Marazion School Improvement Plan (SIP)
September 2024 – September 2027

Marazion School, Living, Learning, Laughing.
Bright Futures Start Here.

Vision:
To make sure that all our children know who they are, they have a place in the world and a voice that must be heard.

Aims:
Our school aims to support and celebrate the whole child to reveal:

- Positive relationships showing love, tolerance and respect
- A love of life, learning and laughing
- Courage to be unique and individual
- Resilience, resourcefulness, responsibility and self confidence
- A willingness to take risks and engage in new ideas and experiences
- Local, national and global awareness.

Key School Drivers:

1. **To make sure that safeguarding and promoting the welfare of children is everyone's responsibility**
   - Staff should make sure that their approach is child centred
   - Staff should consider, at all times, what is in the best interests of the child
   - Staff must identify concerns, sharing information and taking prompt action
   - Staff must maintain an attitude of, **'It could happen here'** and **'Don't think about what if I'm wrong, think what if I am right.'**
   - Safeguarding training is up to date and in place and robustly implemented for all staff, including volunteers.

2. **To invest in staff wellbeing in order to increase resilience and engagement, improving staff emotional and physical health**
   - Recognising the effect on the emotional wellbeing of staff of working: in a post pandemic context; in an economic crisis; in a turbulent and often violent world; in a school system that is under-funded; in a profession that is under-paid; in a profession that has excessive workload; more and more as a front-line service.

   - Staff wellbeing priorities are integrated across the school community and established in its ethos and culture.

3. **To sustain a whole school culture where staff and governors are uncompromising and unwavering in their ambition for children**
   - Continuing with exceptional leadership and management so that the governing body is providing robust challenge and support to school improvement and is holding senior leaders to account
   - Focusing on the impact of teaching on the progress of children when monitoring the quality of teaching
   - Identifying specific areas for professional development for staff.

4. **To ensure that children have the best outcomes through a commitment to and passion for a bespoke Marazion creative curriculum – a broad, balanced and ambitious curriculum, that includes the history of everyone.**

5. **To continue to improve outcomes for children by ensuring that teaching is at least consistently good across the school:**
   - Knowing and utilising the analysis of the progress and attainment of different groups of children by staff working within classrooms, in order to improve learning outcomes for children – **'making data work' with a clear purpose and a relevant process**

➢ Monitoring of the progress of groups of children rigorously and relentlessly by senior leaders and governors to ensure that none fall behind and underachieve, and governors effectively hold staff and senior leaders to account for this – **using data proportionately**
➢ Ensuring robust use of progress meetings and progress in order to continue to provide high quality time for feedback and reflection
➢ Ensuring organisation and management of electronic progress folders, capturing and gathering this information using our online platform, *Seesaw*
➢ Sharing effective practice both within and beyond Marazion School.

6. **To fully develop assessment across some areas of the curriculum so that children build well on prior learning in order to ensure that children know and remember more over time** *(Ofsted Action Point).*

7. **To ensure that staff and governors are aware of the barriers to learning for children and the strategies in place across the whole school to address these barriers – adaptive teaching. Senior leaders must know how they will measure the success of these strategies, holding staff to account and making sure that resources used are providing value for money.**

TARGETED Priorities 2024-2027:
1. To increase the attainment, progress, enjoyment and engagement of children in maths in all year groups.
2. To fully develop assessment across areas of the curriculum so that children build well on prior learning. With support from leaders, assessment information is used by staff to adapt the curriculum effectively in order to ensure that children know and remember more over time. *(Ofsted Action Point).*
3. Adjust Your Sails! How we survive in a turbulent world.

DRIVER 1
To support above priorities with a focus on effective SEND provision across the school.

DRIVER 2
To support above priorities with a focus on the development of Computing and Online Safety.

Stakeholder Group: Staff, children, parents, governors.

Support and Quality Assurance: School Improvement Partner, Kelley Butcher / Dom Cook; Leading Edge Academy Partnership; Penwith Education Trust.

