

Landgate

Objectives	Actions
<p>Improvements in access to the curriculum</p>	<p>Focus 1.1 Aim: Further clarify curriculum intent through:</p> <ul style="list-style-type: none"> • Developing Curriculum Principles for each subject and phase of learning. • Further refinement of Long-Term Plans and Schemes of Work to include knowledge, skills and understanding. • Enhance and extend immersive curriculum opportunities. <p>Triangulated monitoring from Link meetings, SEs, progress data, assessment systems, tracked learning journeys, lesson observations, learning walks, staff, learner and parent voice indicate;</p> <ul style="list-style-type: none"> • Curriculum principles and subject offers clearly define learning intentions, demonstrate sequential learning opportunities across school, accurately informing the planning and delivery of lessons. • Parents are informed of curriculum information displayed on School website and within key documents, i.e. School Prospectus, resulting in increased parental engagement in terms of sharing in the successes and challenges of their child's learning journey. • Schemes of work and long-term plans have breadth of coverage and fluidity to effectively meet the needs of all learners, resulting in appropriately challenging learning intentions. • A comprehensive and targeted whole school curriculum further promotes exceptional learner progress, highlighted and captured through triangulated monitoring, resulting in the effective capture of learning overtime. • Focus of applying functional literacy and numeracy throughout school life and in the community further develops learner independence. • Curriculum intent within immersive events provide real experiences for learners to develop their understanding of the world, impacting on learner progress, transferable wider skills and raising aspirations e.g. e-safety, STEM, Mini DofE, Intent Week, enterprise, educational visits. <p>Focus: 4.1 Aim:</p> <ul style="list-style-type: none"> • Continue to explore options for sustainable school growth. • Environmental feasibility study targeting provision improvement. • Staffing analysis in relation to school growth and learner needs. <p>Triangulated monitoring and evaluation including learning and environment walk, lesson observations, work sampling, behaviour and progress data, learner outcomes, stakeholder 'voice' including staffing analysis, learner projections, safeguarding audits indicates;</p> <ul style="list-style-type: none"> • Projected numbers, intake capacity and learner need identified, information used to effectively plan class structure, including staffing and rooms implications. • Staff structure reviewed, opportunities for developing skills, knowledge and expertise identified and delivered as part of CPD offer resulting in highly trained staff able to effectively support learning opportunities across school. • The school environment (particularly entrance to the school) presents as safe, secure and inviting. • The school layout presents with walkways in/ outside of school which improves safety, transition and limits day to day disruption to classes / lessons.

	<ul style="list-style-type: none"> • Learners enjoy, engage and have improved outcomes as a result of upgraded access to outside areas (steps to Trim Trail, horticulture area, outside learning environments). • Classrooms and shared areas are upgraded providing purposeful environments in which learners make progress. • Learning walks and lesson observations indicate that as a result of the improved learning environment high levels of engagement, motivation and teaching and learning strategies that are effectively used, learners make at least good progress within the lesson.
<p>Physical improvement to increase access to education and associated services</p>	<p>Focus 1.3 Aim: Outside environment, to further develop outdoor learning opportunities, including; bouldering wall on trim trail, walking track on community field</p> <ul style="list-style-type: none"> • Updated outdoor equipment provides learners with adventure learning opportunities and physical activity developing self-confidence and resilience. (EEF research, learners make approximately four months additional progress), • Innovative calendared outdoor learning; Forest Schools, Duke of Edinburgh activities and expeditions, have positive feedback and accelerate learner progress across the curriculum. • Stimulating outside areas (trim trail, playground, green spaces, allotment, Polytunnel) inspire learners' imagination and provide natural outdoor learning opportunities. • Shared vision and commitment drives outdoor learning opportunities across whole school. • Improved safe access to Outdoors, steps onto trim trail increase ease of access and therefore improve self-regulation opportunities. • Walking track improves learners' physical activity, sensory regulation and well-being. <p>As a result of the improved learning environment high levels of engagement, motivation and teaching and learning strategies that are effectively used, learners make at least good progress within the lesson.</p> <p>Focus: 4.1.1 Aim: Continue to explore options for sustainable school growth.</p> <p>Triangulated monitoring and evaluation including learning and environment walk, lesson observations, work sampling, behaviour and progress data, learner outcomes, stakeholder 'voice' including staffing analysis, learner projections, safeguarding audits indicates;</p> <ul style="list-style-type: none"> • Projected numbers, intake capacity and learner need identified, information used to effectively plan class structure, including staffing and rooms implications. • Staff structure reviewed, opportunities for developing skills, knowledge and expertise identified and delivered as part of CPD offer resulting in highly trained staff able to effectively support learning opportunities across school. • The school environment (particularly entrance to the school) presents as safe, secure and inviting. • The school layout presents with walkways in/ outside of school which improves safety, transition and limits day to day disruption to classes / lessons. • Learners enjoy, engage and have improved outcomes as a result of upgraded access to outside areas (steps to Trim Trail, horticulture area, outside learning environments). • Classrooms and shared areas are upgraded providing purposeful environments in which learners make progress. • Learning walks and lesson observations indicate that as a result of the improved learning environment high levels of engagement, motivation and teaching and learning strategies that are

