to meet their specific needs to ensure progress.
	Share provision map with staff team ✓	September INSET	All individual student assessments/input is addressed effectively by the SENCo team.
	Share and implement SEN staff referral form ✓	September INSET	Parents are engaging with SEN support meetings and understanding their role at home to support the child.
Progress report February 2021	Use SENCo Support meeting document to track individual SEN students involving staff, parents and student. ✓	From Sept	
	ADPR process begun with one identified student currently, no issues have arisen. Referrals tracker amended to be more user friendly. Provision map was shared with staff at the September inset and is added to and built upon to become more comprehensive. This will continue to strengthen as time goes on. MIS switched to Arbor, SENCOs intend to adapt SEN information to fit in with this system.		
Progress report June 2021	<p>To support tracking groups of students a list of all deaf+ students has been created and shared with key staff. ADPR is now trailed with three students and both SENCOs using it. Provision map continue to be developed following working on deaf+ list, APDR and the use of assessments and tools both old and new. Staff are referring concerns through new systems, enabling the SENCo's to discuss and agree next steps.</p> <p>Due to Covid many therapies and programmes have not been able to happen such as SMARTmoves so developing progress tracking for these has not been possible. SENCOs attended CAPPS training- a small steps tracking system used in other special schools. We have a similar system here already with the tracker and will investigate to see if they can be amalgamated, especially the PSD targets which are not on the Heathlands tracker and could be helpful for specific Deaf + classes.</p>		

To further develop LSA knowledge working with Deaf+ pupils in order to develop greater student independence.	All LSAs to have whole school PM target of demonstrating their understanding of the pupil's learning journey by keeping a log. ✓ Form tutors to work closely with LSAs to understand how this will look for Deaf+ students. ✓ Regular SENCo support groups (Iguanas, US1, US3 and US10) involving LSAs to set independence targets for individual students. ✓ Regular review of targets – both student and LSA's PM throughout the year. ✓ Relevant training identified, sourced and actioned. ✓	October 20 onwards Academic year 20-21 From Sept 20 onwards Termly When identified	LSAs will successfully understand the learning journey, regularly review their practice and understanding and outcomes will be enhanced. LSAs will consider how to support Deaf+ students and understand that their targets may be smaller steps and life skills focused. Deaf+ students will achieve their independence target and be motivated to continue to develop building on this. LSAs will benefit from a rich training programme which could be sourced both internally and externally.
Progress report February 2021	All LSAs included pupil learning log in their PMs. Closures and bubbling has made this harder to complete/track to current time. SENCo support offered to identified groups had allowed for issues to be addressed and resolved more easily. LSAs had Social stories training as part of September inset. Individual training has been ongoing to support identified students with particular needs. CAMHS training regarding mentoring has been shared with Lower school staff but not discussed as a group due to Covid restrictions.		
Progress report June 2021	Close work with specific Deaf+ class groups has continued with training throughout the year in different areas particularly focused on building up LSA skills. More fluidity of movement between LSAs due to shared skills such as gastro training, tube feeding, diabetes monitoring, if there is an absence of staff, support can still be provided through different staff. LSAs have also been involved in meeting with external professionals such as OT, Physio and VI due to their expert knowledge in working closely with specific children. Staff feel their knowledge and ideas are valued and acted upon and have a more vocal 'voice'. Agree and embed protected teacher + Sal T time throughout the school year. LSA lead interventions arranged and modelled by SAL T team for language enrichment. ✓ Develop communication profiles with selected groups Listening groups arranged and supported where need is identified	Autumn term and ongoing Spring term Autumn term Autumn term	Sal T targets are shared and actioned on consistently by both the Sal T team and the teaching team so that students have opportunities to generalise skills within the classroom and with different staff. Pupils will benefit from improved and generalised communication skills. Pupils have a greater understanding of their targets to generalise progress into the classroom. Pupils will begin to generalise improved skills further outside of the classroom. Targets are achieved and enhanced by collaborative teamwork. Classroom staff understanding and skills are enhanced.
To strengthen the shared collaboration between the Sal T team and the classroom staff for further impact and continuity of communication targets to be generalised.			

<p>Progress report February 2021</p>	<p>Agreed timings for SaLT protected times and ready to offer out to staff and embed in curriculum times but interrupted by Covid. LSA in Toucans is leading on listening group and working closely with teacher and SaLT team. Communication profiles established for most students from Heath House boarding, developed collaboratively by Heathlands School SALT and Heath House staff via discussions and watching videos of students communicating with non-signers. Targets also set for Heath House students. New Heathlands School SALT Laura Franklin has now started part time work at Heathlands, this means Rosalind Carolan will have more time to be able to allocate to collaborative work to establish communication profiles with targeted classes/ students. Heathlands School SALT team to consult with LS teachers about communication profiles i.e. how these would be used and which students would be useful to focus on initially. SALT Rosalind Carolan has supported implementation of Zones of Regulation Programme in US3 by providing support and training for class teacher Louisa Morgan. Rosalind Carolan has supported US3 classroom staff with Clicker to support identified child. SaLT team have collaborated with the Deputy SENCo and KS1 to run a series of workshops on an English toolkit to support deaf children. Plans are currently being prepared for LSA lead interventions for specific classes once students return to Heathlands from 25.01.21. SaLT have liaised with the Deputy SENCo to develop word books that can be used throughout the Upper school to support vocabulary development and generalisation.</p>
<p>Progress report June 2021</p>	<p>SALT protected meetings conducted with LS and US teachers, form tutors for US. Meetings conducted remotely due to COVID-19 bubble restrictions. Targets shared with teachers during meetings. Plans to arrange SALT protected meetings for September 2021. Listening group re-started during the summer term. Ongoing liaison and review with LSA running groups. SALT Rosalind Carolan liaised with class teachers about LSA lead language programmes during curriculum meeting; however no teachers have identified their classes/ students as candidates. Heath House fortnightly meetings developing communication targets, training on use of social stories in June 2021. Presentation delivered by SALT Rosalind Carolan to US staff during curriculum meeting to provide feedback on training course 'Fundamentals of SEMH (Social Emotional Mental Health)' for children with SLCN (Speech Language and Communication Needs). Focus on key strategies to support SLCN, impact of SLCN on SEMH. Labels with a range of written SALT targets generated for US students to put in their diaries at the start of a block of therapy. This will be a more efficient way of students reviewing and sharing their targets. Communication profiles to be prepared for nursery and KS1 students for September, generated in liaison with class teachers. Review needed on how to support staff understanding individual students' levels of listening ability and targets. Collaborative work between the Deputy SENCo, class teacher and SaLT to develop 3 workshops for the English toolkit that was shared with families.</p>

Other issues to cover

- To refine and embed effective transitions of new Year 7 pupils prior to starting to ensure form tutors are fully aware of student needs and have all resources ready in preparation for the new school year including correct furniture and training.

February 2021 update: School tours have worked well remotely. LRC completing consultations for prospective Year 7 pupils.

June 2021 update: Year 7 transitions to be completed remotely following HCC advice. A four day remote programme is being booked in. SENCos to work with identified year 7 form tutors to inform of SEN needs and also check with all upper form tutors the specific SEN equipment required for individual pupils before the start of the new academic year. Training offered to staff that require it, as soon as possible into the new academic year.

Subject: Whole school strategy to improve Reading and enhance Vocabulary development.

Priority area for Improvement	Action Plan	Timescale	Success Criteria
To embed good practice, ensuring pupils develop the reading and vocabulary skills to achieve their full potential as readers.	Assessment. To continue to use STAR reader test with all eligible pupils, testing termly. ✓	Termly	Clear reading assessment pathway for each child. ✓ A variety of performance indicators show pupil reading progress. ✓
	To roll out the use of the New Salford Reading test to all Lower school pupils from Year 1 and above working below the level of Accelerated Reader – baselined in the first half term and tested again at the end of the year with an intermediate test if there are further concerns. Identify and train staff in the use of this assessment.	From Autumn term	
	To use the Heathlands High Frequency word list to support and record the teaching of high frequency words at R and KS1 and with pupils higher up the school who are making small steps of progress. ✓	From Autumn term	
	Daily reading records to be kept for all pupils (the form of this may vary depending on the ability for independent reading for older pupils.) ✓	Ongoing	
	Pupil progress meetings with teachers to focus on reading progress. Appropriate assessment pathways to be identified for each child. ✓	Termly	
	Progress through AR reading books monitored (by teachers, AHT and curriculum lead) and support given to pupils amended appropriately. ✓	Ongoing	
	Progress through ORT or RR programmes recorded (and monitored) through individual pupil record books and (in lower school) teacher's files. ✓	Daily	
	Tracking of reading assessments for each pupil over time to be set up and used for each pupil, investigate if this could be similar to that used for AADCW.	Autumn term	
	Changes to upper school tracking for English to ensure reading progress is more robustly monitored for students working below key stage 3. Upper/Lower KS2 or KS1 trackers to be used (on Heathlands Tracker) to track progress against curriculum statements. Possible additional reading assessments for those not completing STAR tests (see next point).	Autumn onwards	

	<p>End of KS3 assessments for classes likely to go on to study GCSE or close to working at this level. CLT to look into alternatives for classes likely to go on to Entry Level courses.</p> <p>Upper school to consider whether students following Rapid Reading/ORT in upper school need an alternative to STAR tests to monitor progress e.g. Salford Reading Test in addition to Rapid Reading benchmark assessments.</p> <p><u>Interventions</u></p> <p>Daily 1 to 1 reading for all pupils in lower school. ✓</p> <p>Daily form group reading time for all students in upper school. ✓</p> <p>Identify pupils 'at risk' of not making progress or those who have 'fallen behind' through discussion with AHT (Lower) curriculum lead (upper) ✓</p> <p>Implement additional reading interventions for pupils who have been identified e.g. intensive catch up for a fixed period of time then reviewed. ✓</p> <p>Identify pupils who may need a more individual reading programme and appropriate scheme – making use of RR, ORT and the MyON reading programme. ✓</p> <p>Regular monitoring of progress using Accelerated Reader diagnostic to identify students needing additional support. Appropriate action to be taken e.g. additional staff (where available) to support in reading time, change of reading scheme from AR to RR or ORT if more steady progression needed. Additional 1:1 reading sessions to be implemented during identified English lessons e.g. weekly SPAG lessons for specific students.</p> <p><u>Vocabulary development</u></p> <p>To continue to embed word aware principles across the school. ✓</p> <p>Refresher training for teaching staff (INSET Sept 20) ✓</p> <p>Vocabulary walls to be part of classroom and evidence of vocabulary learnt</p>	<p>Autumn Term</p> <p>Autumn term</p> <p>Daily</p> <p>Daily</p> <p>Termly</p> <p>As needed</p> <p>As needed</p> <p>Half termly</p> <p>Ongoing</p> <p>Ongoing Sept20</p> <p>Ongoing</p>	<p>Interventions for each identified and appropriately targeted. ✓</p> <p>Interventions showing measurable impact.</p> <p>Enhanced vocabulary development for pupils is demonstrated in</p>
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	<p>seen around school and in books – monitored through learning walks. ✓</p> <p>Continuing training for LSAs on developing vocabulary.</p> <p>Teachers to implement vocabulary initiatives/ competitions within classes to support categorisation and general knowledge linked vocabulary (e.g. home learning project on types of birds, lesson starters to name kitchen equipment etc.)</p> <p>In conjunction with the SALT team to investigate and trial formal vocabulary assessments - adapted for our pupils - to see how affectively they demonstrate progress for deaf pupils: This may include but not be limited to:</p> <ul style="list-style-type: none"> - Formal BPVS through writing (only appropriate for readers) - Informal word aware assessment. <p><u>Cross curricula literacy</u></p> <p>Reading to be supported through all curriculum areas with teachers considering how to identify and teach key reading and subject vocabulary and how concepts can be taught. ✓</p> <p>MTP topic and subject planning within lower school to identify key vocabulary for the cohort. ✓</p> <p>Upper school staff aware of the reading level of their classes (info from CLT ✓) and provide reading materials that are appropriate. A variety of texts to be used within lessons.</p> <p><u>Developing a love of reading</u></p> <p>Secret Storyteller to continue in EYFS adapted to a Covid secure environment (e.g. on line). ✓</p> <p>Regular signed story time within R and KS1 within lower school. ✓</p> <p>Book based literacy/English curriculum principles to be followed within lower school. (Supported by the use of the school's Power of Reading membership and curriculum meetings) ✓</p>	<p>Ongoing</p> <p>Weekly</p> <p>Autumn onwards</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Daily where possible</p> <p>Ongoing</p> <p>Autumn term</p>	<p>a) Improved language and communication b) Improved reading outcomes.</p> <p>The development of pupil's reading and vocabulary development is addressed through all areas of the curriculum. Not just English and Reading times.</p> <p>Pupils throughout the school opt to read for pleasure, with opportunities to do so.</p>
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	<p>All pupils to have access to e-library at home through MyOn Reading (and Purple Mash). ✓ Training for pupils in how to access this and instructional videos created for both pupils and parents.</p> <p>Continue to ensure that pupils have access to a range of appropriate high quality books at all levels through AR and Rapid Reader programmes. Use is also made of graphic texts and other materials that might engage more reluctant readers.</p> <p>Access to library and reading for pleasure when Covid restrictions allow.</p> <p>Enrichment opportunities e.g. Battle of the Books, World Book Week activities. ✓</p> <p>Check range of books available at higher AR levels – order more if needed to ensure enough variety to motivate students. MyOn could also be utilised by booking i-pads for reading time.</p> <p><u>Supporting parents and upper school staff</u></p> <p>Audit parents regarding confidence in reading with their child and issues/ areas they would like further support with.</p> <p>Where staffing allows produce 'reading with your child' videos.</p> <p>Reception and KS1 word books giving signs for vocabulary pupils come across in specific books to be used to support parents in reading with their child. ✓</p> <p>CLT to support form tutors to become confident with the reading scheme their form is using and with strategies to support them during reading time. Form tutors regularly updated about their students' progress (e.g. from diagnostic reports or termly monitoring). ✓</p> <p>Further Word Aware sessions to be offered if needed and opportunities provided to share good practice.</p>	<p>Ongoing</p> <p>When C19 safe</p> <p>Through year</p> <p>Ongoing</p> <p>Ongoing</p> <p>Spring</p> <p>Spring/ Summer</p> <p>Ongoing</p> <p>Ongoing</p> <p>Spring term</p>	<p>Parents understand expectations for reading with their child from EYFS upwards.</p> <p>Parents are increasingly confident in having the skills to read with their child.</p> <p>Upper school staff increasingly confident in providing high quality reading opportunities and support to pupils.</p>
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Assessment.

The pandemic and bubbles has impacted on some of the development work in this area during the last term. Star reading test continues to be used by all appropriate pupils offering a ZPD for reading and a baseline for assessment. Autumn testing happened but Spring testing is currently on hold for Lower School until after Feb half term. Upper school students who are in school are completing STAR tests in January/February and JM is looking into how some of those at home could also complete them.

The New Salford Reading test was not used during the autumn term due to time and staffing availability and it will not be possible to use it until lockdown is over and bubble crossing is enabled as for consistency, it is better to be administered by one person and needs to be face to face. A new Language /Literacy support assistant was appointed in the latter half of the Autumn term and will be trained in the Salford assessment for when bubble crossing allows.

The high frequency word list is being used in R and KS1 with staff keeping paper copies for pupils in the reading record. By the end of the year this should demonstrate pupil progress in terms of work recognition and number of high frequency words acquired.

Daily reading records and class reading files were being kept for all lower pupils in the Autumn term however, during and following the lockdown in January much of the reading has moved on line to minimise contact and books going to/ from home.

Pupil progress meetings in the Autumn term discussed each child's reading and various progress indicators were recorded to baseline progress throughout the year.

Pupils are continuing to make progress in the ORT – this has been particularly evident with the year 1 pupils prior to lockdown and the reception pupils are also benefitting (on an individual level) from daily reading with progress seen through the books.

CLT (EM) met with form tutors after running Accelerated Reader diagnostic to discuss any students needing further support.

