

St Ann's Junior and Infant School Vision

Our vision at St Ann's is to promote RESPECT and inspire excellence in everything we do... in school, in Rotherham and beyond.

To promote...



R

Resilience



E

Enterprise



S

Success



P

Protection



E

Empowerment



C

Communication

T

Teamwork



SDP priorities

All leaders are aware of school priorities and the vast majority of these are delivered through phase plans. These priorities are monitored by SLT and fed into phase impact reports.

Phase Leaders

Each Phase (EYFS, KS1, Lower KS2 & Upper KS2) has a leader. They are responsible for target setting, mapping interventions, tracking, supporting and monitoring the quality of teaching and learning. They are all supported through coaching sessions from members of the Senior Leadership team. Each phase has a bespoke Phase action plan, the impact of which is reported to SLT and link governors.

Interventions

Pupils are identified for a range of interventions at the beginning of each term. This is carefully planned to ensure that there is a fair balance for individual children and a manageable workload across each cohort. A timetable for each class is set up and delivery is monitored by phase leaders and subject leaders. The effectiveness of interventions are evaluated and pupil outcomes discussed at termly pupil achievement meetings.

How do we know what impact the curriculum is having on our pupils' knowledge and understanding?

Impact

Assessment

Two summative assessments take place in Y1-Y6 each year in Maths, Reading and SPAG. These assessments are used diagnostically, and to moderate ongoing formative assessment grids. In the wider curriculum, teachers use information from pupil outcomes to assess if pupils have achieved age related expectations. These assessments are reported to parents and passed on to the next teacher. This helps to ensure continuity and to identify gaps when returning to learning concepts for individuals and groups of pupils. Subject leaders monitor both individual and whole class project books as well as visiting the end of 'Project Exhibition.'

Sharing our Learning

Pupils are asked to articulate and share the subject knowledge and skills they have gained at various points throughout their class project. This strategy helps pupils rehearse explaining their learning to a wider audience with an emphasis on using the correct academic vocabulary.

Outcomes - English and Maths

Robust pupil monitoring and tracking systems ensure that an increased percentage of pupils leave each year group at age related standard, compared to their starting point. Due to pupils' low attainment on entry and the number of pupils new to English a high level of progress is not always evident in EYFS/KS1. By setting aspirational targets and identifying gaps in every year group we enable pupils to make outstanding progress by the end of Y6. As mobility is high, shadow data is kept for 'ever present' children who have been with us since EYFS.

Outcomes - Wider Curriculum

The impact of teaching and learning, and the depth and breadth of each project, is evident in the outcomes pupils produce. There is an expectation that pupils complete mini outcomes to an excellent standard, critiqued by their peers. These outcomes reflect the knowledge and skills taught throughout the projects. All projects have significant subject content incorporating both skills and knowledge. Outcomes are achieved in a variety of ways and presented at termly exhibitions. Exhibitions are visited by a variety of audiences, including other classes, SLT, parents, school governors and the wider community. Older pupils exhibit at least one project in an external venue.