	<p>effectively used, learners make at least good progress within the lesson.</p>
<p>Improvements in the provision of information in a range of formats for disabled students</p>	<p>Focus 1.2 Aim: Successfully capture learning journeys through:</p> <ul style="list-style-type: none"> • The implementation of updated assessment systems for KS1-2. • Improving collection of evidence in workbooks and other media. • Refining the use of e-evidence capturing personal development and academic progress. • Refining the capture of learner achievement for more complex learners. <p>Triangulated monitoring from validated moderation, work sampling, SESs, link meetings, lesson observations, EHCP documents, learner voice, assessment systems including data trackers and analysis, indicate:</p> <ul style="list-style-type: none"> • Validated assessment systems at KS1-2 allow subject leaders to make accurate judgements of individual learner's progress and attainment, allowing subject specific recommendations to effectively inform practice. • Learning journeys accurately link with curriculum intent and learner assessment to effectively demonstrate progress overtime (regular and informative evidence). • The effective use of assessment, including the Autism Developmental Framework, accurately measures the progress of more complex learners, resulting in the capture of learner holistic progress, e.g. communication, interaction, independence skills; better informing wider outcomes for learners. • Targeted Pathways support seamlessly links to classroom practice and accurately highlights learner journeys. • The 'Learning Outside' curriculum clearly impacts on learners' wider skills such as resilience, independence and confidence. • Refinement and personalisation of achievement awards provides learners with more meaningful and purposeful recognition; providing a sense of achievement and self-worth. • Class Dojo promotes and provides an effective forum to increase parental engagement and celebrate achievements such as homework of all learners. <p>Focus:4.2.1 Aim: Develop and implement parental Horizons offer including;</p> <ul style="list-style-type: none"> • Parental Health and Wellbeing • Parental Partnerships • Parental development opportunities. <p>Triangulated monitoring including; parental voice / evaluations, professional's evaluation, event attendance logs, Pastoral logs-SIMs, progress data, homework evidence, indicates;</p> <ul style="list-style-type: none"> • Horizons offer successfully launched and implemented, including Parental Conference and Horizons calendar. • Increased numbers of actively engaged parents. • Strong parental partnerships established and maintained from initial entry to school. (EEF research indicates 2 / 3 months progress impact). • Parents actively participate in sessions improving their health and wellbeing, fitness and resilience. • Parents actively engage with a wide range of professional partners, gaining a greater awareness and understanding of roles, expectations and available support mechanisms. • Parents are upskilled through targeted development opportunities to better support their child's learning and development (including disadvantaged parents).

Access to wider curriculum

Focus:1.4

Aim: Improve English reading and promote Reading for Pleasure.

Triangulated monitoring including learning walks, lesson observations, SES link meetings, testing and intervention data, data report, and learner, parent voice, Reading logs indicates;

- Improved Reading areas across school provide learners with explicit spaces for independent reading.
- Increased opportunities for reading at home develops engagement and reading for pleasure.
- Long term Plan for Reading tracks learner's exposure to a range of genres/texts; which are built upon throughout their school life.
- Additional reading support for reading at home, promoting bedtime routine/learner interest in reading, impacting positively on home schedules and routines.
- Theory for reading is evident in the planning and delivery of English, appropriately targeting learner development and assessment stages.
- Story time in classes, including audio books, provides learners the opportunity to access rich language and vocabulary they may not yet be able to read independently.
- Theme Days such as World Book Day support learners' knowledge of authors, genres, titles and the impact of literature within British values and world cultures.
- Reading Festival celebrates literature and highlights the enjoyment of choosing a book, provides learners the opportunity to meet and ask questions to authors.
- Outdoor environments i.e. Reading Garden and Themed Trim Trail provides learners a calm space to listen, be immersed in stories and have opportunities to re-enact scenes.