Interventions

All pupils continue to have daily 1 to 1 reading time when in school. For pupils learning remotely at home MyOn is being used (with Oxford Owls website – currently free – for younger/ lower ability readers) However, support for home learners reading is very much dependant on parents ability to read with their child.

Several pupils have been identified for additional English intervention, following pupil progress discussions with teachers in the Autumn term, and this has started in the Spring term (Lower school using Dr Patrick Rosenberg remotely on a Wednesday)

Language Intervention Worker working with identified students in 1:1/small groups or supporting in class. This was interrupted during lockdown but some 1:1 sessions were conducted via zoom.

Remote reading support sessions are being arranged for after Feb half term to support vulnerable students who have to remain at home (initial plans to provide this were delayed when students returned to school).

A new timetable in the Summer Term made use of freed up year 11 lesson time to provide a morning session of SPAG for Year 10 students with a Secondary teacher who is linguistics specialist.

	<p>Vocabulary development</p> <p>Word aware principles being embedded through school, with particular examples demonstrated in classroom displays – e.g. word of the week, vocabulary walls etc.</p> <p>Word aware refresher training provided for staff during inset 2020.</p> <p>Word aware training provided for parents Feb 2021</p> <p>LSA training has been restricted due to bubbles and need for LSAs to be with pupils.</p> <p>Formal language assessments have not yet been implemented due to additional workload/ bubble restrictions with current covid situation. Word books have been created for Upper School pupils (by the SENCO) and will be introduced to students during the second half of the Spring term in order that the students have a central place for their vocabulary giving them an opportunity to generalise and utilise new vocabulary. Whilst also building links across the curriculum.</p> <p>Cross curricula literacy</p> <p>MTPs for Lower school subjects identifying key vocabulary in the right hand column which allows staff to focus and check pupil understanding.</p> <p>In lower school reading is developed across subjects through the use of powerpoints and source materials.</p> <p>Developing a love of reading</p> <p>Secret storyteller has continued remotely and proving popular although it has been less frequent that last year due to the constraints of bubble crossing and zooms. During the Jan lockdown a daily signed story time was implemented via zoom with both staff and older pupils telling stories to younger pupils. This was open to all Primary age pupils.</p> <p>A book based literacy curriculum is being followed with lower staff planning from text appropriate to their group. Some classes have made good use of The Power of Reading as a starting point; others have created materials from their own texts to match the needs and learning objectives of the class.</p> <p>All pupils now have access to MyOn Reading materials, despite some 'teething problems' initially. By Jan lockdown all pupils were given a log in and password. However, for home use for lower school has been only by a few pupils, tending to be the stronger readers. One of the issues is the lack of lower ability books for developing readers and that many of the books are quite 'American.' Oxford Owls are also being used with the younger pupils (at the moment on a free subscription). It is felt, even in lockdown, that handling and reading actual books is essential for EYFS and KS1 developing readers so, while all precautions are being taken, they are still using and taking home reading scheme books in the most part. Where older pupils are able they are reading using My On.</p> <p>In Upper school the daily 30 mins focused reading time, timetabled immediately following the lunch break, provides a relaxing opportunity for reading at leisure. Several groups of students are reading larger age appropriate novels and can do this independently allowing support staff to be strategically placed in classes where students require support or individual 1-1 reading. A temporary member of staff appointed to support</p>

	<p>Covid catch up also takes 1-1 sessions at this time. On occasions the class interactive white board is used to display a news article for whole class reading and teacher input / support with vocabulary</p> <p>Due to Covid, the library has been out of bounds for lower school pupils so they have not been borrowing books since returning in September. Covid also meant that a number of events aimed at promoting reading had to be cancelled e.g. the award winning deaf poet, Raymond Antrabus whose work is included in the Edexcel GCSE poem set, was due to come in to lead a poetry workshop. This is being rescheduled for next academic year.</p> <p>Three student teams have been entered for Battle of the Books, doing well in the preliminary rounds. One of those teams has reached the National Finals.</p> <p>Supporting parents and upper school staff</p> <p>Some workshops on different aspects of Reading/ Language development have been offered to Reception and KS1 parents during Jan/ Feb.</p> <p>Reading scheme vocabulary is being recorded in reading records and/or separate vocabulary books, however, the preference is for it to go into reading records as it minimises the number of books and makes things more manageable and less likely to get lost. We are looking at having larger reading records for this purpose. Flashcards of key words plus sign graphics are also being used to support reading with younger pupils.</p> <p>EM, JM, SS and JH attended MyOn training – this will be cascaded down to form tutors and class teachers following the second session (booked for the week after Feb half term).</p>
<p>Progress report June 2021</p>	<p><u>Assessment:</u></p> <p>Pupils in lower school who are using the accelerated Reading scheme were tested using the STAR reader prior to reviews and information (including progress) informed the report writing.</p> <p>The New Salford Test has been used with classes within KS2. It has also been delivered to prospective pupils on trial placements which allowed us to give accurate information to parents about how pupils would fit into specific cohorts.</p> <p>The High Frequency word lists information re progress reading key words will be added to the autumn term pupil progress information for each child.</p> <p>Daily reading records are kept for pupils in paper format. Additionally the AR records can be accessed from the accelerated reader app, giving information such as percentage quiz success and average NOFAN level of books read.</p> <p>STAR reading tests provided by the Renaissance Accelerated Reading scheme are used in upper to assess the degree of progress in reading.</p> <p><u>Interventions.</u></p> <p>As outlined, interventions have continued to run as outlined in the Feb update with the exception of the remote sessions which are now all being delivered face to face. The impact will be assessed towards the end of the summer term.</p> <p><u>Vocabulary Development</u></p> <p>Within upper school there has been a focus on developing vocabulary in line with word aware principles. Subject teachers selecting 'goldilocks' words for each topic (a list of specific vocabulary to reinforce)</p> <p>Curriculum meeting times have focused on Word Aware 'share good practice' session for all US teachers where teachers to share how they have</p>

used Word Aware in their lessons. In upper school there are weekly SPAG lessons with a focus on spellings, using new vocabulary in sentences etc.
Daily reading time continues in all classes throughout the school and in upper school this includes opportunities for students to develop their vocabulary (word wall, dictionary work etc.) In upper, reading intervention has taken place on a weekly basis with specific pupils to extend vocabulary knowledge, especially for words that are homographic.

There has been a particular focus in upper school on the use of 'command verbs' such as 'evaluate' 'explain' 'justify'. The aim is to raise standards of examination attainment by enhance understanding and ability to respond appropriately and fully to examination question vocabulary.

A range of strategies (word walls, literacy mats) are employed across subject departments to ensure that key subject vocabulary is secured in terms of concept and spelling. This is supported through the use of 'Word books'. Lower school pupils have word files to support their writing and vocabulary development set up in the Spring term which will then stay with them throughout the school.

Cross curricula literacy

Cross curricula literacy in lower school is strong with specific examples of literacy linked to topic (History, Geography and Art), Science, DT, Food tech and computing through the Primary department.

Cross curricular literacy development is key in order that students are able to be supported to demonstrate their ability in written examinations and coursework.

Examples of recent work include a half day drama workshop for KS3 students aimed at enabling the key terms required for study at KS4 to be internalised through action and drama. Pupils responded extremely well and secured a good understanding of the concepts of terms such as 'melodrama', 'posture', 'status'.

GCSE art students undertook research on their chosen paintings, and created PowerPoint presentations on key aspects and terms. They will next extend this work to video presentations that will be shared with Lower School staff to use for their lessons/ and English teachers so they can use it as resource for further writing activities.

In Food Technology there are two ability groups; one GCSE and in the other BTEC level 1 course, students are supported by Shape Coding when evaluating their cooking skills by writing sentences using the 'what doing' 'what like' and 'what' coding format.

Other examples include a whole secondary departmental 'Visual Vernacular' competition

Developing a love of Reading.

Heathlands had teams in three classes of Battle of the Books with finalists in two classes. Teams were given three books to read prior to the competition. One of the teams enjoyed it so much that the concept of the competition was carried out during their reading time. This team were the winners of their class – a magnificent achievement for the only UK school competing internationally in the competition organised by Gallaudet University.

A whole school book week has been organised for the first week of July (5th onwards).

Supporting parents and upper school staff

Spring term workshops were organised for parents of pupils in KS1 related to the 'English Toolkit' to support deaf children's learning. These

	workshops covered word level = word aware; sound level – visual phonics and sentence level –shape coding. Take up from parents was low, however those that attended found them helpful. Resources were uploaded to the website and information sent to KS1 parents regarding how to find these.		
To maximise the use of residual hearing and amplification among students and ensure staff are further trained to support the Total Communication philosophy.	Review the communication policy for students and staff.	Spring Term	Established and updated policy in place which is approved by the school community. All are clear on expectations and access.
	Establish which pupils are consistent wearers of hearing aids/CI processors.	Autumn term	Students are accessing and using their audiological equipment within school on a daily basis and the use of a range of amplification is carefully considered. Students who receive limited or no access through their equipment are identified and recognised.
	To investigate reasons for inconsistent use including listening assessments by Audiologist to assess listening capabilities and effectiveness of equipment.	Autumn/ Spring	
	Provide appropriate training to ensure all staff are confident to support pupils wearing different listening devices.	Ongoing	All staff have updated knowledge on listening technologies. Staff are more confident with trouble shooting and use of equipment.
	To develop pupils awareness of the potential benefits of listening devices. Review/establish parent/student agreement taking responsibility over their listening devices.	Ongoing	Parents and students take further responsibilities for their listening equipment and become increasingly independent with self-management. Pupil targets are achieved an enhanced by additional focused time
	Listening groups arranged where need is identified.	Autumn and ongoing	
	As a staff team, agree consistent rules for use and storage of equipment.	Spring term	All listening equipment and amplification is identified, tracked and used effectively throughout the school on a rolling programme.
	To ascertain the current use of the Roger Radio Aid system throughout the school and to assess its benefit to certain pupils and prioritise its allocation.	Autumn term	
Progress report February 2021	Review and re-establish the rolling programme to purchase more Roger radio aids (or other system recommended by Audiologist) and set up for students.	Ongoing	
	Survey went out to staff in autumn term linked hearing aid and CI use as well as allocation of radio aids.		
	Invitation sent out to all staff to be part of a working party focused on SDP goals.		
Progress report June 2021	Results of the survey have been collated indicating 85% pupils own a hearing device of which 58% use them in school. Whilst the results highlighted that the students using hearing aids/ cochlear implants have a much improved experience of being able to hear people talking, desire to use a radio aid was low at 44%. Restrictions due to the pandemic have delayed the organisation of the advisory service delivering a presentation to KS2-KS4 on the use and benefits of radio aid systems.		

	<p>A listening group was established in Reception/Year1 classes and ran regularly through the Autumn term. Due to bubbles and staffing in the Spring term these stopped but have now resumed. A listening group is planned to start in EYFS in the second half of the Summer term.</p> <p>Numerous staff have been given additional training by the Audiology Technician either as a refresher or to guide them in basic troubleshooting. The aim is to do this on a regular basis along with giving out basic supplies to support them.</p> <p>When Roger radio aids are allocated, individual named boxes are provided to each student with their radio aid number clearly marked. A larger class box is also provided so that the Rogers can be safely stored overnight.</p> <p>Yr2 class are about to have a few students allocated with radio aids. A letter will go out to parents beforehand that will point out the cost, rules and expectations of the use of this equipment.</p> <p>It would be good to have this procedure in place whenever Rogers are allocated and perhaps a signed agreement to help reduce the number of losses.</p> <p>Following a review of stock, the school currently has sufficient standard Roger X's for the time being, but if budget allows, there is a student in upper school that needs 2 x Roger 20s.</p>
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Subject: Teaching, Learning and Assessment - Lower School

Priority area for Improvement	Action Plan	Timescale	Success Criteria
To review the existing lower school curriculum cycle to ensure it meets the needs of the current cohorts and facilitates children becoming "the best they can be"	<p><u>Review the two year Science cycle</u> ✓</p> <p>Identify where/ if classes can be taught using year group Science in line with expectations for mainstream.</p> <p>Identify where lockdown may have meant pupils have fallen behind. Include additional Science to support catch up.</p> <p><u>Review the four year KS2 topic cycle to ensure the topic themes offer</u> ✓</p> <ul style="list-style-type: none"> - Appropriate sequence, progression and ambition for all cohorts. - Review long term topic maps to include explicit information on the NC coverage expected in those topics. - Language, communication and literacy development to be at the heart of all learning. - Topics facilitate pupils in acquiring a broad general knowledge and skills which can be applied to all other learning. <p><u>Review and write bank of generic MTPs linked to the revised four year cycle.</u></p> <ul style="list-style-type: none"> - Start with this year then move on to subsequent years - Ensure generic plans include key skills, key knowledge and key vocabulary which are then adapted by teachers for their class. <p><u>Ensure that cross curricula literacy and maths is evident in topic teaching</u> (particularly in order to support catch up of skills.)</p> <p><u>Ensure teaching progression for all areas is demonstrated through books or electronic learning journals.</u></p>	<p>Sept 20</p> <p>First half autumn term</p> <p>Autumn term</p> <p>Spring/ Summer</p> <p>(To start Autumn term for this years'work)</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Science continues to be taught with the appropriate curriculum and progression for each cohort. ✓</p> <p>A revised topic cycle is created. ✓</p> <p>The topic cycle is inspirational and aspirational and allows for the needs of a small school. ✓</p> <p>Generic MTPs support teachers in identifying key skills, knowledge and vocabulary for each cohort.</p> <p>Skills for core subjects are developed across the curriculum ✓</p> <p>Progress is evident in pupil books/ electronic learning journals for all areas. ✓</p>

	<ul style="list-style-type: none">- Book scrutiny by SLT, peers and curriculum leads. <p><u>Maths and Literacy planning to be modular and to continue to follow the specialist curriculum needs of deaf pupils for each child/ cohort</u></p> <ul style="list-style-type: none">- Literacy planning to be book based contextualising literacy skills, SPAG and vocabulary development.- Staff teaching literacy to meet regularly with AHT to discuss literacy for individual pupils- Staff training in the use of The Power of Reading principles.- Discuss and agree most useful ways to present long and medium term planning for English and maths without generating additional work.	Ongoing Autumn term Termly Sept 20	Maths and Literacy teaching continue to be taught following the needs of the child and cohort. ✓
<p>Progress report February 2021</p>	<p><u>Review the two year Science cycle</u> - following a review of the cycle it has been agreed that staff will teach Science by year group rather than by cycle as this works for the cohorts we currently have. There are two classes (Jaguars and Piranhas) where teachers have identified some gaps so these are being filled in order that they can then proceed with year group based learning. Teachers will adapt Science teaching appropriately for cohorts but will base learning on the NC expectations for each year group. The Special needs group (Iguanas) will also be following an adapted curriculum which we are basing on a mixed age KS1 model of topics. The school is subscribing to Hamilton Trust to support planning with teachers adapting as appropriate for their class.</p> <p><u>Review the four year KS2 topic cycle to ensure the topic themes offer</u> the topic cycle has been amended for KS1 to increase the number of topics from 3 to 5 in a year and a new long term topic map has been produced. A review of the KS2 topic map to ensure all aspects of the Geography and History curriculum are being covered found some small changes needed and these were made and have been incorporated into the cycle going forwards.</p> <p>Additionally the review flagged up some other issues and these have been addressed as follows:</p> <p>Computing: the Herts scheme we had bought into is no longer being supported and staff were finding it difficult to manage. We have now bought into purple mash (see below) so the purple Mash computing curriculum has been implemented to replace</p> <p>RE - Generic MTP documents based on the Herts scheme of work have been produced and are being amended by teachers to suit their class on a module by module bases as and when they are being taught.</p> <p>PSHCE- the PSHCE curriculum has been revised based on the latest curriculum requirements. From October 2020 we have moved to a curriculum map based on one provided by the PSHE association, with some amendments / additions to support deaf children learning about their</p>		

