



Together we Learn and Grow

SIP 2024-25

School Improvement Priorities

1. Improving writing

To improve standards in writing across the school through establishing consistent practices linked to Talk for Writing.

Rationale

Data shows that attainment in writing at the end of Key Stage 1 and 2 continues to be lower at the expected level than all other curriculum areas and is significantly lower than the figure for the IOM. It has improved in KS2 in 2024 but it is still an area that requires improvement and means it is a growth priority. This is backed up across the school with writing having the lowest percentage at expected levels in nearly all year groups. This area was on our SIP last year and we have invested in Talk 4 Writing training. Despite only having our first training session at the end of January we have seen improvements in the percentage at expected levels in most year groups. However, we are not yet able to judge ourselves as effective. Consistency and staff confidence is improving across the school but we need to embed practice and ensure we all understand the ways to impact outcomes.

Staff will - undertake training on additional T4W strategies, carry out agreed actions to explore and show impact of T4W strategies and show improved achievement in their classes.

Impact on pupils

Standards will improve, more children will be at or above expected levels, engagement in writing will improve, pupils will have a more confident writers.

Impact on staff

Staff will feel empowered and confident in supporting pupil learning

Impact on school

Improved standards.

[LINK TO DESC VALUES - Integrity, Fairness](#)

[LINK TO SCHOOL VALUES - Integrity, Positivity, Togetherness,](#)

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2. To strengthen assessment practice across the school ensure pupils make good progress by building staff confidence in the use of Assessment for Learning strategies in order to improve understanding of progression in learning, showing an impact on the accuracy of their assessment of pupils' attainment and progress (formative and summative).

Rationale

Lesson observations and book scrutinies in 2023- 2024 showed limited use of Assessment for Learning in most lessons and children couldn't always talk about what they needed to do to improve. In addition, assessment on the Island is in a period of flux. There have been, and continue to be, a number of changes around expectations for assessment, e.g. are we moving away from levels, the use of greater depth, new Foundation `Stage procedures, changes to SPC practice etc. This has impacted on staff confidence. It is likely that standardised testing will come in for some year groups during this year, along with the guidance linked to the new core subject frameworks and changes to Arbor and tracking. At HBN we want to understand these changes and ensure our practice impacts on the learning of our pupils.

Staff will - undertake professional development activities to improve their understanding of the purposes of assessment, implement and reflect on agreed AFL strategies and procedures, undertake regular moderation activities with colleagues and participate in a full policy review.

<i>Impact on pupils</i>	<i>Pupils have clear learning objectives so they know what they are learning. Success criteria is used so all pupils know how to achieve the lesson objective Feedback is precise so pupils know how to improve further Pupils will have an understanding of their strengths and areas for development. Pupils achieve well, making expected or better progress.</i>
<i>Impact on staff</i>	<i>Staff will be clear that purpose of assessment is to improve achievement not just measure attainment, Staff will be able to use assessment to plan teaching that challenges pupils appropriately and improves their learning Staff will plan for learning rather than planning activities</i>
<i>Impact on School</i>	<i>School policy and practice in assessment will ensure all elements of assessment support raising attainment. Data and information to be consistent and comparable across teachers, classes, and time periods.</i>

[LINK TO DESC VALUES - Integrity. Fairness.](#) [LINK TO SCHOOL VALUES - Positivity, Togetherness,](#)

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3. To review our curriculum offer, implementing new curriculum guidance and frameworks in English, Science and the SPC that ensure children build on existing skills and knowledge.

Rationale

Our school curriculum is due a review to ensure it remains relevant. As a school we have been reviewing our writing curriculum and there are new Island Frameworks for “Talking and Listening” and “Reading” that are to be implemented this year. We are also part of the Science Framework pilot and the SPC are now using the EQUALS curriculum. DESC are reviewing the curriculum and its purposes centrally and want input from schools. Within this context we want to review our current policies and practice to ensure our curriculum is cohesive and ambitious for all.

Staff will - Undertake a review of our curriculum statement, look at curriculums from other jurisdictions e.g. Guernsey and the UK, and carry out CPD activities to ensure collective understanding of what we want to achieve through our curriculum and how we will organize our curriculum to ensure pupils achieve our agreed aims. They will implement the agreed aspects of the new frameworks, reflecting on impact and feeding into an up-to-date policy and curriculum offer.

Impact on pupils ***Develop the skills to become a successful learner
Have a voice in and about their learning
Know what they are learning and when
Improved attainment.***

Impact on staff ***Understand the purposes, aims and outcomes of our curriculum
Have a clear understanding of curriculum expectations in each year group***

Impact on School ***School curriculum will be updated to reflect the current society and be relevant to our pupils.
Improved outcomes for all pupils.***

[LINK TO DESC VALUES - Respectful. Fairness Trust.](#) [LINK TO SCHOOL VALUES – Belonging, Positivity, Togetherness,](#)



SIP 2023-24

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These action will help us achieve our school vision, please see our vision statement

These actions will also help DESC achieve our shared vision:

OUR SHARED VISION...

To inspire, empower and provide learning, sporting and cultural opportunities that support all children, young people and adults.

In striving for excellence, be a forward thinking, inclusive and nurturing organisation which enables everyone to achieve; enriching the lives of the community within the Isle of Man.

