

**'Our time to SHINE'**

# Desired Outcomes though SHINE



<b>S - Sharing practice to grow</b>	<ul style="list-style-type: none"><li>→ Develop coaching skills for leaders and all staff using best practice coaching conversations</li><li>→ Time for teachers to visit classes and reflect on practice seen</li><li>→ Recording format for simple recording of shared practice</li><li>→ Use GROW model to support teachers with their own development as practitioners</li><li>→ Use research led CPD to support classroom practice (staff meetings, independent release time)</li></ul>
<b>H - Home school partnership</b>	<ul style="list-style-type: none"><li>→ Clear and user-friendly website to support all stakeholders and improve home engagement</li><li>→ Reading focus on home practice and using fluency to motivate through reading fluency challenges</li><li>→ Active parent/pupil engagement in self-directed projects to support own learning through independence, resilience and creativity and skills development</li><li>→ Create an active community with parents and pupils online through website platform – publish work and news from school, encourage activity and feedback from home</li><li>→ Support parent/pupil engagement through learning mornings which are focused and themed and include CPD for parents</li></ul>
<b>I - Inclusion and access for all</b>	<ul style="list-style-type: none"><li>→ Ensure there is personalised learning to support pupils who are disadvantaged or not progressing through a coaching approach to learning goals</li><li>→ Embed the Rosenshine principles in lessons, extending into foundation subjects</li><li>→ Secure a distraction free environment in the classroom for better learning and engagement/participation</li><li>→ Consider the way we approach learning in the classroom regarding challenge for all, working towards liberation through a point of equity</li><li>→ Drive learning through questioning and curiosity, supporting pupils to become independent and resilient learners</li><li>→ Embed TA toolkits within lessons to optimise learning opportunities and monitor the effectiveness of support across the school</li><li>→ Embed quality continuous provision through KS1 and KS2 with accelerated skills</li><li>→ Continue to support active learning principles throughout KS2</li><li>→ Research based intervention measured for impact</li></ul>
<b>N - Numeracy mastered</b>	<ul style="list-style-type: none"><li>→ Ensure Mastering Number programme is at the heart of EYFS and KS1 maths curriculum</li><li>→ Introduce WRM spine for progression of skills &amp; understanding</li><li>→ Continue work with the Mobius Maths Hub to develop a Mastery approach</li><li>→ Consider environment, Rosenshine principles and create a rubrick for a 'Mastery lesson at Long Lane'</li><li>→ Increase means of participation for pupils, particularly those with less confidence in maths</li></ul>

<b>E- English refined</b>	<ul style="list-style-type: none"> <li>→ Home engagement for reading through reading fluency approach</li> <li>→ Continue with incentives for reading and reading opportunities for outdoor learning and clubs</li> <li>→ Embed reading fluency lessons across the school and measure impact (provide opportunities for performance and feedback)</li> <li>→ Consider and evaluate Early Reading and Phonics consistency and outcomes through monitoring</li> <li>→ Analyse the needs of pupils who are not making ARE in reading and writing (or just writing), what are the gaps?</li> <li>→ Embed a continuous and keep up (not catch up) approach to spelling, handwriting and SPAG</li> <li>→ Embed quality first teaching support for spelling and handwriting</li> <li>→ Embed editing to improve technical aspects of writing for pupils' success</li> </ul>
<b>Safeguarding and Personal Development</b>	<ul style="list-style-type: none"> <li>✓ Children, parents and staff are confident and using tools to support therapeutic thinking approach (system, language and tools are embedded)</li> <li>✓ The school will have a clear approach to active inclusion and representation through 'No Outsiders' programme – this will add to the Therapeutic Thinking approach and active learning approach</li> <li>✓ Pupils will have a more graceful approach to the successes of others with opportunities for celebrating effort and achievement throughout the year with parents (postcards), use of pupil nominations for success</li> <li>✓ Families will benefit from precise support with parenting issues through parenting courses, signposting and informal meet ups</li> <li>✓ Lunchtimes will be educational, active and engaging with opportunities to try new things, develop interests and make choices through zoning the playground and new resources.</li> <li>✓ Pupils will learn explicitly how to work together, build trust, empathy and effect problem-solving skills in this time and become therapeutic models to others, resolving conflict and using tools to reduce conflict</li> <li>✓ Pupils can use a range of learning behaviours and school values through learning/skills based continuous provision for lunchtimes and playtimes that reflects this.</li> </ul>
<b>Resources and Premises</b>	<ul style="list-style-type: none"> <li>✓ Use capital funding to support vital updates in IT system (hardware) and necessary building projects across the school</li> </ul>