	<p>own identity and Deaf studies.</p> <p>A paper curriculum file has been created for easy and immediate access to long term plans, one held by the coheadteachers and one held by the AHT lower school. All long term planning is accessible on the staff drive under Lower school and MTPs are also being added here.</p> <p><u>Review and write bank of generic MTPs linked to the revised four year cycle.</u> This work is ongoing and will mostly happen during the late Spring/ summer term.</p> <p><u>Ensure that cross curricula literacy and maths is evident in topic teaching</u> this is ongoing work and more focus on this needs to happen in the late spring/ Summer terms.</p> <p><u>Ensure teaching progression for all areas is demonstrated through books or electronic learning journals.</u> There has been some disruption to the usual work scrutiny schedule caused by the Covid 19 pandemic although staff have done some peer driven book scrutiny with areas where progress wasn't so evident flagged up. There was some discrepancy with some of the exercise books being used across different classes (e.g. some groups having distinct PSHCE., Art or RE books and some combining them all in topic books and this is being followed up to ensure consistency across classes. There was also the situation of many classes doing practical work that didn't necessarily appear in books and the best way to show this without generating more work is being discussed. Monitoring by the AHT show maths and English books generally demonstrate pupil progress.</p> <p>Electronic learning journals are being used in Nursery, Reception and (towards the end of the winter term) the Special needs class and they are being used by some parents during lockdown. Their use will be embedded over the coming terms.</p> <p><u>Maths and Literacy planning to be modular and to continue to follow the specialist curriculum needs of deaf pupils for each child/cohort</u> this work is ongoing with Literacy planned for the specific needs of each class group/ cohort. Hamilton Trust materials are being used as a starting point for maths planning linked to the NC for most classes with additional materials being used by the teacher where appropriate to meet the specific cohort needs.</p>
Progress report June 2021	<p>Work on Generic MTP's for next years topic will be scheduled for after the Annual reviews – end of June/ start of July.</p> <p>Changes to the groupings at KS2 next year (with a very large KS1 and smaller upper KS2) mean some mixed age classes will be needed. This will require some adaptation of the curriculum cycles agreed this year for that particular cohort as at least one class will cross UKS2 and LKS2.</p> <p>The class groups are still being finalised at the time of writing.</p> <p>Cross curricula literacy and maths has been ongoing and evident in classes in most areas.</p> <p>A few examples include:</p> <ul style="list-style-type: none"> - Year 1 combining maths position and direction and computing to write input instructions for a Beebot and writing instructional texts linked making 'sparklers' in food tech. - Year 2 linking maths and English to Science through measuring plants and writing information texts about minibeasts. - LKS2 developing sequencing and chronological order to write about Alfred the Great linking History and English and combining statistics ,

	<p>computing , Science and local area study through planned work on counting flowers in the environment and recording on graphs/ charts.</p> <ul style="list-style-type: none">- UKS2 have secured a grant of £50 to develop a "make £5 grow" mini enterprise project with Jaguars and Piranhas class , which will be running throughout the second half of the summer termcombining a range of cross curricula skills. <p>Books are showing progress again with teachers doing more hands on marking as covid restrictions have eased, although this is not fully back to normal. Due to the home learning there are some 'gaps' in the year where children's work is not in books and periods where all feedback given was verbal. In September we will need to revisit the marking and feedback policy (in the light of whatever guidelines there are for schools at that time) to ensure that all books continue to show the learning journey of the child most effectively.</p> <p>Electronic learning journals have continued to be used with the majority of staff trained in N. R and Iguaras trained to use them, although there have been some changes of staff in all three areas, which have meant training new staff needing to learn how to use them. Staff evaluation says that they do save timecompared to the paper veriosn, although they are time consuming. The 'Stories' are more manageable than the observations, however the observations are useful in pinpointing specific characteristics of learning and highlighting gaps. The traffic light system on the reports is felt to be less helpful with lack of clarity about when and how the children move therogh the levels (R-A-G)and so it becomes asubjective and may depend on different staff having different understandings. Immediately after lockdown, during the subsequent return to work, we decided that for Reception pupils the most important thing was the learning and spending time teaching the pupils and creating the experiences to enable hem to develop skills and learning, rather than uploading things to the electronic records, so while the records have been updated, the priority has been on the children and their learning.</p>		
To enhance the use of e-technology to effectively support teaching and learning and supporting home learning.	<p>Reading:</p> <p>Introduce <u>MyOn on line reading library</u> – which links to AR. ✓</p> <p>Training for staff.</p> <p>Show pupils how to use the materials to access books and to link to AR quizzes- how to log in and use. ✓</p> <p>Create videos to show parents and pupils how to use the materials at home.</p> <p>Make use of the books in class both in reading time and as group texts (cross curricula reading).</p> <p>Encourage and monitor the use of the materials at home.</p> <p>Measure impact on pupil reading attainment</p>	Begin Autumn term then ongoing.	MyOn on-line reading library is well used by staff , pupils and families and having an impact on reading attainment.

	<p><u>Purple Mash:</u></p> <p>Training for staff (linked to computing curriculum) including how to use log-ins etc. ✓</p> <p>Staff to become confident in the use of apps for the delivery of the computing curriculum. ✓</p> <p>Further staff training linked to the wider curriculum resources ✓</p> <p>Apps/ games to be used for home learning and within the curriculum to encourage skills to be practised and embedded. ✓</p> <p><u>Google classrooms:</u></p> <p>Training for staff.</p> <p>Staff to be able to set up learning on google classrooms and use it for homework and remote learning where needed.</p> <p>Teach children to log on and access google classrooms. ✓</p> <p>Create simple instructions for use for both parents and pupils.</p>	<p>Begun October then ongoing.</p> <p>Begun September then ongoing.</p>	<p>Purple mash is well used and supports:</p> <ul style="list-style-type: none"> - the effective delivery of the computing curriculum ✓ - home learning and embedding of key skills/ knowledge ✓ <p>Increased confidence in the use of google classrooms by school staff.</p> <p>Pupils able to access learning materials and lessons through google classrooms on a need to basis.</p>
<p><i>Progress report February 2021</i></p>	<p><u>Introduce MyOn on line reading library</u> after initial problems with registration of pupils, all pupils and staff now have log ins for MyOn reading and it is being used during the Jan lockdown by some pupils. It has been offered to all and reading via Purple Mash set as home learning, but not all are actually using it.</p> <p>Some Myon training has been delivered to the AHT for lower school and the curriculum leads with more to follow and this now needs to be rolled out to all staff.</p> <p>All pupils need to be taught how to use Myon for reading in school and its use monitored so that if any child is not using it this can be picked up and addressed. This is particularly the case for pupils who are using the AR programme. This has some implications for technology within the classroom but the addition of 10 new Lower ipads and 10 new lower chrome booms will support with this.</p> <p><u>Purple Mash:</u> All lower school teachers and pupils have been trained in the use of Purple mash with two remote training sessions in October and</p>		

	<p>December. It is being used to support home learning during lockdown with children having the facility to complete and return work on line. The computing curriculum had now been moved to purple mash and staff are now developing confidence in delivering this. It promises a high quality computing curriculum that is easier to deliver for teachers and develops skills systematically for pupils.</p> <p>Google classrooms staff have had some training in this but it is not yet being widely used in lower school as we are mostly using Purple Mash with worksheets sent via edulink or direct email instead to parents. The reasoning behind the decision to use Purple Mash instead, is that Google classrooms requires a certain degree of typing skills to use and, certainly for EYFS, KS1, SEN pupils and some of the younger KS2 staff want the children to be working using their handwriting in order to develop their motor skills. Developing staff skills in Google classrooms as another tool for teachers will need to continue so that staff and pupils in the higher end of KS2 can use it where appropriate and they are prepared for Secondary school.</p>
<p>Progress report June 2021</p>	<p>Staff are demonstrating increased confidence with ICT and LSAs have received training in Arbor to enable them to complete incident reports/ award housepoints etc.</p> <p>The children enjoy Purple Mash and can access at home as well. Staff report that it is helpful for coverage but some of the activities require the children to have a good level of reading ability and also expect them to have a certain level of general knowledge about subjects BEFORE you start. The recommendation is that teachers look at the year below and make sure we have covered basics first. There have been a few issues with using the Chrome books as the screen is very small and you can't zoom in on the browser - so difficult to see images/text. This is something that the ICT technician is unable to resolve. It is something to be aware of if using Purple Mash with pupils with visual difficulties.</p> <p>With further reductions in covid restrictions we have found it important to encourage children to read 'actual' books as well as electronic access. Analysing data from MyOn shows a small number of pupils who have read around 30 books but many who have not used it at all. Some of the pupils using it are those who might not have books at home, however a some pupils who might benefit from accessing the MyOn library at home don't seem to have done so. However the younger the child, the more important that they are using real books and having been in school we have been able to facilitate this. A video has been produced in BSL to show how to access My On and staff are being asked to flag it up to their class again for use over the summer holidays.</p> <p>Accelerated Reading continues to be well used by appropriate UKS2 classes and some pupils lower down the school pupils who are using this are demonstrating good progress through the levels in the most part with some demonstrating excellent progress from starting points, being highly motivated to achieve.</p> <p>Since learning has been back face to face Google classrooms has not been used and so this might be an area that teachers need to 'brush up' their skills on in future. Pupils have learnt to log on to google in order to use the new set of Chrome books. These are being well used, although some staff report the screens being small for some pupils. The SENCO is investigating individual chrome books with specific settings built in to enable children with visual impairment or dyslexia to have a dedicated chrome book with appropriate access.</p>

Other issues to cover: Addressing the needs of individuals in the current Covid-19 situation and following lockdown.

Reading and vocabulary development – see whole school SDP

Subject: EYFS

Priority area for Improvement	Action Plan	Timescale	Success Criteria
To focus on individual Reading progress within EYFS for both Nursery and Reception.	To develop word awareness and early reading skills through adult led activities including group storytelling. ✓	Daily	Children opt to choose books as a child initiated activity; demonstrating a developing love of books. ✓
	Secret Story Teller to continue (adapted to a Covid secure environment ie: online)✓	Weekly	
	1:1 book sharing integral part of nursery pupils' daily routines. ✓	Daily	Children are reading daily and encouraged to share books at school and home ✓
	All nursery pupils to have books sent home to share with adults (in line with their individual reading targets)✓	Ongoing	
	Frequent signed story time and signed songs within Nursery and Reception. ✓	Daily	
	Displayed Vocabulary evident in both Nursery and Reception settings. ✓	Ongoing	
	Individual reading targets/ approach agreed for each nursery child, shared with staff team and parents and regularly reviewed.	Ongoing	Clear reading assessment pathway for each child. ✓
	To use the Heathlands High Frequency word list to support and record the teaching of high frequency words at Reception ✓ (and where considered appropriate in line with targets/ approach with nursery pupils).	From Autumn term	A variety of performance indicators show pupil reading progress. ✓
	Daily reading records to be kept for all Reception pupils and for nursery pupils who have started on formal 'scheme' books. ✓	Daily	Vocabulary development for pupils is demonstrated in a) Improved language and communication b) Improved reading outcomes.
	Progress through ORT programme recorded (and monitored) through individual pupil record books and teacher's file. ✓	Ongoing	
	Word books giving signs for new vocabulary pupils come across in specific books to be used to support parents in reading.	When formal reading	Parents understand expectations for reading with their child in EYFS. ✓

	<p>Begin to use Visual Phonics signs, sounds and rhymes with groups of children. ✓</p> <p>Workshop video tutorial created to support parents with reading at home with their child.</p> <p>Reading Survey given to all EYFS parents at regular intervals throughout the year to gauge parental confidence, awareness and enjoyment of reading with their child.</p>	starts	
Progress report February 2021	<ul style="list-style-type: none"> Secret Story Teller has continued but is currently less frequent due to Covid bubble restrictions and staff being 'free' to create Zoom time instead. Children continue to have regular group story time in the provision and 1:1 book sharing as and when the opportunity arises. All Nursery children regularly take home books and parents comment in their reading records. The book 'turn around' varies amongst the children but all are exposed to a variety of books to share at home. All children have targets linked to shared reading Current topic theme is Fairy Stories and the provision takes on the theme with role play, storytelling and creative activities that generate display labelling and word awareness. Initial responses (12) to Reading Survey were positive and generally showed confidence from parents. Some queries or questions were addressed directly with parents but also worth noting for Workshop video tutorial , tba. 	Spring term	Parents are increasingly confident in having the skills to read with their child. ✓
Progress report June 2021	<ul style="list-style-type: none"> Secret Story Teller has continued but less frequently until June when visiting story tellers were 'allowed' again. (covid) Regular small group story time remains a key activity in Nursery and 1:1 book sharing with all EYFS staff. Books going home continues to be successful for most pupils and parental involvement is clear in the comments made. Any queries are addressed directly with parents. As a result parents are demonstrating increased confidence in reading with their child/ engaging with books. Daily morning 'welcome' mat time to play name/initial letter/sign name recognition games has been introduced. All children engage with this. Some of the children now sight recognise all peer names and recognise/can fingerspell initial letters. It has been noticeable how children can pick out their name letters elsewhere in the environment eg displays Simple Visual Phonic awareness occurs where appropriate and incidentally throughout the week with those children who can access this. visual phonics has happened where appropriate and listening opportunities have been built into routines such as snack time. Listening opportunities are being created throughout the nursery environment, for example through sign singing and children have demonstrated enjoyment of this with an increasing repertoire of songs(including one from Forest School). 		

	<p>Sign singing also proved popular in lockdown with some pupils leading their own 'singing' in their play activities. It is also being built into routines such as snack time.</p> <p>Due to some staffing changes linked to the LSAs and the need for training, the listening groups are now due to be set up in the second half of the summer term.</p> <ul style="list-style-type: none"> • Workshop video tutorial to support parents with reading at home with their child, is pending.
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Other issues to cover	
<p>Issues to carry forward to the next SDP 2020-21</p> <ul style="list-style-type: none"> • To focus on individual Reading progress within EYFS for both Nursery and Reception. 	