Focus:2.1

Aim: To further develop learners, promoting aspirational thinking, independence and realising potential.

Triangulated monitoring including intervention observations, learning walks, P2S and behaviour data, School Council minutes, destinations data, evaluations, learner voice, staff voice, external feedback indicates;

- School Council members are provided with high quality support to effectively fulfil their role as Leaders.
- School Council effectively supports developments at Landgate and beyond; raising the profile of school projects, i.e. installing a fish tank, re-cycling, community projects.
- School Council lead highly effective learner CPD day, recognising and fulfilling their role as Role Models, supporting learners' emotional Health and Wellbeing, raising learner aspirations.
- Prefects 2 Success (P2S) learner team effectively supports learner wellbeing. Learner coaches promote positive aspirations through class 'work experience', class talks, and transitional preparation.
- Mini D of E project immerses learners in the local environment, increasingly building upon physical challenge and skills to support practical lit. & num. skills e.g. map reading, compass skills and develop highly confident and effective leaders of the future.
- Pathways 2 Success offer intricately underpins learners' attainment across all curriculum areas, explicitly highlighting personalised learner objectives and effectively celebrating impact.
- Subject leads share information with Pathways 2 Success team and effectively promote strategies to support high quality outcomes for disadvantaged learners.
- Homework menus encourage learners to take ownership for their work, meet deadlines, encourage parental engagement and

flipped learning opportunities.

Focus 2.2

Aim: Learner Aspire Horizons offer develops Landgate learners as leaders.

Triangulated monitoring including; lesson observations, learning walks, work sampling, destinations data, results, work experience evaluations, learner, parent and provider voice, indicates;

- Careers opportunities including work experience within school and out of school, provider talks, visits, transition events and workshops help learners to make connections between curriculum subjects and their career aspirations.
- Transition events, 'Real Life' and 'Planning Live' Days provide high quality opportunities for learners to explore career aspirations and Post 19 opportunities.
- Accreditation rolling programme clearly highlights what learners are expected to know and learn in order to achieve.
- Learners and parents understand the value of accreditations and their contribution to further education/work opportunities.
- Staff including; teachers and Pathways to Success Team successfully coach learners regarding their goals in school, inspiring and motivating learners to achieve.
- Parental and learner aspirations are developed and promoted, effectively supporting outcomes for their child.
- Community support from links with local businesses and adult providers informs curriculum intent and implementation.
- Landgate learners leave with skills and knowledge that local businesses and adult providers require and are 'work / life ready', equipped with the skills to life as independent life as possible.

Focus 3.1

Aim: Whole school approach to Healthy Growth provides cross-curricular opportunities for learners to have healthy bodies, improving wellbeing and resilience.

Triangulated monitoring including, attendance and behaviour data, lesson and intervention observations, EHCP and progress data, learning walks, evaluations and 'Voice', indicates;

- Learners have access to a rich and varied range of Healthy Growth activities including; Cycling, Swimming, Rebound, Sensory Circuits and teeth brushing. These sessions accurately measure progress towards clearly identified outcomes and support the development of positive self-image.
- Learners and staff enjoy taking part in the Daily Mile, developing their stamina, being healthy together and sharing in success. Learners feel more focused after taking part in exercise and are more ready to learn.
- Increased opportunities for learners to take part in team building activities, inter / intra -school sports events, develops physical skills, self- confidence and resilience.
- Gym memberships through WLCT encourage learners in taking responsibility for their health and future active living opportunities, promoting positive community links.
- Improvements in outdoor environment, including playground / Trim Trail areas provides learners with a range of outdoor learning opportunities, developing play skills, a love for the outdoors and resilience.
- Innovative and engaging curriculum environments and opportunities, i.e.
 - Mini D of E project immerses learners in the local

environment, increasingly building upon physical challenge and skills to support e.g. map reading, team work, confidence and resilience.

- Computing curriculum supports learner safety online relating to self-identity and confidence, resulting in learners being less vulnerable.
- Further development of Breakfast Club and the positive effect of dining together develops communication skills and wellbeing, promoting Nurture opportunities.