Monitoring Group:

Headteacher: Jenny Rainbow; Assistant Headteacher: Sara Oliver; MSL: Lewis Groom; PSHE/RSHE/RE Subject Leader: Kayleigh Rescorla-Hill; Governor Leads: Delyth James; Caroline Peers; Nigel Marns: Tanya Tredinnick; Jim Allen.

Priority 1:
To continue to focus on the attainment, enjoyment and engagement of children in maths.

Outcomes:
- **Staff continue to plan and teach sessions within a mastery curriculum, with a focus on fluency, reasoning and problem-solving**
- **Staff use assessment with more precision in order to ensure that children remember more over time, building effectively on prior learning (Ofsted action point)**
- **Staff use verbalisation relentlessly in maths mastery sessions in order to enable children to use their choral skills to make links / adapt their reasoning and thinking**

Responsibility and resources	Date	Specific actions and responsibility	*Information linked to outcomes*
LEWIS GROOM and **DEL JAMES** lead on this priority ✓ Support from Devon and Cornwall Maths Hub ✓ Time to attend maths hub and events ✓ Budget for maths resources ✓ Maths resource audits ✓ Non-contact time for organisation and management of maths	From Jan 24 By Jan 25 From Jan 24 From Jan 24 From Jan 24 From Jan 24 From Jan 24 By Jan 25	• Regular review and update of MATHS CALCULATION POLICY (CP), ensuring that this is shared with and used by all staff (LG) • Maths focus on VERBALISATION across the whole school. This focus to be included in CP in order to clarify outcomes and further actions (LG) • To meet at least twice a year with Link Governor for maths to discuss action plan/priorities for maths across the whole school (LG/DJ) • To continue to work with D and C Maths Hub and incorporate this training and knowledge into school improvement (LG) • To review maths WHOLE SCHOOL INTERVENTION PROGRAMMES, including ONE TO ONE TUITION, working with SENCO (LG/SO) • To carry out regular arithmetic tests in Year 6 as well as end of year arithmetic benchmarks for Year 5 children LG/TT) • To conduct Arithmetic Pupil Progress Meetings (PPMs) to monitor and evaluate the progress of children in Year 6, identifying focus children and further actions (JR/LG/TT) • To organise and manage a SUBJECT REVIEW for maths	*Calculation Policy is an effective working document* *Link Governor for maths is aware of maths' priorities / standards across the school* *Pupil Progress folders capture an increase in confidence of pupils' fluency* *Book Looks identify strengths and areas for development in learning and teaching for maths* *Medium term planning shows*

resources in school ✓ Maths monitoring by MSL ✓ CPD time ✓ Peer observations ✓ Intra school moderation events ✓ Inter school moderation events	From Sept 24 From Jan 24 From Jun 24 From Jan 24 From Jan 24	• To organise termly 'speedy' PUPIL CONFERENCING with a focus on children remembering more over time • To continue to monitor enjoyment of maths through monitoring cycle in maths • Opportunities in the curriculum (managed by LG): o To make sure that F, R and PS remain at the core of maths mastery sessions o To review PEER MENTORING PROGRAMME in maths across the school with children working in similar ability year groups in order to stretch and challenge pupils' understanding o To plan activities to showcase maths IN THE REAL WORLD – for example, Super Learning Days; Funky Fridays; Bright Futures Start Here topic o To monitor BIG MATHS sessions across the school - discovery maths style longer problem-solving sessions using the NRich resources similar - as part of KS2 Funky Friday o To review ARITHMETIC SESSIONS across the school o To review ELECTRONIC PROGRESS FOLDERS on *Seesaw* • Opportunities outside of school: o To network through local Maths Hub (LG) o To make links with local secondary schools re BFSH topic (LG) o To invite mathematicians into school as virtual/face to face visitors • CPD: o Regular attendance at Maths Hub (LG) o To work with local partner schools (LG) o At least termly staff meetings with a focus on maths led by MSL (LG)	*increased use of longer problem-solving sessions* *CPD minutes show focused maths inset training in school led by MSL – maths CPD informs whole school practice* *Arithmetic Pupil Progress Meetings track focus pupils' progress; identify next steps for improvement and further actions required* *School testing calendar for maths is used to add more precision to assessment* *Staff use assessment information to adapt the curriculum effectively to ensure that children know and remember more* *Session evidence forms capture focused work on maths within school / with partnership schools*