Subject: Teaching, Learning and Assessment – Upper School Lead DR (with support from JH + CLT)

Priority area for Improvement	Action Plan	Timescale	Success Criteria
To raise standards of attainment by developing and implementing strategies to enhance pupils understanding and response to question vocabulary	Delivery of staff training on the topic. (DR/NaJ) ✓	Autumn term	Staff understand and on board with target aim ✓
	CLT in conjunction with subject teachers to establish a list of command words required for each subject. (CLT) ✓	Autumn term	Improved knowledge and staff awareness of the breadth of vocabulary use required by students. ✓
	All subject teachers to undertake a baseline assessment of student understanding and ability to respond to list of command words. (DR) ✓	Ongoing	Effective teaching directly related to examination vocabulary required. ✓
	Implement a variety of learning activities in lessons to address command verbs ensuring appropriate differentiation for different class groups. (e.g. command words matched with definition / pictures). (Subject teachers) ✓	Ongoing	Students responding appropriately and comprehensively to written questions. Students develop 'command words' vocabulary and increasingly use it in their written work. ✓
	Create a signed video resource for all the command words required for GCSE and Vocational KS4 courses (DR) ✓	Throughout year	Students and staff using common signs leading to improved understanding and communication. ✓
	Assess impact of intervention through subsequent assessment. (DR)	Throughout year	Clear positive outcomes observed. ✓
	Improve liaison with lower school to build on KS2 SATs and command words needed on progression to upper (DR + CLT) not achieved	Ongoing	Improved collaboration leading to introduction of key vocabulary earlier in key stages and command words increasingly being understood by students lower down the school. ✓
	Establish half termly 'bring and share' promotion of good practise in curriculum meetings. (DR+ CLT) ✓	Half termly	Staff successfully sharing and further developing strategies as a result further improving outcomes. Teachers more confident in promoting correct questioning skills. ✓
	Establish procedures to ensure monitoring is evidenced across subjects. (CLT + DR) ✓	Ongoing	All subjects exhibiting clear evidence of action. ✓
	STEM Team: Introduce the BUG strategy (box, underline, glance) to help students to read exam questions. Explicit teaching of command verbs through role play and sentence work Study exam papers and highlight all the command words and discuss what they mean Build up bank of command verbs in power point with key word box and command	Ongoing Ongoing Ongoing Ongoing	Confidence in knowledge and understanding of command words, resulting in improved examination performance. ✓ Students able to differentiate between subject-specific command vocabulary. ✓

<p>verbs in bold.</p> <p>Teaching explicitly about specific command vocabulary; we will be examining, we will be comparing or contrasting.</p> <p>Implement activities to improve students' understanding of how to answer questions. Understanding how to get the most possible marks (e.g. creating questions, PPE technique, BUG)</p> <p>Students to create mind maps for specific commands; state, draw, explain, describe, compare and contrast.</p> <p>Plan greater opportunities to address 'higher order' questions with greater marks.</p> <p>Reverse activities with students creating their own exam questions</p> <p>Display pictures of command verbs asking students to describe what they are doing.</p> <p>Undertake extended practice with past papers.</p> <p>Exam questions in the start or end of the lesson as a starter /plenary activity</p> <p>STEM team to share good practice in curriculum meetings and on google classroom folder.</p> <p>Humanities and the Arts Team:</p> <ul style="list-style-type: none"> - Produce resources using pictures, maps, art, photographs and layers of questions. - Students to create videos with artist information and include questions for others to answer. - Instigate a 'question pot' activity for each class – teacher or student to pick and students create a question linked to the topic. ✓ - Regular starter/plenary activities linked to questioning skills. (e.g. who can make a question with this question/command word?) ✓ - Set up a question display board in each classroom, for reference (not done) - Determine goldlocks command words that students should be able to respond to within each class group and at each key stage. (ongoing) - Template questions for reading time. Teacher or other student can use to ask questions about the book. - Produce a generic question sheet for fiction and non-fiction books for students to use independently – can they answer these or create new questions from their reading? <p>Implement question activities in tutor time linked to news and events happening✓</p> <p>Plan and deliver staff training on methods to teach and promote the correct response from students in relation to questions. ✓</p> <p>English Team</p> <ul style="list-style-type: none"> - Introduce hands on activities where students follow instructions (e.g. paired in role as instructor/instructed) - Implement starter activities with relevant topic words on cards and a variety of command verbs e.g. sort into groups of..., order by..., choose ... etc. - Design activities to practice choosing an appropriate response to a question e.g. 	<p>Autumn term</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Half-termly</p> <p>A bank of resources, accessible to students to aid independent study and staff to aid future teaching. ✓</p> <p>Students able to respond appropriately and comprehensively to written questions with improved independence. ✓ (KS4)</p>
<ul style="list-style-type: none"> - Produce resources using pictures, maps, art, photographs and layers of questions. - Students to create videos with artist information and include questions for others to answer. - Instigate a 'question pot' activity for each class – teacher or student to pick and students create a question linked to the topic. ✓ - Regular starter/plenary activities linked to questioning skills. (e.g. who can make a question with this question/command word?) ✓ - Set up a question display board in each classroom, for reference (not done) - Determine goldlocks command words that students should be able to respond to within each class group and at each key stage. (ongoing) - Template questions for reading time. Teacher or other student can use to ask questions about the book. - Produce a generic question sheet for fiction and non-fiction books for students to use independently – can they answer these or create new questions from their reading? <p>Implement question activities in tutor time linked to news and events happening✓</p> <p>Plan and deliver staff training on methods to teach and promote the correct response from students in relation to questions. ✓</p> <p>English Team</p> <ul style="list-style-type: none"> - Introduce hands on activities where students follow instructions (e.g. paired in role as instructor/instructed) - Implement starter activities with relevant topic words on cards and a variety of command verbs e.g. sort into groups of..., order by..., choose ... etc. - Design activities to practice choosing an appropriate response to a question e.g. 	<p>Ongoing</p> <p>Ongoing</p> <p>Oct half term</p> <p>Ongoing</p> <p>Oct half term</p> <p>Autumn term</p> <p>Oct half term</p> <p>Oct half term</p> <p>Ongoing</p> <p>Students responding appropriately to specific command words. ✓</p> <p>Students show understanding of different command words. ✓</p> <p>Students and teachers referring to board regularly in lessons.</p> <p>Students of differing abilities can respond to appropriate range of command words. ✓</p> <p>Students can ask and answer questions relevant to day to day lives. ✓</p> <p>Teachers more confident in promoting correct questioning skills. ✓</p>
<p>English Team</p> <ul style="list-style-type: none"> - Introduce hands on activities where students follow instructions (e.g. paired in role as instructor/instructed) - Implement starter activities with relevant topic words on cards and a variety of command verbs e.g. sort into groups of..., order by..., choose ... etc. - Design activities to practice choosing an appropriate response to a question e.g. 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Students have improved understanding of the difference between similar command words. Students responding more appropriately to questions, including the correct information in their answers.</p> <p>Students have a deeper understanding of the</p>

	<p>'which answer matches the question?' and 'if this is the answer, what is the question?'</p> <ul style="list-style-type: none"> - Utilise 'Word Aware' approach to choose goldilocks words and break down the meaning of the word e.g. what does explaining actually involve? - Plan and implement activities to develop student awareness of key 'answer' words e.g. because, and to clarify the difference between 'define...' and 'give an example of....' - Design activities that focus on different question commands with the same topic, different questions e.g. define 'city', give an example of a city, describe a city you have visited, explain why Liverpool is a city, explain how to travel to..., locate three cities in the East Midlands, tick 2 cities from this list etc. - Non-written tasks to encourage students to use appropriate command words in their spoken/signed interactions – consistent signs & pronunciation. - Assessment preparation to include a focus on understanding the question and what the answer requires. <p>Students in classes US1 and US3</p> <ul style="list-style-type: none"> - Provide opportunities for students to respond to question words linked to their own experiences. - Greater focus on 'wh' vocabulary linked to shape coding across all subjects. - Create an interactive visual display of command and question vocabulary with shape codes. - Make use of visual book resources to encourage students to respond to who, what, where, why, questions based on visual cues. - Encourage creative thought such as, what do you think will happen next? - Undertake simple research encouraging students to ask others simple questions, e.g. what is your favourite colour. - Record information on a chart and encourage students to respond to and ask their own questions. - Establish basic command vocabulary for practical subjects e.g. whisk, mix, pour, and sprinkle. - Promote the posing of questions in reading time making use of strategies such as 'asking badge' 'questioning stick' and question cards to prompt. - Liaison with SaLT in relation to communication skills e.g. eye contact and maintaining focus. - Establish liaison with parents to encourage target to be addressed at home e.g. through asking questions about school news. 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Autumn term</p> <p>Autumn term</p> <p>Ongoing</p> <p>Ongoing</p> <p>Autumn term</p> <p>Autumn term</p> <p>Ongoing</p> <p>Ongoing</p> <p>Autumn term</p>	<p>meaning of command words. Students develop a broader vocabulary to facilitate answering questions appropriately.</p> <p>Students understand the difference between questions about the same topic and can respond with the relevant information.</p> <p>Students are able to confidently communicate using a range of command words and responses. Students are better prepared for assessments and understand how to respond to questions to gain higher marks.</p> <p>Student responding and communicating with greater confidence and accuracy. ✓ Improved understanding and knowledge of 'wh' vocabulary in question form. ✓</p> <p>Improved communication and response. ✓</p> <p>Improved ability to think creatively and able to ask and pose simple questions of their own.</p> <p>As above</p> <p>Improved recognition, knowledge and use of basic command words across practical based subjects. ✓</p> <p>Students able to ask appropriate questions and respond to answers. ✓ Improved non-verbal communication skills. ✓</p> <p>Improved communication noted at home and parents able to support addressing of targets.</p>
<p>Progress report February 2021</p>	<ul style="list-style-type: none"> • October: Meeting led by DR with CLT to agree and set baselines and classify command words. Videos of all command words in BSL were created to ensure consistency across the whole school and a baseline assessment created at different levels. Statements in the baseline assessment were also provided with BSL translations. • November: Assessment procedures were agreed and explained to staff to ensure the assessments were administered consistently. Schedule for baseline assessments set up and carried out by English department. • December: Baseline assessments were analysed and shared with staff in the Upper School curriculum meeting. Staff have been asked to consider 		

what intervention activities they could do with their students to further develop their understanding of command words. A sharing of good practice session has been scheduled for January 2021.

- January 2021 – SENCO (SB) is developing vocabulary books for students to record key words. These will include a command verbs section and will be linked with Shape Coding to reinforce question words.
- January 2021 – English CLTs (JM & EM) led Shape Coding training/refresher sessions for upper & lower school staff – to be used with some classes to improve understanding of question forms.
- Further curriculum meetings scheduled for Spring and Summer Term to share good practice and assess progress.

Baseline assessment results:

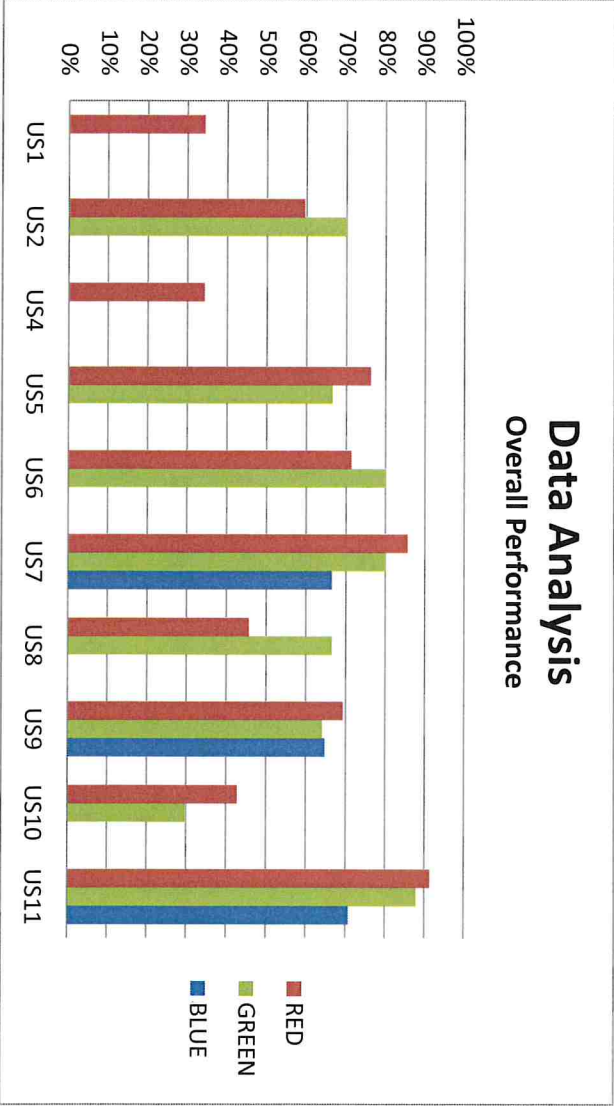
- Common errors identified include:

For red assessment: 'write' for 'label' and 'label' for 'draw'
For green assessment: 'explain' for 'describe' and 'explain' for 'show'.

For blue assessment: 'explain' for 'evaluate' and 'show' for 'decide'.

We need to investigate why some classes do better in green/blue rather than red assessments.

- Overall performance by each class is shown below:



Three level of baseline word command assessments			
	Red	Green	Blue
US1	Emerging	X	X
US2	Developing	Developing	X
US3	Different test administrated: simple verbs		
US4	Emerging	X	X
US5	Securing	Developing	X
US6	Securing	Securing	X
US7	Securing	Securing	Developing
US8	Emerging	Developing	X
US9	Developing	Developing	Developing
US10	Emerging	Below	X
US11	Securing	Securing	Developing

Key: X = not tested

Judgements are based upon the extent to which a student is showing a grasp of red/green/blue word commands, using a 'best fit' approach.
% proportion of the criteria in which a student is showing a grasp:
Below (-30), Emerging (30-50), Developing (50-70), Securing (70-90), Mastering (90+)

January: Due to school closure, National Lockdown, the sharing of good practice session has been cancelled and now is scheduled for after Feb half term.

**Progress
report
June 2021**

Implement a variety of learning activities in lessons to address command verbs ensuring appropriate differentiation for different class groups.
(e.g. command words matched with definition / pictures).

Learning activities were implemented in lessons by staff to support the learning of command words and were shared in the curriculum meetings as 'sharing good practice'. These meetings encouraged teacher collaboration, providing a platform to share what strategies worked well with different classes. The covid pandemic has impacted on some of the development work in the autumn term and the first half of spring there. Good practice sessions were postponed to after Feb half term.

Establish half termly 'bring and share' promotion of good practise in curriculum meetings

The following two good practice sessions took place on:

10th March and 12th May

10th March - A lot of US staff participated on zoom. Almost all staff shared lesson examples they used with students to develop students' understanding of command words.

Examples can be found in the folder below:

T:\# STAFF\# UPPER CURRICULUM - (Subject schemes of work and resources)\##Command words\Teaching resources\Sharing good practice 10th

March 2021

12th May – first face to face training session. Again, a lot of staff shared resources and lesson examples. Examples can be found in the folder below:

T:\# STAFF\# UPPER CURRICULUM - (Subject schemes of work and resources)\##Command words\Teaching resources\Sharing good practice 12th May 2021

Staff were asked to complete a sheet with information about the activities they did with the students and what the impact was. See the sheet for further information.

SHARING GOOD PRACTICE WORD COMMANDS WED 30 th MARCH 2021				SHARING GOOD PRACTICE WORD COMMANDS WED 12 th MAY 2021			
Teacher	Class	Activity	Impact on students	Teacher	Class	Activity	Impact on students
Mr. Bennett	US4/5	Using command words on the lesson objective in different subjects, and referring back to them.	Students make a connection between the command word and the task, sign better understanding in their work to do.	D. Hodger	US7	After practical work it is important that the student recap the processes involved in filtration and crystallisation. The sample was given to them to separate and contrast both separation methods. Encouraged them to use a venn diagram to compare the two. They were given a list of key words they could use.	Helped students to organise information and develop their ideas with greater clarity and precision. They were able to explain the difference between filtration and crystallisation precisely.
Mr. Bennett	US7	Lesson focusing on four command words (Identify, Describe, Explain, Evaluate) and giving them the chance to practice each one. They were given a list of key words they could use.	Students understand the connection between the command word and the task, sign better understanding in their work to do.	US2	Self-assessment sheet focusing on how well they answered exam questions.	Developing students' skills in focusing on the command verb	
	US11	Regular reference to the meaning of the command words that appear in the papers.	Better quality answers				

Assess impact of intervention through subsequent assessment

Analysis of sharing good practice resources and information shows a hierarchical ordering of cognitive challenge activities staff have used with their students to develop their understanding of command verbs. It was good to see examples shared that encourage students to think and function at the first three levels of the taxonomy.

Below are examples of activities related to helping students to understand command words utilising the Bloom's taxonomy.

Remembering: There have been activities where staff provided opportunities for students to recall the command words and signs. Through these activities, students were more likely to retain the meaning of the command words.

Example activities at this level: recalling signs for the command words, recalling its meaning

Understanding: Activities on helping students to understand the command words were shared. A lot of good examples were shared on identifying the command words and understanding what they mean in the questions. Through these activities, the students were introduced to different exam style questions; they learnt how to answer them correctly, making sure the answers match the command word / exam question expectations. Excellent resources were shared on helping students to self assess their understanding of the command words, also a good template was provided for teachers to write feedback on students' understanding of specific commands.

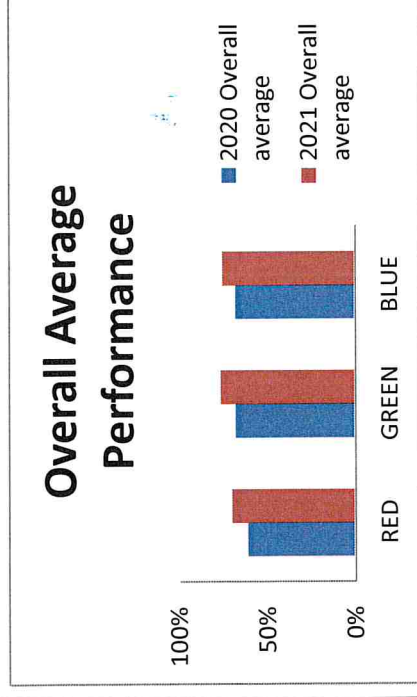
Example activities at this level: Identifying command words (also action verbs) in sentences, understanding and answering questions, simple questions or exam questions. Using word commands in written work. Also participating in self assessment to show understanding of the command words.

Applying: There were few examples shared on how students apply their understanding of word commands to their work. There were examples of mind maps, topical revision work and practising answering exam questions. It was good to see some examples from KS4 students where they participated in analysing and evaluating pieces of work. These activities provided the students with opportunities to apply knowledge to different situations and contexts

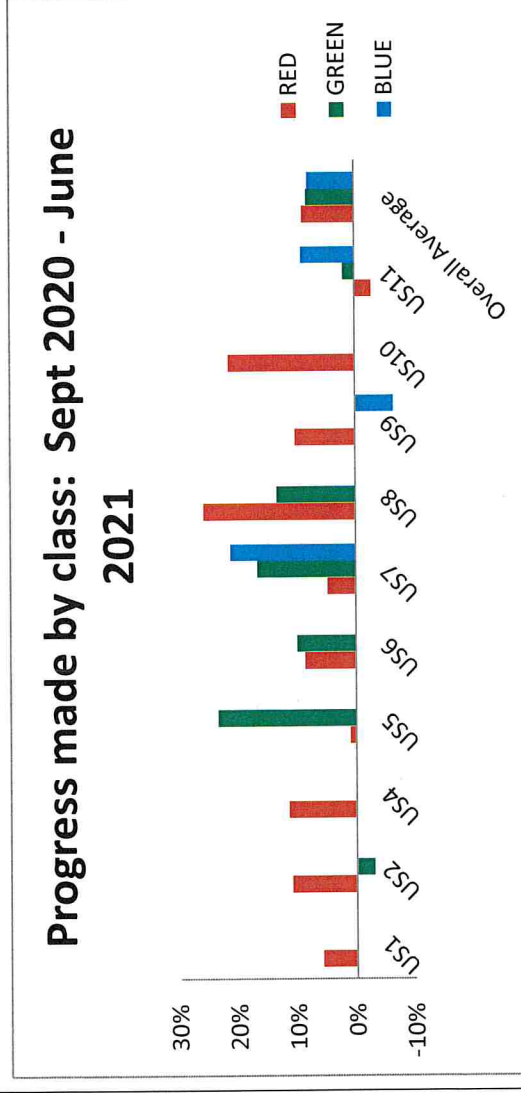
and develop their ability to answer exam questions and provide evaluations.

Examples at this level: using command words in their own work, through written work tasks or creating questions as part of extending their own understanding, also challenge them to think outside the box.

The majority of staff are now able to plan activities successfully to promote the understanding and knowledge of word command verbs.



Overall Average Performance: Results of end of year word command assessments (June 2021) demonstrate progress has been made resulting from the targeted word command focus in lessons. On average all the groups of word commands show similar levels of performance rate.



Progress made by class: The majority of classes have shown progress in their understanding of command words, evidenced by the results shown. It is important to note not all the classes did all the sections of the assessment. US2, US9 and US11 show negative progress scores in some sections of the assessment. Possible reasons:

- Learning loss due to school closure and the covid pandemic.
- High levels of absence, both staff and students, due to self-isolating is likely to affect students' learning rates and progress
- Staff prioritising and managing remote learning workload over SDP priorities.

KS3 issues shared by staff were:

- Two groups of command words too much
- Students not reading the questions properly
- There was some confusion of signs / similar signs (e.g. explain/describe, plot/plan)
- There was a question about the reliability of the baseline assessment as KS3 and KS4 were given the same one. It was felt there should be different ones as KS4 tended to focus on more exam preparation.
- US3 students did not do the baseline assessment because it was not appropriate for them; they did their own where they focused on simple everyday verbs and 'Wh' questions. They did their own tailored made assessment which reflected some progress made in understanding very simple everyday verbs.
- US7 class is the only class that made progress in all the word groups; possibly because the students have high literacy skills which may have led staff to focus on this group for their activities more than others.

KS4 issues shared by staff were:

- Concerns about some students showing poor work ethic, concentration and effort
- US9 students not enough focus on green and blue word commands whereas US11 focusing mostly on green and blue command words, this is expected because the teaching of higher order command words ensures students think more carefully about the command word they are using and improve their understanding which could lead to good exam results. Only one student in US11 performed badly in the red command word test which affected the overall average.

Limited progression rates for classes starting at higher starting points ie US11

Staff felt the 'sharing of good practice' throughout the year helped staff to focus on this SDP which led to a positive impact on literacy planning as a lot of staff planned lessons around developing command words and simple verbs, also some classes focused on 'Wh' questions as well. Good cross curricular work has enabled subjects working in collaboration reinforcing the learning of command verbs, providing opportunities for repetition which is very important for our learners. There were also opportunities for staff to apply command words in different contexts. Learning activities in KS4 had a greater focus on highlighting command words in exam questions, practising answering questions and analysing to ensure students fully master command words.

It is hoped there will be an opportunity to work with lower school to build on KS2 SATs and command words needed on progression to upper school next year because mixing between 'bubbles' was not permit for the majority of the school year.

Next steps:

- To further develop effective approaches/ strategies to enhance students understanding and response to command verbs and question vocabulary.
- Each year group to focus on different colours to build up their command word vocab throughout KS3 rather than spread too thinly
- Review and update assessment to make it less ambiguous and fit for purpose.
- Implement a consist approach to introducing command words by word of the week/month. All classes to focus on the same word at the same time in all lessons so it is embedded
- To include the command verbs in student word dictionary.
- To make a display of questions in all subjects for each command word (or word of the week etc) for students to refer to.

Subject: Personal Development, Behaviour and Welfare

Priority area for Improvement	Action Plan	Timescale	Success Criteria
To develop the leadership opportunities for students as part of preparation for adulthood.	<p>A: Continue to develop the student leaders' ability in planning, leading and evaluating focus groups activities. ✓</p> <ul style="list-style-type: none"> To encourage students to participate in focus groups. To ensure all activities are approved by the Co-heads before starting. To plan, monitor and evaluate all the activities planned. To receive termly teacher feedback on the development of leadership skills in relation to leading focus groups. To share focus group progress in termly meetings with SLT. <p>B: Continue to develop the leadership programme. ✓</p> <ul style="list-style-type: none"> To include older students in the delivery of leadership programme. To place a greater focus on planning, leading and evaluating activities as part of developing leadership skills. To ensure student leaders have a greater presence in school by being responsible for specific jobs. To incorporate Peer Mentoring training in the leadership programme to support the work of Peer Champions. To encourage students to work towards collecting a portfolio of evidence for achieving the ASDAN short leadership course. <p>C: Increase school connection and whole school culture through developing house groups. ✓</p> <ul style="list-style-type: none"> Student leaders to plan and lead inter-house competition activities to take place once every half term. 	<p>Termly through the year</p> <p>Dec 2020</p> <p>Feb 2021</p> <p>Half termly through the year</p>	<p>A variety of activities will be implemented by the student leaders through feedback from the focus group members to enhance students' responsibility and unity in the school. ✓</p> <p>Student leaders will develop the skills of planning, leading and evaluating activities as part of their leadership training. ✓</p> <p>Older student leaders will further develop their leadership skills by having a greater involvement in the delivery of the leadership programme. ✓</p> <p>The new Peer Champion group will provide students with opportunities to make a positive impact and a difference to the lives of others in the community. It will also develop skills such as leadership, empathy and self-awareness. ✓</p> <p>Through the leadership training, students will become independent, confidence and demonstration positive leadership behaviour. ✓</p> <p>Student leaders will receive training and support to develop their leadership skills. They will be encouraged to collect a portfolio of evidence for the award of the ASDAN leadership qualification. ✓</p> <p>Students will have the opportunity to participate in inter-house competition activities to increase their esteem, confidence and teamwork. ✓</p>
Progress report	A: Continue to develop the student leaders' ability in planning, leading and evaluating focus groups activities		

- High number of student applicants. This year we received 28 compared to 22 last year, this shows the student leader role plays a very important part of school life and student achievement. A student leadership team was established with 14 student leaders. Student leaders have been allocated to focus groups according to their interest and personal development. The following focus groups have been set up with students leading them, supported by teaching staff: Community, Health & Well-being, Sport, Student Council, ECO and Peer Champion. Peer Champion focus group is a new group facilitated by the Pastoral Lead.
- Due to covid-19, we have had to change how we collect feedback from students on what activities they wanted to plan for this year; we collected feedback through form groups. A plan of activities was agreed, and the focus groups are responsible for implementing their plans.
- Student council student leaders made a short video explaining the election process where they encouraged students to apply to become a representative for their class on the student council. The elections took place during form time.
- In student council meetings it became clear many of the representatives do not fully understand their role, they do not always listen to the views of their class and represent their ideas and views in meeting, also to feedback key issues from the meetings to their class. Training for this has been identified and will be delivered in the spring term with the teacher overseeing the student council.

The activities the focus groups led were:

Community:

- A Typing club was set up by one student leader to enable students who have additional SEN needs to develop their typing club. The student leader ran the club during lunch time on a weekly basis. The attendance was really good with a high number of students attending on a weekly basis. Initially there was a lot of logging in issues in which the student leaders provided many solutions and was very hands-on. The student leader managed the club unsupervised with teachers checking occasionally, positive feedback was given on how well the student leader demonstrated her leadership skills.
- The gardening club was set up and led by a student leader on a weekly basis. This activity has helped the student leader to overcome some of her social communication and social interaction challenges. Her commitment to the club was unwavering as she attended on a weekly basis, always checked the day before about what she had to do and gradually developed her confidence in giving instructions to a group of students.
- A board game was set up by a student leader the complex needs group. Due to students involved in other clubs she was only able to run the club a few times before the end of the term. This has enabled the student leader to develop her communication and planning skills.

Health & well-being:

- Student leaders planned to have 'Healthy Lunch' competition, but this did not place due to issues with organisation. They were given another chance unfortunately the school closed due to cv-19. Feedback was given and the plan is to do this again in the spring term. They got better at communicating ideas, but their self-responsibility and time management skills do need improving.
- An application was made to 'Just Talk' week organised by Herefordshire to do activities to promote a positive mental health and well-being. The application was successful, and it has been arranged for Joanna Allen to deliver a Pilates workshop to students, also the student leaders have been asked to do a presentation on 'Sleep Techniques' in the spring term.

Sport:

- Student leaders planned and delivered a 'dodgeball event' in PE lesson. They were responsible for leading stretching exercises for students

at the start of PE lesson. They also were responsible for ensuring all students had a chance to play football by separating the astroturf into two parts to allow space for younger and older students to play safely. This reduced peer conflicts and helped the younger ones to develop their football skills with their peers. The impact has been positive on developing their responsibility to act on feedback given so that students develop their skills. They have had opportunities to develop their communication skills by addressing a large audience explaining activities and answering questions, also providing support to those who need the information to be repeated.

Student council:

- Student leaders had meetings with the co-heads where they discussed, prioritised and agreed on a plan of action for the year. They needed support with recording meeting outcomes accurately and sharing these with the student council representatives. It is the aim of the student leadership programme that the meetings will be run and led by the students with the teacher involved mainly for guidance. They continued to need a lot of support from the teacher in understanding the roles of the student leaders in the meeting such as the chairperson, secretary, etc
- Communication is an area they need to work on in terms of communicating with each other, also their representatives and communicating ideas and meeting outcomes through written English.
- One fundraising was organised for Children in Need, we had a non-school uniform day and raised £200.

ECO:

- Student leaders worked with students in one class to pick up litter around school. Younger students enjoyed being involved and felt led the student leaders. Student leaders have improved their independence and organisation skills; however, they continue to need staff follow up to check they are doing the right things. Staff feedback indicated they are positively developing some leadership skills slowly.

Peer champion

See 'To continue to develop a whole school approach to fostering positive mental health and wellbeing' – section for information.

B: Continue to develop the leadership programme.

- The first two hours leadership training was delivered in October 2020 by the three older student leaders. They participated in planning meetings and delivered the training very well with support, they found the training enjoyable and enjoy being the 'trainer' more which has a positive impact on their leadership skills. Dr Woofle gave an inspirational talk on zoom about what makes a good leader. Students engaged very well, asked him a lot of questions and made references to his leadership quotes in group discussions.
- Student feedback of the training was collected and summarised as following: Presentation 50% excellent; range of activities 75% good; understanding of student leader role 75% good; developing leadership skills 75% good; overall of the training 75% good.
- Suggestions for improvement were more student-led activities, student leaders to improve their communication skills by explaining more slowly, more opportunities to develop their confidence through presentation activities.
- The more experienced students took on the responsibility to carry out a survey via a questionnaire to all the Upper School students to find out what was important to them. The results were collated, analysed and presented to the co-heads. Their findings were discussed, prioritised and became a plan of action for them to do. They also made a video summarising the findings shared with staff and students in assembly. This area of work enabled them to develop effective communication, critical thinking and planning skills. They continue to need close monitoring and supervision to ensure they follow the plan through.

	<p><u>C: Increase school connection and whole school culture through developing house groups.</u></p> <ul style="list-style-type: none"> • Student leaders did an end of term kahoot quiz on zoom for students in different form groups competing with each other. • The 'Talent Show' is a very popular show we have every year, usually on the last day of the winter school term. Student leaders attended planning meetings and showed enthusiasm for leading the show; however, due to covid-19, student leaders agreed it was not possible to have the whole school in the hall and proposed that students made pre-recorded video clips. This was open to the whole school. The virtual Talent Show on zoom worked well on the last day of the term with staff and students watching the video clips remotely from home. Zoom features enabled some student leaders to host, present and act as judges. Although it didn't have the same theatrical effect we see in real life, nevertheless it worked well considering the difficult circumstance we found ourselves in.
<p><u>Progress report</u> <u>June 2021</u></p>	<p><u>A: Continue to develop the student leaders' ability in planning, leading and evaluating focus groups activities</u></p> <p>A variety of activities were implemented by the student leaders through feedback from the focus group members to enhance students' responsibility and unity in the school.</p> <p><u>The activities the focus groups led were:</u></p> <p><u>Community</u></p> <ul style="list-style-type: none"> • The gardening club was led by the student leaders and some KS4 students. Before xmas KS3 students were able to join but due to the bubble arrangement it was not possible to work with KS3 students. The student leader continued to show a commitment to attending the club, also looked after plant areas around the school i.e. main entrances and boat by the gate. After May half term the student leader set up a knitting club which was very popular with younger students. She planned the sessions, taught them basic knitting skills and was very enthusiastic about it. • There was a NHS superhero art competition led by the student leader. This student leader is naturally quiet and decided to make a video about her idea which was shared with form groups. The video was well edited with support demonstrating very good leadership skills, in particular using her own initiative, leading the production of the video right from the start to the end in a timely manner and communicating how she decided the winner through zoom. By leading this project, the student leader developed her self confidence and esteem which was lovely to see flourishing. • One student leader led two end of term activities: Easter hunt and paper challenge on zoom. The Easter hunt is a tradition of Heathlands and saw a lot of students participating. Good level of enthusiasm among all students. Five students won a lot of little Easter eggs between them. The hunt saw an increase in motivation and confidence levels, improved morale and leadership qualities identified among the students. The paper challenge on zoom was a fun activity that got all students in form groups to participate. <p><u>Health and well-being</u></p> <p>Student leaders have not been proactive in the organisation of a dog interview; the student leader is a Year 11 student and had a lot of mock exam pressure. A plan has been implemented for the students to do this term:</p> <ul style="list-style-type: none"> • Dog interview (Sara H / LRC) – how to look after dogs (dog care) CDB • Presentation on reducing anxiety / distress for LS JH • Also lunch time game activity through zoom for LS and US

Sport

Student leaders felt their opportunities were limited to demonstrate their leadership skills, they wanted to lead a fitness session during reading time but this was not agreed, it was suggested to do it during morning registration time, the session was far too short for them. Student leaders led two football activities for students in PE lessons. The student leaders made videos of leading activities then used the videos to self reflect on their leadership skills. Through planned opportunities to lead parts of PE lessons, they become more confident and developed a positive self-belief in their ability to help others. Video clips showed student leaders improving their leadership capacity by listening to others, signing clearly and being reflective.