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Sara Oliver and **TANYA TREDINNICK** lead on <mark>DRIVER 1</mark>

<mark>Effective SEND Provision Links to Priority 1:</mark>
- ❖ Evidence-based intervention programmes are used to raise attainment and progress in Maths
- ❖ One-to-one tuition tutors plan sessions alongside provision identified on Pupil Passport and One-page profile
- ❖ Testing is made accessible to all and planned to meet the needs of every pupil
- ❖ SEND pupils are a focus group at Pupil Progress Meetings
- ❖ Teaching is adapted to ensure every child can access the learning
- ❖ Flexible grouping allows children with SEND to work with a variety of students
- ❖ Learning is scaffolded with lots of visual and verbal prompts
- ❖ Clear and explicit instructions with vocabulary and operations taught, displayed and consistently referred to on working walls
- ❖ Children taught in memorable ways – eg times tables maths rhymes
- ❖ Role models with SEND engage students and to help reveal individual pupils' confidence
- ❖ Children identify and access resources that support their learning independently
- ❖ Practical and real-world Maths examples ensure learning is memorable and purposeful
- ❖ Use of online programmes will help children practice and remember more.

LAURA HOLMES and **JIM ALLEN** lead on <mark>DRIVER 2</mark>

<mark>Computing and Online Safety Links to Priority 1:</mark>
- ❖ Seesaw app used to set and monitor maths homework in Year 6
- ❖ Use online safety figures and statistics in maths lessons where possible, eg: use online safety related statistics to convert between fractions and percentages or conduct surveys about favourite apps/games and use data to create graphs.
- ❖ Looking at the 4Cs of Online Safety (KCSIE), focus on 'commerce' and incorporate financial education through 'Money and Me' or similar resources.
- ❖ Teach children about the link between coding and maths and make this a key part of computing sessions (teachcomputing.org). Coding should be taught as part of every topic.
- ❖ Use online resources such as 'All Ten' and 'Summle' to practice arithmetic skills.

<table>
<tr><td colspan="5">Priority 2:
<mark>To fully develop assessment across areas of the curriculum so that children build well on prior learning. With support from leaders, assessment information is used by staff to adapt the curriculum effectively in order to ensure that children know and remember more over time.</mark> <mark>(Ofsted Action Point).</mark></td></tr>
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Outcomes:

- **Data works! Data is used effectively and proportionately**
- **Pupils and parents are aware of their child's/children's success and areas for improvement**
- **Staff are confident working with these expectations and are aware of the trajectory needed for children in Years 3, 4, 5 and 6 to meet (at least) the expected standard at the end of Year 6**
- **Data analysis/entry is embedded effectively and efficiently into the school calendar**
- **Pupil Progress Meetings (PPMs) are precise and purposeful and cover a full range of the curriculum areas**
- **All staff continue to be** *'determined for pupils to achieve, particularly SEND'* **(Jul 23 Ofsted Report)**
- **Children are confident talking about their own progress and what they need to do next to improve**
- **Teachers use assessment information to adapt the curriculum effectively to ensure that children remember more over time (Ofsted action point).**