Student Council

- Student Council representatives took part in training to focus on developing their understanding of what it means to be a student representative. Separated training sessions were arranged for KS3 and KS4 due to the need to stay in their bubble. The training was adapted to ensure students self isolating at home could participate via zoom with students at school. Student feedback shows the training benefit most in terms of personal effects e.g. self-esteem, developing democratic skills and in terms of improvements in peer relationships as they understand how they could represent their peers more effectively. Identified development for representatives are: seeing ideas carried through to seeing improvements in the physical and social environment of the school, the effectiveness in conducting meetings, communication between the council and the SLT, understanding the decision-making power of the council.
- Student leaders led a red nose presentation in assembly and organised a non school uniform day where all staff and students can come in school wearing their own clothes with something red and a donation of £1.
- Last year we identified the need for collaboration with other schools for the deaf, we invited Oak Lodge Student Council representatives to Heathlands School a meeting; however, it was cancelled due to the pandemic and was arranged via zoom. The use of zoom enabled students to communicate and collaborate, leading to a fuller partnership, although they still hope to meet in person when we are allowed to do so. Prior to the meeting, the goal of the partnership was established which was mainly to exchange student council ideas and any progress made towards achieving them. As our partnership develops through face to face meeting; communication and collaboration needs will change and evolve. The experience of meeting other student council representatives was a really positive one.

ECO

- Student leader gave a presentation to a group of students on the topic of littering. The class teacher praised the student so much, he was given a certificate and commented on how calm and patient he was with students, also showed people skills in managing a student who was aggressive.
- A presentation on the topic of friendship was shared with a group of students; this student leader worked hard on making the presentation and collected feedback. Evidence was used to support her achieving the targeted challenge in the ASDAN leadership qualification.
- Student leaders led a quiz with one Lower school class on the topic of recycling. Positive impact was communicating clearly with younger students raising awareness about the need and benefits of recycling.
- Student leaders took part in the sustainable festival week. They delivered a presentation on the idea of making blankets for homeless people out of crisp packets. The presentation was truly inspirational which got all classes in the Upper school washing crisp packets and writing messages on the crisp packets. It was good to hear the science aspects of the foil-lining on the blankets that reflect body heat to keep homeless people warm; also they are water and windproof. A truly sustainable alternative to throwing them away and can provide a lifeline for people on the streets. Through this project there was an improvement in student leaders working together positively.

Peer champion

It was felt the students weren't ready to lead activities; they needed more training to understand and develop their leadership role. One student leader did a presentation to younger students. Initially he wanted to do it in assembly but pulled out last minute because of confidence issues. It was arranged for him to present to younger students in small groups, the topic was anti bullying. Positive feedback which boosted his confidence. He managed his anxiety very well.

See Pastoral SDP for further information about this.

B: Continue to develop the leadership programme

Student council training

- Training was delivered to student representatives to help them to understand their role in the student council. Training covered what the student council is, the role of student representative and how to make students voice heard in school. It was clear a lot of students were not able to identify simple skills and qualities required to be a good student representatives, activities were planned to develop their understanding. The impact was they have now some understanding of how play out their role as a student council rep. Further training is required to consolidate and develop their understanding more. It was reported in the student council meetings there has been an improvement in communication such as sharing information more clearly and team work. Feedback from the student council representatives about their role was positive; although they require further development to develop other aspects of leadership.

Student Leadership training

Despite the pandemic, all student leaders received a total of five 1 x leadership training. These sessions enabled the students to understand the skills required for successfully leadership. The students rated the training mostly good or better.

Oak Lodge School Partnership

There was one planned partnership meeting with Oak Lodge School.

The aim was to foster a positive partnership and share ideas about the work student council members have done. By doing this, students started to develop their understanding and application of the role of student councils in schools.

Focus Group activities

Activities planned at the start of the school year worked well; however due to the impact of the pandemic, some activities were delayed or cancelled. With high levels of student absence, it was difficult for staff to keep track of the student leaders' work. Also some student leaders were absent which affected the planning of the activities. Year 11 student leaders found it difficult to support younger student leaders with leading activities or their leadership development work as many had mock exams during the school year, this created additional pressure on them. Feedback from staff overseeing focus groups felt there were too many focus groups; the pressure was on them to provide the support as many student leaders lacked the initiative and self management to lead activities independently. Teaching staff have provided the support, drive and time to ensure the student leaders have opportunities to develop their skills, without this unwavering support the leadership programme would have difficulty sustaining. one of the training sessions, we discussed what they were thankful for, they shared appreciation for the good things in life and wrote a thank you card to all the Upper School teach staff for their hard work.

Staff feedback

For comparison, the same questionnaire from last year was used.
Questionnaire results

Student leaders demonstrate:	2020	2021
Self management and awareness	91.6%	62%
Communication skills	100%	100%
Good relationship building	83.3%	54%
Good team work skills	75.3%	69%
Good decision making skills	58%	77%
Work on their own initiative	58%	23%

General observations: the impact of the pandemic on the development of student leadership skills was noticed. They were less visible as there were no assemblies and the student leaders were not allowed to cross bubbles. There were also limited activities involving large groups. Some student leaders were absent from schools for a variety of reasons which meant activities were cancelled or postponed, this inevitably affected planning and organisation. Teaching staff found it more difficult to offer support and guidance as their workload and pressured increased. Staff reported student leaders, especially the younger ones, continued to need a lot of support with leading an activity, especially with planning and organisation. Some student leaders needed more support than others with developing their leadership skills. Older student leaders acted as mentors providing support and guidance; however, they are Yr 11 students, they have their own study priorities. High levels of staff have reported a lot of students found it hard to use their own initiative, thereby needing a lot of teacher input and direction. The other issue is this year was a rather disruptive year, student leaders have not shown leadership in its entirety which makes it hard for staff to make judgements due to the limited opportunities..

Student Feedback

Student feedback is collected at the end of every training session. Student leaders received a total of six blended training sessions where there was a mixture of online via zoom and face to face training. There was a session where the student leaders evaluated their leadership skills. Summary of student feedback as follows:

What worked well:

- Doing self-assessment of leadership through filming.
- Good opportunities to lead activities that build confidence, experience and skill
- Developing communication and communication skills
- Delivering presentations
- Leading activities for younger students.

- Leading by example (good role model)

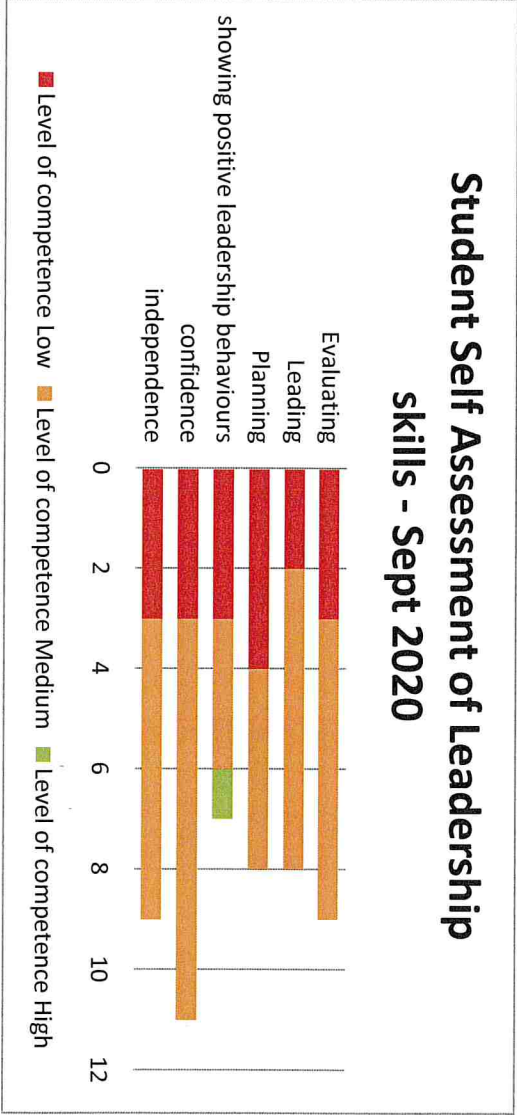
What needs to improve:

- Time management e.g. leading activities, project
- Self-management e.g. being on time, being organised, demonstrating consistent positive behaviour
- Using own initiative when leading activities
- Working with other student leaders in different year groups.
- Improving ways to communicate events

Self assessment of student leadership skills

Student leaders were asked to indicate their perception of level of skill in each of the areas:- becoming independence and confidence, and showing positive leadership; developing the skills of planning, leading and evaluating training using the following scale:

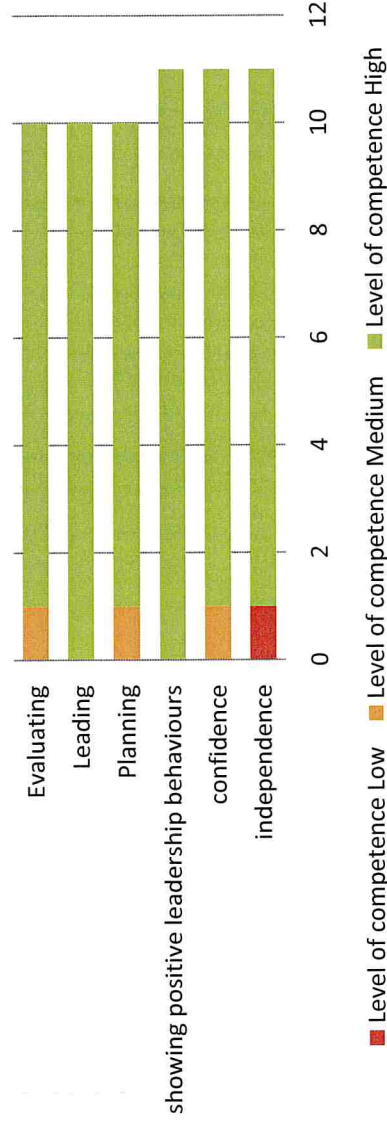
Low level of competence	Medium level of competence	High level of competence
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The data shows student leaders felt they have not become highly competent in most of the areas.

Student Self Assessment of Leadership Skills -

June 2021



The data shows the majority of students felt they have become competent in most of the areas. This suggests the student leadership programme to an extent is having an impact on developing a positive perception of their leadership skills.

Teacher Assessment of student leadership skills

Student leaders' leadership skills are assessed at the start and end against core skills on a four-point scale (NOFAN). Feedback on their leadership performance is provided by their focus group teachers on a termly basis (via a spreadsheet on excel). This is monitored by the teacher in charge of the student leadership programme and is used by form tutors for annual review reports.

Start of the year – average level for all students = 2.0

End of year – average level progress for all students = 2.6

Difference = 0.6 (last year progress rate was 1.27)

In developing student leadership skills, on average, students made some progress. Rate of progress was variable due to their different starting points and experiences, older student leaders in particular started at higher starting point due to their prior leadership experience.

ASDAN qualification

Four students have successfully completed the leadership qualification. This course has helped them to develop and demonstrate a range of skills through their leadership activities.

	<p><u>C. Increase school connection and whole school culture through developing house groups.</u></p> <p>There was a zoom quiz led by the student leader at the end of Feb half term. It was clear all the students enjoyed themselves and the student leader considered the needs of the students by making sure the quiz was a mixture of multiple choice questions and pictures. There was a discussion about moving away from a quiz to think of something more creative.</p> <p>The end of term inter-house competition was more creative: all students had to make something interesting out of a piece of A4 paper. A high majority of students participated in this activity. There was also an outdoor competition where the majority of form groups took part. Students responded positively to the challenges, this shows the student leaders efforts in leading challenges boosted motivation and positive well-being.</p> <p>Next steps</p> <ul style="list-style-type: none"> • There are concerns that there are too many focus groups and students which might be diluting the impact, it would be a good time to review the leadership structure to identify which focus groups have the greatest impact on developing student leaders. This would also reduce the large burden on staff who volunteers to support student leaders. • For Year 11 students, length of commitment from Sept to Feb half term to allow them to focus on KS4 qualifications. • Update the student leader's contract to include a mandatory requirement for leaders to attend meetings arranged by staff. • Regular meeting slot once a week to focus on leadership skills and required to be committed to. • Include a weekly meeting in lunch time or reading time. • Include a slot once every half term for student leaders to lead an assembly. • Set up a weekly news channel signed by the student leaders. 		
<p>To continue to develop a whole school approach to fostering positive mental health and wellbeing:</p>	<ul style="list-style-type: none"> • Introduce and develop the role of Peer Champions to contribute to mentoring, peer listening and anti-bullying work. • Develop the consistent communication of anti-bullying messages. • Development of a proactive approach to the selection of students who access the mentor and therapy programmes. 	<p>Through the year</p> <p>Through the year</p> <p>Oct Half Term</p>	<p>Peer champions will be appointed, trained and develop their skills in leadership, empathy and self-awareness. ✓Pupils will know they have supportive peers to approach as well as staff.</p> <p>Anti-Bullying charter displayed around school, on the website and referred to regularly. ✓</p> <p>A layered approach to pastoral support will be introduced and communicated to staff. ✓Staff will be clear of their responsibilities and how to refer students to additional support.</p>

		<p>The use of Risks and Protective Factors will be introduced to highlight students who may be more at risk of developing mental health difficulties (see p.14-15 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf) Staff will become more aware of students who may potentially struggle and be able to target support. ✓</p> <p>The mentors will receive training and be guided to resources. Brief notes will be kept confidentially and reviewed by the Pastoral Lead. The mentoring sessions will have clear structure and purpose and be reviewed regularly. ✓</p> <p>A pastoral section of the website will be developed. ✓ Staff, students and parents will have greater awareness and access to support and resources.</p> <p>Mental Health Lead to complete Mental Health Leads Level 2 training as soon as they start running the course again - provided by Strategic Leads for Mental Health in Schools. ✓</p> <p>Once trained to Level 2 Naomi to deliver Level 1 training to all staff in INSET. – planned for Sep INSET 2021</p> <p>Wellbeing Kitemark Self Review document will be introduced into our ongoing review of practice. Whole school approach to Mental Health will become embedded into our regular review processes. ✓</p> <p>Naomi will complete 3 day STEPS training to become a tutor. ✓</p> <p>Naomi will review current behavioural procedures and practices to establish where further progress can be made in embedding the therapeutic approach. ✓</p> <p>Naomi will deliver training in curriculum meetings and INSET sessions to support staff to understand and embed the annual STEPS training into their everyday practices. Pupil exclusions will</p>	
<ul style="list-style-type: none">• Development of the mentoring team and program.• Access to pastoral support and resources will be improved through a pastoral section of the website.• Newly appointed Mental Health lead will be trained to Level 2. Once trained at Level 2 Naomi to deliver All Staff Level 1 training to all staff.• Work towards Healthy Young Minds in Herts School Self Review Emotional Wellbeing Kite Mark.• Continue to embed a therapeutic approach to behaviour management.	<p>Oct Half Term</p> <p>Easter</p> <p>As soon as training available</p> <p>June</p> <p>Oct Half term</p> <p>Through the year</p>		

Progress report February 2021	remain rare.✓
<p>Three peer champions were appointed as part of the student leadership application process. Training has begun but been impacted by the second national lockdown. Additionally, one pupil appointed to this role has now moved to another school. Hopefully both remaining Peer Champions will be back in school soon so that training and development can continue. Training is using some resources and activities from the NDCS Peer Support scheme. Students are keen but need more training and support to grow in confidence in this role and the lock down has impacted momentum and development. Next year it would be good to reappoint a third student to the role and to consider pupils who will be able to show higher levels of initiative, consistency and self-motivation.</p> <p>The Anti-Bullying charter is displayed around school in areas that pupils see (dining room, external doors by the playground, toilets), on the website and referred to regularly through assemblies, form activities and so on. The peer champions will lead on disseminating this further during an anti-bullying week assembly. Pupils are not currently moving around school internally but a future aim is to have this displayed on the TV screen in reception for staff, pupils and parents to see. A PowerPoint has been created and sent to Jo Wiles for this purpose.</p>	<p>A layered approach to pastoral support has been introduced and communicated to staff in September INSET. At the recent Wellbeing for Education Mental Health training the training facilitators commented positively on this approach. Risks and Protective Factors analyses have been introduced to highlight students who may be more at risk of developing mental health difficulties. From a leadership point of view this has been incredibly insightful and enabled us to plan and target the provision of mentoring and therapy efficiently. There has been less need to chop and change the timetables for mentoring this year as the risk and protective factors work has enabled us to target the students most in need from the start of the year. Two teaching staff fed back that they felt uncomfortable about using the risk and protective as they felt they were being asked to make judgements on pupil's families. One staff member also raised concerns about data protection and what families might feel if they saw that a judgement had been made on their family. To help address the concerns raised some tweaks to the process have been made by removing the terminology "assessment", removing from the form the need for staff to put their name to it and changing the form to have pupil initials instead of a full name. Further, we have stopped using this form throughout the year where staff want to refer students for additional layers of support. Instead the one document completed at the start of the year has been retained by leadership and further information passed on by staff can be added. Even the fact that two staff raised concerns about the process shows that staff are having to engage with the sensitive issues around mental health. Greater engagement and awareness for class and form tutors means that staff are now more aware of the range of factors that their pupils are exposed to. Having more awareness of these factors will help staff to be more vigilant and more supportive and empathetic to the need to support pupils.</p>
<p>The mentor team had two sessions of in-house training and have a bank of resources available on the staff drive to aid planning and delivery of their sessions. Each mentee/mentor group has a password protected log where mentors make brief notes about the sessions. The logs give clear aims for the mentoring and allow the sessions to remain focused and targeted. This is enabling leadership to have a good overview in managing the mentor programme and will allow for continuity in provision should staff absences occur. The mentors are currently attending a four week "Healthy Minds" training course delivered by the NDCS. One mentor fed back "For me the course is interesting because we are encouraged to draw on our own professional experiences and different viewpoints in random break out groups and look at various issues from a child's perspective. The best part is the open question forum at the end where we all share tips and advice. They are a nice bunch of people. Thanks for this opportunity." Due to the COVID risk assessment upper and lower school are working in separate bubbles and therefore no lower school pupils have been able to access the mentoring programme which is staffed by upper school staff. Naomi met with Sara H and Sarah B to</p>	

	<p>discuss best ways to support lower school pupils. It was identified that staff would benefit from training in supporting pupils with coping strategies for anxiety. Sarah B has liaised with Deaf CAMHS who provided live training to three lower school staff on mentoring and supporting students with anxiety. PowerPoints and resources from these trainings are available in the Wellbeing area of the staff drive and other staff will be encouraged to use them.</p> <p>The updated pastoral section of the website went live in January 2021. New sections on wellbeing and anti-bullying were created and include specific advice, guidance and resources for supporting children and young people affected by the current pandemic. The E-safety section was updated with advice and information to reflect the current climate. A survey for parents to give feedback on the information is being developed and will be sent out soon.</p>  <p>Naomi completed the three day STEPS training in therapeutic behaviour management and ran a training for Upper School staff on 14th October to reinforce embedding the STEPS philosophy into the day to day procedures for managing behaviour. In December 2020 the school moved from using SIMS to Arbor for managing school data. This led to a large amount of work needed to set up the recording and monitoring behaviour in the new system. Currently Arbor is limited in its capacity to manage behaviour in a therapeutic way. However, we will continue to log our "WOW" consequences but adapting the "Follow Up" option. We have fed back to Arbor via Herts for Learning that the current set up is limiting for schools using the STEPS approach. Naomi ran training and produced help sheet of resources for staff on using Arbor for behaviour.</p> <p>Naomi was appointed as the mental health lead and attended the Hertfordshire Level 2 Training for MH leads on 9th November. MH leads are then expected to deliver Level 1 training to all school staff. This could be done at the next INSET day (30th April?). In addition Naomi attended the two Wellbeing for Education seminars in November. PowerPoints from these trainings are saved in the mental health section of the pastoral leads folder. Additional training for staff on wellbeing and managing anxiety was delivered at the September INSET.</p>
<p>Progress report June 2021</p>	<p>Naomi was appointed as the mental health lead and attended the Hertfordshire Level 2 Training for MH leads on 9th November. MH leads are then expected to deliver Level 1 training to all school staff. This is planned for September INSET. Amanda has kindly agreed to take on the Deputy MH lead role to work alongside Naomi. As she is based in Lower School this will help to raise the profile of MH and Wellbeing across the</p>

key stages. Amanda will attend the Wellbeing for Education Return repeat sessions to support her training for the role. Work towards the Wellbeing Kitemark Self Review has begun and will be part of our ongoing review of practice.

Wellbeing remained a very high priority during the Summer term as the impact of the pandemic was evident in behaviour monitoring and the wellbeing concerns raised. A "wellbeing team" of staff (Mental Health Lead, Assist SENCo, Wellbeing Focus group lead, Student leaders' coordinator) met to discuss ways to support wellbeing across the school. The "Feeling Good Week" in February was cancelled and discussions were held around when this could be postponed to. Michelle had secured funding for activities for this week and was able to negotiate the postponement and re-allocation of this funding to summer term activities. Different approaches in US and LS were agreed to suit the different Key Stages. In US a Wellbeing Theme was planned for each week of the summer term. This involved a theme that was used across the week, introduced in depth in assembly and then carried into lessons. The themes were developed through a 1:1 session that Naomi had with a wellbeing for Education Return advisor from Herts for Learning in which we analysed the behaviour issues and wellbeing concerns of the school and how we could address them. One particular area of concern was increased conflicts amongst students during unstructured times and reduced capability for students to resolve friendship issues independently. The aim was to embed wellbeing into daily activity, rather than to have just "one off" events. On top of this special events and trips were also delivered. The full programme for the term can be seen here: <https://docs.google.com/document/d/1QJq9tDZTnFLdWA8DIJSk8NiwAJAeHIS/edit>

LS had a week week of wellbeing activities covering several of the themes such as resilience, team work and being active.



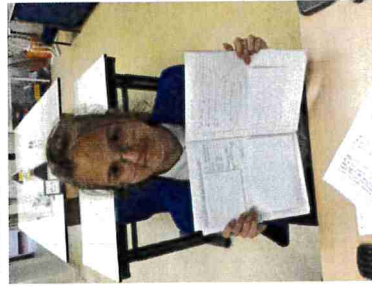
US pupils having fun in a drama workshop during our *having fun* wellbeing theme week:



US pupils get a nice surprise from their teachers during our *acts of kindness* wellbeing theme week

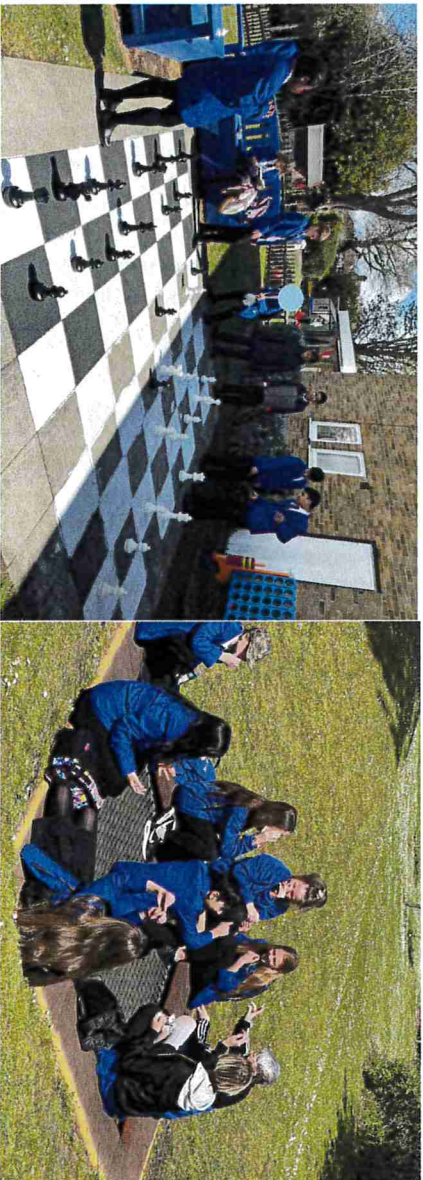


US pupils enjoying the newspaper fashion challenge during our *team work* challenge week.



A few weeks into starting the wellbeing theme weeks staff reported improved peaceful atmosphere and interaction amongst students at break and lunch times.

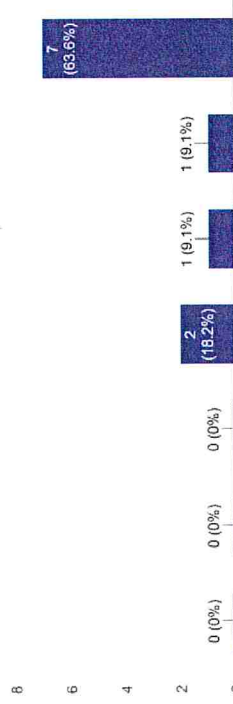
Improved student interaction during unstructured times following the start of the wellbeing theme weeks.



The updated pastoral section of the website went live in January 2021. New sections on wellbeing and anti-bullying were created and include specific advice, guidance and resources for supporting children and young people affected by the current pandemic. The E-safety section was updated with advice and information to reflect the current climate. A survey for parents to give feedback on the information was sent out and received overwhelming positive feedback. A couple of respondents indicated that information was difficult for them to understand. Therefore we have discussed getting some key information translated into BSL to support parents who might prefer to access the information in this way.

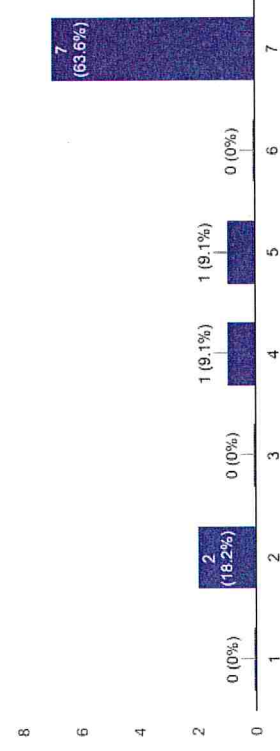
The Wellbeing webpage has useful information.

11 responses



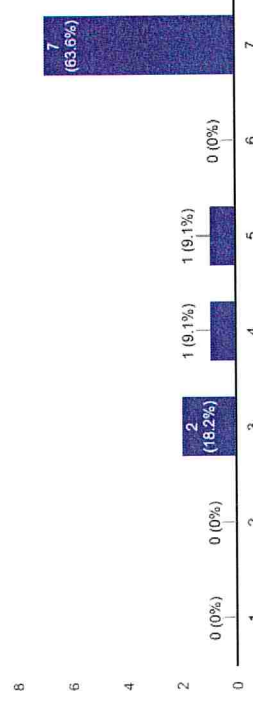
The Anti-Bullying information is easy to understand

11 responses



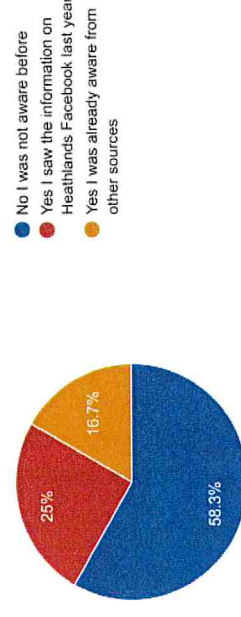
The "Supporting your Child's Wellbeing Guide for Parents" is easy to understand.

11 responses



Before looking at the Heathlands Wellbeing webpage I was aware of the 5 Ways to Wellbeing

12 responses



Risks and Protective Factors analyses have been incredibly insightful and enabled us to plan and target the provision of mentoring and therapy efficiently. In readiness for next year we have set aside a curriculum meeting time in July to enable US form tutors to complete these and pass on their knowledge to next year's form tutors. LS class teachers will be asked to discuss pupils of concern and complete these for any pupils they feel will need more support above level 1.

As part of embedded the STEPS therapeutic approach into the whole school policies and procedures a re-design of the Individual Behaviour Plan

	format was made. This has made the plan format more user friendly with the aim to supporting staff to use theme more confidently and consistently. Additionally, Naomi ran training for support staff (including LSA, EIO and cover staff) in upper school to enable them to become more empowered in managing behaviour and to increase consistency amongst staff. When cover staff and staff on placement started a 1:1 Meeting was held to ensure they were briefed and familiar with the school philosophy, policy and procedures for managing behaviour.
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Other issues to cover

Student Leadership 2020-2021

Next steps:

- To further develop the leadership programme to ensure concepts, activities and experiences of achievements are meaningful for all students and has provides practical outcomes.
- To incorporate Peer Mentoring training in the leadership programme to support the work of Peer Champions.
- To identify termly focus group reviews with student leaders, students and staff to share information more effectively.
- To Increase school connection and whole school culture through developing house groups.

Whole School approach to fostering positive mental health and wellbeing:

- Whole School Level 1 Mental Health training September INSET 2021
- Key information from the Pastoral Section of the website to be translated into BSL to support parents who might prefer to access the information in this way.

Subject: Heath House 2020 - 2021

Priority area for Improvement	Action Plan	Timescale	Success Criteria
To develop the CYP's independence to be able to carry out everyday tasks both inside and outside of Heath House independently.	<p>To baseline children and young people by September 2020 and identify individual student targets:</p> <ul style="list-style-type: none"> Focusing on targets that were not fully achieved last year. ✓ Prioritising areas which will have most impact on pupil well-being. ✓ <p>To ensure all staff are effectively using the CSD target setting and target tracking effectively. ✓</p>	<p>End of Sept 2020.</p> <p>Ongoing 1st review Dec 2020, 2nd review Mar 2021, 3rd review May 2021.</p>	<p>All CYP to have individual and personalised targets which will have most impact on their wellbeing and independence. ✓</p> <p>CYP achieving their targets and developing growing independence and skills required for adulthood. ✓</p> <p>CYP and their parents to be looking at and commenting on the learning journals so it is cohesively being used by all and furthering skills both at home and within Heath House.</p>
	<p>To ensure there are formal opportunities for parent and staff discussion to discuss targets and progress.</p>	Ongoing.	Those CYP that show responsibility, independence and have free walking permission will move onto and be independently able to go out for a meal by summer 2021. ✓
	<p>Staff to teach the CYP in learning how to independently:</p> <ul style="list-style-type: none"> Look for a restaurant they can go to. ✓ Know how to book a table. ✓ Read and access menus. ✓ Order food and drinks. ✓ Be able to work out the bill and pay. ✓ 	Ongoing achieve by July 2021.	CYP to be able to request an interpreter confidently.
	<p>To know how to book an interpreter, when this service can be used and how it works.</p>	Ongoing achieve by July 2021.	CYP can access, contact and book a doctor's appointment with minimal adult support.
	<p>To know what to do if they think they need a doctor:</p> <ul style="list-style-type: none"> To feel able to talk to a Heath House member of staff to ask for support if they feel they need a Doctor. ✓ Understanding how to contact a doctor. How to book an appointment. To understand that they have the right to request an interpreter when booking a GP appointment. 	Ongoing achieve by July 2021.	<p>Year 11 YP will be more confident and ready for post 16 life. ✓</p> <p>To show more independence in all aspects of their development. ✓</p> <p>Transition managed well and young person feels ready for the next stage of learning. ✓</p>