Responsibility and resources	Date	Specific actions and responsibility	*Information linked to outcomes*
SARA OLIVER and **CAROLINE PEERS** lead on this priority ✓ Progress Folders / Progress Meetings embedded in KS1 and KS2 ✓ KS1 / KS2 Pupil Conferencing led by middle leaders ✓ CPD time ✓ Book Looks ✓ Peer observations ✓ Pupil Progress Conversations (PPCs) ✓ Parents' Progress Meetings ✓ Bubble/medium term planning	From Jan 24 By June 25/26 From Jan 24 From Jan 24 Sept 2024 May 24/25/26 From Sept 24 From Sept 24	• Continue to use Progress Folders (PFs) / Progress Meetings (PMs) across the school, with prior learning revisited throughout the year (all staff) • To continue to focus on *structured conversations* as part of spring term Parents' Meetings across the school (SLs and CTs) • To continue to use an effective whole school *Testing Calendar* across the school, which plans and tracks assessment and data entry throughout the year (SO) • To continue to organise and manage class bubble one-to-one tuition programmes as part of intervention provision from Year 1- Year 6 (SO) • To continue with termly, precise and purposeful, Pupil Progress Conversations (PPCs) that focus on target children to ensure they continue on their trajectory (SO) • To carry out annual review of Quality of Education policy with staff and governors (SO) • To continue to capture and adapt feedback information for children accessing remote online learning offer (PH; KRH) • Existing planning formats now include a focus on key vocabulary and key knowledge to remember (SO) • Launch and Outcomes include 'what do we know' sessions / 'what do we know now' memory assessments with a range of activities (SO/LH)	*PF scrutiny shows pupils are regularly taking part in progress meetings that are differentiated and show that children can remember prior learning* *A range of monitoring information shows the impact of children's learning and opportunities to reflect and remember prior learning* *Bubble/medium term planning evidences strategies used to teach children to remember more* *Teachers have clear knowledge of their pupils' progress and attainment,*

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| ✓ Classroom environments | From May 24

From Sept 24

From Jan 24

From Jan 24 | • Continue with regular moderation meetings within school as part of phase meetings
• Pupil conferencing / learning walks focused on assessment strategies to enable children to remember more over time
• Opportunities outside school: To develop meetings with local partner schools to share good practice, successes and challenges now to also include long term assessment as a focus
• CPD:
    o Moderation training
    o Evidence-based/researched ways to 'remember' tasks
    o Moderation meetings – in school and with local schools | *gathered from both formative and summative assessments*

PPCs focus on specific children that are not making expected progress/attainment to identify barriers and levers

Pupils receive effective feedback as part of remote online learning offer, in particular via Seesaw |

Sara Oliver and **TANYA TREDINNICK** lead on **DRIVER 1**

Effective SEND Provision Links to Priority 2:
❖ Staff understand working memory and strategies to support children to remember
❖ SEND pupils are a focus group at Pupil Progress Conversations
❖ One Page Profile highlights to teachers the way that children learn best to remember more
❖ Teaching is adapted to ensure every child can access the learning
❖ Flexible grouping allows children with SEND to work with a variety of students
❖ Learning is scaffolded with lots of visual and verbal prompts
❖ Clear and explicit instructions with vocabulary and operations taught, displayed and consistently referred to on working walls
❖ Use of hexagonal memory program
❖ Pupil Conferencing includes SEND focus group
❖ At least termly SEND Snapshots inform evaluation of SEND practice and further actions
❖ SEND focus child included as part of lesson observations/learning walks.

LAURA HOLMES and **JIM ALLEN** lead on **DRIVER 2**

Computing and Online Safety Links to Priority 2:
❖ Use of electronic progress books to provide an effective means of gathering pupils' thoughts on their attainment and progress, ensuring they are developing self and peer assessment skills
❖ Efficient utilisation of Seesaw folders so that different subjects can be accessed easily
❖ Use of Guided Reading assessment/possible writing (Y2-6) objectives on Seesaw
❖ Learning shared on Seesaw to provide parents with more assessment and feedback information
❖ Develop the use of video observations in EYFS to capture learning as an assessment tool
❖ Use of *Adobe Voice* in pupils' progress presentations empowering pupils to take more responsibility for their success and next steps
❖ Utilising platforms such as Zoom for learning and training for staff CPD
❖ Social media and Seesaw platforms used to share information with parents and local/national/international communities
❖ Skill-specific feedback on seesaw and use of next steps when appropriate
❖ Termly 'Online Safety Days' which re-visit previous themes and ideas to ensure we are remembering these
❖ Use of Project Evolve 'Knowledge Map' to map student understanding, identify gaps in learning and plan lessons
❖ Online safety learning walk / pupil conferencing to focus on what is being taught across the school
❖ Online safety activities and key learning shared in Black Books.