	Supporting the KS4 CYP in preparation for moving to a new placement Post 16. Ensure his personal targets are well targeted and fully met.	Summer 2021.													
Progress report February 2021	<p>Staff continue to work from the CYP's CSD targets, these are monitored regularly (half termly). All of the CYP were based lined in September these were then reviewed to see progress in November/December. The new students were given induction targets using the CSD which they have now completed.</p> <p>Targets from last year were reviews and remain on students CSD target sheets as catch up. Staff will now focus more attention on completing these targets first before setting new targets. Tracking of progress has been clear and evident.</p> <p>Targets and progress are regularly updated on CYP learning journals. Due to Covid there is no formal meeting time for parents to attend and discuss progress however we are looking at completing this remotely. We have a small number of parents who do not engage with the learning journals. The staff team have encouraged parents/carers to look at these and will continue to do so. Staff regularly inform parents/carers how children are progressing with their targets and to discuss any successes they have had.</p> <p>Due to Covid activities are reduced however Heath House has tried to think of other ways to develop key skills such as money management. The year 11 students set up a tuck shop with support which gives students opportunities to practice money management skills. Progress has been made supporting students with accessing menus with collaborative work with the Speech and language team.</p> <p>The CSD's have been reviewed in June. All new CYP were set up with induction targets, achieved them and then moved to new targets. Targets that were carried forward from last year were all achieved and CYP moved onto new targets.</p>														
Progress report June 2021	<p>Staff continue to use the learning journals to regularly update parents and carers on targets and progress. Currently two of the parents are not accessing learning journals and a number have got out of the habit of regularly checking on them. CYP can now access their personal learning journals. This will be a good tool in encouraging parents to monitor and check in on their child's progress. In addition young people will be able to take ownership of their Learning journal adding comments, reviewing their personal targets and identifying personal success and achievements.</p> <p>Due to Covid, meetings up with parents have continued to be remotely, regular phone or facetime contact.</p> <p>The progress children and young people have made against their passport targets are as follows.</p>	<table><tr><td>Pupil:</td><td>Targets achieved out of 16:</td></tr><tr><td>A</td><td>12</td></tr><tr><td>B</td><td>7</td></tr><tr><td>C</td><td>9</td></tr><tr><td>D</td><td>13</td></tr><tr><td>E</td><td>8</td></tr></table>	Pupil:	Targets achieved out of 16:	A	12	B	7	C	9	D	13	E	8	
Pupil:	Targets achieved out of 16:														
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	wearing facemasks and following social distancing. They also use this opportunity to go into town to purchase their school cookery ingredients, items for Heath House meal times and treats for themselves. During lock down one of the older year eleven CYP started up a tuck shop as a way of CYP learning and developing their money management skills. Since this started a number of CYP have taken it in turn to run the tuck shop which has been a useful tool in maintaining skills.		
To develop CYP's communication skills.	<p>Staff to work with CYP to develop their communication targets by:</p> <ul style="list-style-type: none"> Working with SAL T to support and guide how targets can be achieved. ✓ Create communication profiles for CYP with the support of SAL T. ✓ Using strategies discussed in SAL T sessions and putting them into practice. ✓ Using homework to develop communication skills such as communication role play. By acting out scenarios that the CYP have experienced and what if scenarios that they could experience. To support what is being learnt in SAL T sessions. ✓ <p>To provide the CYP with opportunities to practice their communication skills through:</p> <ul style="list-style-type: none"> Outings. ✓ Activities. ✓ <p>Encourage independence in the local community by going to the shops without staff support. ✓</p> <p>To achieve free walking permission by demonstrating to staff that they are competent and show awareness of potential dangers and hazards. ✓</p> <p>To support and develop the CYP communication skills inside of Heath House. Staff to provide learning opportunities to encourage and support the use of:</p> <ul style="list-style-type: none"> Spoken English. ✓ BSL. ✓ Eye contact. ✓ Vocabulary. ✓ <p>To support the extended day CYP in developing communication skills. ✓</p> <p>To promote communication and language development. ✓</p>	<p>Autumn ongoing to summer 2021.</p> <p>Ongoing.</p> <p>Spring 2021.</p> <p>Spring 2021.</p> <p>Ongoing.</p> <p>Ongoing.</p> <p>Ongoing.</p>	<p>Strategies to support independence in place. CYP progress will be reviewed by recording this on communication logs and CSDs. ✓</p> <p>CYP to have knowledge of and be achieving targets in line with their communication logs and developing better communication skills in areas required. ✓</p> <p>CYP will have a better understanding of what if scenarios and have the tools to use for handling communication issue independently. ✓</p> <p>CYP to be regularly going in to the local community to practice these skills and building up their confidence. ✓</p> <p>The majority of the secondary CYP to have achieved free walking permission. ✓</p> <p>The CYP to show more confidence and have developed their targeted communication skills. ✓</p>
Progress report	Staff have been meeting regularly with the speech and language therapy team. These sessions have been used to create communication		

February 2021	<p>profiles for the CYP. These sessions have been really useful in providing the team with new ideas and strategies to support the children and young people in developing their confidence and communication skills. So far we have communication profiles have been completed for nine of our ten boarders.</p> <p>Strategies that were recommended to support the CYP have been put in place such as reward charts and a tuck shop. Role play has been used to develop independent thinking skills with 'what if' scenarios when preparing the CYP for going free walking and meals out. When possible opportunities have been provided to develop communication skills in the local community, learning to manage new barriers created by Covid such as the need for wearing facemask that hinders communication. CYP have learnt new strategies and considered how they are going to communicate when faced with members of the public wearing masks. CYP have gone on regular walks and are using the opportunity to improve knowledge in order to gain free walking permission.</p> <p>In Heath House communication has been developed with planned and co-ordinated tasks such as learning to cook and bake together, leading group meetings and organising the tuck shop. Whilst practicing communication skills staff have been more mindful to remind CYP to use spoken English (if able), practicing their BSL, hold more eye contact and develop the vocabulary further.</p> <p>Staff have continued to work with SALT to complete communication profiles for CYP and to complete further training on social stories to support developing communication. These sessions continue to be supportive and give the team time to discuss new ideas and access training.</p>		
Progress report June 2021	<p>Is there any evidence of strategies you have used with students progressing communication?</p> <p>Staff continue to act as positive role models for the CYP. We now have a mixed team with deaf and hearing staff and both deaf staff with different levels of speech.</p>		
To develop CYP skills and abilities to organise and prepare and cook a meal independently in the kitchen	<p>To encourage CYP to engage more with organising meal times.</p> <ul style="list-style-type: none"> • CYP to create ideas during meetings. ✓ • CYP to research new meal ideas. ✓ • Meal times to be CYP led and CYP to make choices. ✓ • To encourage CYP to create shopping list and purchase the items from the local shops. ✓ <p>Staff to work with the CYP to guide support developing cookery skills.</p> <p>Staff to encourage cooking by:</p> <ul style="list-style-type: none"> • Getting the CYP to bake more frequently to develop confidence. ✓ • Young people to read and access recipes. ✓ • CYP to be responsible for dinner every Wednesday. ✓ • Constructive feedback to be given using feedback policy. ✓ 	<p>Dec 2020.</p> <p>Dec 2020.</p>	<p>CYP actively engaging in meetings, suggesting ideas and leading by example. ✓</p> <p>CYP will be cooking meals weekly, taking turns for the HH community and learning from experiences. They will become more confident and may cook meals independently at home too. ✓</p> <p>CYP to independently write a shopping list and go shopping to collect the items needed for dinner. ✓</p> <p>CYP to be able to independently follow a recipe without support. ✓</p> <p>CYP will make birthday cakes for each other, they will independently work on planning and preparation with staff guidance. ✓</p>

			CYP will take on feedback and use this effectively in their next cooking sessions to learn from and build up on their skills. ✓
Progress report February 2021	<p>Since the start of the year the CYP have been fully involved in cooking and preparing the evening meals. CYP have been discussing meal ideas at student meetings and are regularly researching meal ideas.</p> <p>Each Wednesday CYP prepare and cook the evening meal, they work together to cook the meals and where possible have been purchasing their own ingredients. This has developed independence throughout the term and older students have shown the ability to support younger students. Students have shown increased independence and understanding to follow a recipe independently.</p> <p>Since the start of September CYP have been cooking birthday cakes for one and another as well as baking various snacks. We have seen some fabulous cakes made. CYP research the cake they want to make and then either go into town to purchase the ingredients or buy ingredients online.</p> <p>Staff have improved feedback after CYP cooking to discuss what went well using the school format of two stars and a wish, showing what was successful and what could be improved next time.</p>		
Progress report June 2021	<p>This year the CYP have continued to regularly cook. CYP will discuss ideas during pupil meetings and sign up their names each week in the kitchen to cook different meal. CYP will bring ideas from or request to cook things they have seen on TV or what they have made in cookery classes. All CYP will get involved no matter their age and take part in age appropriate tasks. Older and more confident CYP work with the younger CYP to pass on skill and abilities that they have learnt.</p> <p>CYP are learning to cook and follow recipes with either minimal support from staff or by cooking entirely independently. CYP will regularly bake independently and are now becoming more confident in trying to cook the evening meal from a recipe without support.</p>		
Other issues to cover			
<ul style="list-style-type: none"> To ensure that the CYP get regular opportunities to go out of Heath House and into the local community. 			
Next step			
<ul style="list-style-type: none"> To encourage the CYP to interact with their learning journals and regularly log in. To deliver more awareness and ownership of their personal targets. To encourage CYP to track their personal progress towards their set targets. To support the CYP to identify targets they are working on and choose activities or outings that could support more progress. To prepare the CYP with the necessary skills that they need when they leave Heath House. 			

Projects	Aim/Desired result	Date	Cost	Update/Outcomes
Post 16 provision	<p><u>Teaching space</u>: continue plan for the Eco building including obtaining planning permission, Landlord consent and applying for Grants. Aim is to have the project ready to go once funds have been identified.</p> <p><u>Boarding</u>: investigate options for separate 6th form/staff boarding accommodation.</p>		<p>£350k min (£100K in Capital)</p> <p>Cost now £430K – we have £250k in Capital</p>	<p>Planning for Eco building will be passed – we would need one more survey</p> <p>We also investigating a 2nd floor above BSL – checking foundations would be adequate and getting some feasibility sketches drawn and cost estimates.</p> <p>We can then decide the priority for the next build.</p> <p>Eco building has planning permission – we just need the funds now £430K. (The 2nd floor project would be more disruptive and take longer – cost estimate £570K)</p>
ICT upgrade	<p>We are investing in ICT this year to ensure we are Cloud ready and have adequate speeds necessary .</p> <p>Broadband line upgrade- dedicated 300 MB</p> <p>ICT infrastructure – Hfl performing an audit and recommendations</p> <p>Wifi – perform an audit and replace as necessary</p> <p>Transition from Sims to Arbor –Cloud based system- more user friendly and flexible</p> <p>Investigate alternative Cloud based Finance system – from Sims FMS</p>	<p>March -21</p> <p>Oct -20</p> <p>Oct- 20</p> <p>Jan-21</p>	<p>£7k</p> <p>£10k</p> <p>£10k</p> <p>£6k</p>	<p>Broadband line upgrade will be completed in Feb – few delays due to tree roots in the comms channels – this will be helpful with additional Chromebooks being used onsite.</p> <p>Wifi and Infrastructure did not need any upgrades</p> <p>We have meetings booked with Hfl and Intermit in June to discuss the need/size of a new server.</p> <p>Sims to Arbor transition complete. We will switch to Parent Portal in June to allow payments and communication via Arbor</p>

				<p>HFL provided a demonstration of RM Cloud based system – we will be switching from FMS from April 1st. Much more flexible package and supported transition by HFL</p> <p>RM Finance went live on 1st April – all going well just a bit slower get used to a new system.</p>
Turning circle depression	Depression adjoining the Heath has got worse. Structural engineer advises further investigations required Geo tec company to be engaged to probe the area – we will share findings with HCC and hopefully share cost to rectify. Allowed £10k for investigative works.	Nov-20 for investigations	£10k	<p>Recommended repair works quoted at £35K – CB has put in a Capital bid to HCC to cover the costs.</p> <p>Current investigation spend is £3900</p> <p>HCC have agreed to fund the repair works – these will be carried out in August.</p> <p>Plans are in place to split a current storage/resources room to become a small PPA room and 3 pupil and 1 staff toilet</p>
Toilet shortage	General shortage of pupil and staff toilets in Upper school. Investigate options to install further individual unisex toilets from underutilised areas.	Aug-21	£15k	<p>New ICT office created from a disused corner of a corridor.</p> <p>Similar plans to split the audiology room into 2 smaller rooms – will be delayed due to being a load bearing wall and building control input and plans required.</p> <p>We are investigating using Arbor for room booking to ensure we use all rooms to capacity</p>
Shortage of meeting/therapy/ office space	Set up a room booking system to identify underutilised areas. Identify area for ICT technician to be based from January 21	Dec-20		

Site accessibility	Work with Senco to ensure all areas of the site are accessible to pupils will mobility issues.			<p>We plan on getting quotes to widen the footpaths around Upper school for less mobile students</p> <p>Plans in place to widen the footpath by the Outdoor gym to HH and instal a new path down to the Astro turf – in August</p>
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Subject: BSL Centre 2020 - 2021

Priority area for Improvement	Action Plan	Timescale	Success Criteria
To improve the BSL Centre provision and services	<p>Evaluate BSL courses and look at course attendance for each level.</p> <p>Promote courses through direct targeting.</p> <p>Assess timetable commitments and add in additional afternoon courses to target a wider market.</p> <p>Seek funding opportunities for the Centre</p> <p>Seek funding opportunities for learners, to be able to signpost in the right direction. Signature/Social care routes</p> <p>Ensure learners are happy and progressing on courses</p> <p>Share BSL good practice amongst teachers</p> <p>To implement the marking and feedback policy</p> <p>To ensure parents sessions are regular and developing knowledge</p>	<p>Spring term</p> <p>Autumn term</p> <p>Autumn term</p> <p>Spring term</p> <p>Spring term</p> <p>Ongoing throughout the year</p> <p>Autumn term</p> <p>Autumn term</p>	<p>More courses available for learners</p> <p>More places taken up by learners</p> <p>BSL Centre income targets reached</p> <p>Additional courses mean more income for the Centre.</p> <p>Evaluate courses and learner progression more often – through surveys online and by assessing learners and keeping a record of progress and feedback.</p> <p>Parents contacted regarding 1 to 1 sessions to develop BSL skills. Sessions are tailored to the needs of parent and child by liaising with teachers.</p>
<i>Progress report February '20</i>			
<i>Progress report June '20</i>			
Investigate and establish pathways to develop BSL into the local community.	<p>Continue to make contacts with local mainstream schools and offer lunchtime or after school clubs to learn BSL.</p> <p>Continue to develop the courses for young people at the BSL centre by promoting the courses we have set up ready</p> <p>Attend fairs/events showcasing the BSL centre to relevant groups, due to CV19 these may be done remotely.</p>	<p>Summer term</p> <p>Spring term</p> <p>Summer term</p>	<p>Increase in young people learning BSL</p> <p>Young people learning earlier gives them greater employment opportunities</p> <p>BSL Centre Heathlands becomes more established within the wider community</p>

	Investigate local schools and youth organisations offering Duke of Edinburgh award and scout/guide groups for basic communication badges. Contact these schools offering online resources or face to face workshops/remote support, due to CV19. Develop an online resource for these groups to access.	Summer term Summer term	DoFE or scout/guide groups gain extra skills to achieve the wider qualification. This also impacts on the learner to continue with learning BSL. Develops interest among the wider community and great Deaf Awareness, breaking down barriers.
Progress report February '20			
Progress report June '20			
Investigate and establish connections with local businesses to provide Deaf Awareness and Basic BSL training	Make contact with local business and discuss delivering Deaf Awareness packages. Develop an induction package that businesses can access for new employees. Create an online package for Deaf Awareness and Businesses to be able to access.	Summer term Summer term Summer term	Businesses become more aware of Deafness and other Disabilities within the work force. Work colleagues develop communication skills to be able to understand each other. Part of Equality Act 2010, promoting awareness and inclusion. An online package would mean the business can access it anytime of the year and could a subscription giving additional income for the BSL Centre.
Progress report February '20			
Progress report June '20			
Other issues to cover			
Next step			