Priority 3:
<mark>**Adjust Your Sails! How we survive in stormy weather.**</mark>

Outcomes:
- ➢ **Pupils understand the importance of nurturing their mental wellbeing as well as their physical health**
- ➢ **Pupils understand that practising mindfulness leads to a greater awareness of your thoughts and feelings without distraction or judgment**
- ➢ **In a rapidly changing and sometimes turbulent world, pupils are anchored; prepared for heavy weather, safe in the knowledge that the blue sky never leaves and the clouds will move on**
- ➢ **Pupils believe deeply that positive change is possible and that every individual is a critical contributor towards that change**
- ➢ **Pupils reveal resilience, resourcefulness, responsibility and self confidence**
- ➢ **Pupils understand the importance of playing an active role in the world, knowing that no one is too small to make a difference**
- ➢ **Pupils foster an inquisitive approach to their learning, recognising that questioning leads to deeper understanding.**

Responsibility and resources	Date	Specific actions and responsibility	*Information linked to outcomes*
KAYLEIGH RESCORLA-HILL and **CANON NIGEL** lead on this priority ✓ Breathwork workshops ✓ Super Learning Days/Marazion Book Days ✓ Thinking Days/No Pens Day ✓ Guided Reading/Big Thinking sessions ✓ Jigsaw resources ✓ Staff Meeting Time	From Jan 24 Academic Year 2024-2027 From Jan 2024 By July 2025 Academic years 24-27	**How to Anchor ourselves during Stormy Weather** • In order to launch Priority 3, the first autumn half term of Big Thinking will explore the heavy weather metaphors. Understanding the importance of looking after ourselves in stormy seas. Understanding that unless we nurture ourselves, giving ourselves unconditional positive regard, then it will be more challenging to 'adjust our sails', more challenging to speak up and take a stand, more challenging to encourage growth and change • Moving forward, we want to ensure that Big Thinking extends to treating ourselves the way we want others to treat us. Being gentle on ourselves. Knowing that when we feel strong, secure and anchored, we can use our voice to help others. • Big Thinking and circle time focus on showing humanity, love and courage… Every class to consider the phrase: No guilt, no shame, no blame. Understanding what it means to be a victim • Each class to take part in breathwork workshop with Helen Gaskin which will then become part of standard classroom practice, not just at circle time but multiple times throughout the week. This will work alongside the breathwork and guided meditations which are already part of the Jigsaw PSHE programme. Understanding the importance of stillness and reflection to reset • All staff to keep up to date with Andrew Hall's safeguarding briefing.	*Children understand that in order to withstand stormy weather, they must look after their mental health* *Classroom learning environments and wider school environments include places for peace, recovery and release.* *Medium term planning includes: Jigsaw planning; breathing workshops and mindfulness opportunities / Outcomes with an impact, considering how we can be proactive global citizens*

	Autumn 2024	Salient points will be discussed each week in business meeting	*HT assembly board successfully supports PSHE focus, as well as key questions for reflection*
	Academic year 24-25	• First Super Learning Day of the year as a 'nurturing Thinking Day'	
		• Each class to show a commitment to connecting with our surroundings and making the most of our spectacular setting. Revisit Cal Major's 'Moments of Blue' and understanding the link between mindfulness and being in nature.	
	Academic year 24-25	• Start each Funky Friday (mixed age group) session with an 'Ubuntu' thinking moment. Understanding that Marazion school is a network of children and adults who rely on, motivate and respect one another, no matter their age. We can all learn from each other, be a role model to each other and support one another in our learning	*Half termly precepts provide opportunities for pupils to reflect and deepen their own thinking*
	Launched Autumn 24, used and developed throughout academic years 24-27	• To develop a bank of activities which can be used in each classroom or a different area in the school for when children or adults find themselves in stormy weather. Helping everyone to reveal their blue sky. For example, a place in the woodland area for quiet reflection, a pool for washing away worries drawn on clear plastic, a worry shredder, a place for releasing explosive energy safely. This could be launched in our Super Learning Day thinking day.	*Assembly / Circle Times / breath workshops / precepts reiterate importance of nurturing the self*
		Everyone a Changemaker	
	Academic years 25-27	• Celebrate the Marazion Community that we have built together / the success effects of our actions so far / what more can we do, including how to continue to aspire to 'be the best we can be.'	*Rotary Youth Speaks and outcomes provide opportunities for pupils to 'be the change makers'; having a voice that is heard and making a positive impact on the world*
		• Once we have understood how to nurture ourselves and make our mental health and wellbeing a priority, we are able to make a wider impact in a rapidly changing world.	
		• At Marazion, we know that our voice is important and that it must be heard – we can be the changemakers. Each class is committed to using their voices to make an impact. This is linked to outcomes, for example: campaigns to save the bees, our dedication to being a plastic free school and encouraging others to make changes in their own lives, joining local protests, writing to our MPs.	
	Spring / summer 25	• Go back to our spring/summer 24 focus on being 'luminary' and reflect if this is developed/established/embedded in our thinking	
		• Rotary Youth project to restart in year 6 with the children using their voices to take action. Linked to protest topic.	

Sara Oliver and **TANYA TREDINNICK** lead on <mark>DRIVER 1</mark>

<mark>Effective SEND Provision Links to Priority 3:</mark>
- ❖ Role models with SEND engage students and to help reveal individual pupils' confidence
- ❖ Assemblies/circle times celebrate neurodiversity
- ❖ Children use their voice to support and celebrate children with SEND
- ❖ Children with SEND are taught how to share their voice and make sure it is heard
- ❖ Children are taught how to regulate and how this will be different for everyone
- ❖ All pupils with SEND have an equal opportunity to teaching and learning experiences
- ❖ Pupils with SEND have bespoke opportunities to access learning in the 'real world.'

LAURA HOLMES and **JIM ALLEN** lead on <mark>DRIVER 2</mark>

<mark>Computing and Online Safety Links to Priority 3:</mark>
- ❖ Staying safe online procedures developed so that pupils understand their place in the world of social media locally, nationally and internationally
- ❖ A move away from 'you shouldn't be on social media because you're too young, to 'let's make sure you're doing this in the safest way possible'
- ❖ All staff to embed use of 'Project Evolve' to teach regular, meaningful Online Safety lessons
- ❖ Staff to receive CPD on the use of victim blaming language and behaviours when dealing with online experiences of children
- ❖ Develop a bank of phrases that children can use to deal with online bullies or call out the behaviour of others
- ❖ Circle time focus on showing humanity, love and courage in all aspects of life, including online
- ❖ "Social media made y'all way too comfortable with disrespecting people and not getting punched in the face for it." Mike Tyson
- ❖ Work as a team to find an effective way to teach children that they need treat people online exactly how they would treat them in person
- ❖ Extend 'stormy weather' metaphors to online situations and show children that the skills they use to navigate problems in real life can be used online as well: transferable skills.
- ❖ Explicitly teach children that lessons from Big Thinking, precepts, etc apply to online world too. Our behaviour needs to be consistent on and off line
- ❖ Medium term planning includes: cultural capital, links to the local, national and international world, celebration of multi-cultural modern Britain. Start to include a diverse range of digital role models as well as sporting ones.