Area: Priority I Improving writing – Lead Jennie Pulman

Area: Priority I – Improving Writing – Priority Lead Jennie Pulman,

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Action/Objective	Key Tasks	Resources/time/supp ort	Impact	Date	
				Start	Completi on
To ensure expectations of what to teach to develop writing are clear.	Roll out the writing framework developed in the summer term. JP to lead staff INSET time on the new documents. Staff to implement the long term plan and story types	New framework to be shared electronically. INSET time	All staff to have clear expectations. Children to have increased understanding of story types.	Sep 24	Sep 24
To review impact from last year and plan next steps	Consultancy day (in person), including drop ins. Take a temperature check of the current situation with writing at HBN - JP to carry out a review of summer 24 data, take a survey of staff confidence and carry out a book/work scrutiny to check on current practice. JP draw up key tasks onto a mini action plan based on temperature check and consultancy day	Consultant visit fees and accommodation Leadership time Time for JP and writing team out of class Staff meeting time to share key areas of practice to develop.	Strengths and areas for development identified. Staff confidence to be improving Staff to have a clear understanding of areas to develop and how to do so.	Sep 24	Nov24
To improve consistency and progression in teaching across the school and develop understanding of the different phases of writing, supporting staff with any areas of concern.	JP to carry out termly planning/book /work scrutinies and lesson drop ins to ensure agreed actions are taking place, JP to work with staff to improve areas for growth through one to one coaching and staff/team meetings. JP to organize classroom visits/team teaching/obs of colleagues & to carry out monitoring drop ins	Leadership time for monitoring and coaching Staff meeting time.	Consistent practices across school. Staff confidence improved. Children to be able to talk confidently about how and what they are learning in regards to writing Improved standards seen in end of year assessments.	Oct 24	On- going Revi- wed June 25
To improve accuracy of assessment.	Termly writing moderation either within school or with cluster schools.	Staff meeting time.	Staff to feel more confident when assessing writing, particularly at greater depth/high levels. Assessments to be more accurate.	Nov 24	June 25

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Area: Priority 2 – Assessment – Priority Lead J McCabe

Action/objective	Key Tasks	Resources/time/support	Impact	Date	
				Start	Complete
To ensure all staff have a clear understanding of the purpose of assessment – to improve attainment.	Provide staff training on assessment, specifically the difference between formative and summative. Encourage staff to attend relevant CPD/access webinars, read articles etc.	Staff meeting time Staff development time (use of 2 days)	Assessment used to plan learning. Consistency of practice across school	Nov 24	ongoing
To have consistent AFL practices across the school	Provide training on formative assessment strategies, such as questioning, self assessment and feedback. Staff encouraged to link AFL to their PDR, all staff expected to incorporate AFL into daily practice – establish non negotiables. Lesson observations focused on AFL practices. (spring term) Learning walk to see AFL in practice (termly)	Staff meeting time Staff development time (use of 2 days) Resources to implement AFL . Leadership time.	Staff to use a range of appropriate AFL practices. Consistency of practice across school Children given effective feedback, Children to have a clear understanding of what they are learning in each lesson. Children use effective self and peer assessment.	Nov 24	Ongoing
To update school policy	Review practice against current policy and up date.	Staff meeting time	Assessment used to plan learning. Consistency of practice across school	April 25	June 25
To ensure accurate assessments	Clear expectations for expected levels for all subjects. Staff training on use of new assessment guidelines (EYFS, English, Science, SPC, Arbor, standardized tests) and school documentation produced to support changes. Regular moderation established.	Staff meeting and team meeting time Moderations set up with cluster schools	Staff confidence to improve Assessments more accurate. Progress to be more consistent. Attainment to improve.	Oct 24	Ongoing

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Area: Priority 3 – Curriulum. Priority leads - teamleaders

Action/objective	Key Tasks	Resources/ time/ support	Impact	Date	
				Start	Complete
To start to introduce and begin to implement the draft Science framework.	LM to share with staff. LM to provide links to resources to help implement changes. LM to support staff with regular check ins	INSET time Staff meeting time	School to have clear expectations for science content. Staff to be more confident about what they are teaching in science. Clear expectations leading to better outcomes - more children at expected levels (seen as year goes on)	Sep 24	Dec 24
To implement the new “Talking and Listening” and “Reading” frameworks.	ZS to attend cluster day to plan implementation. ZS and cluster team to develop documentation and training material to support introduction	Release time	School to have clear expectations for Talking and Listening and Reading. Staff to be more confident about what they are teaching in these subjects.	Sep 24	Dec 24
	ZS and cluster leads to lead training on the new framework and share steps for implementation.	Twilight	Clear expectations leading to better outcomes - more children at expected levels (seen as year goes on)	Jan 25	Jan 25
To implement the EQUALS curriculum in the SPC	HD to lead SPC staff in implementing EQUALS across all three classes.	Leadership time	SPC staff to have clear expectations. Improved pupil progress,	Sep 24	
Review curriculum changes and agree areas of strength, concern and next steps	Termly team/staff meetings lead by team leaders on the curriculum changes - SWOTS to be carried out and shared with SLT. Science and SPC starting Aut term 2, Reading/Talking and Listening starting Spring 2. Team leader to support staff with concerns through additional team meetings or 1 to 1 coaching.	Staff /team meeting time.	Staff to feel they have a voice in how school is implementing changes, Clear expectations leading to better outcomes - more children at expected levels (seen as year goes on)		

**Area: Priority 3 – Curriculum.
Priority leads - teamleaders**

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Action/objective	Key Tasks	Resources/time/support	Impact	Date	
				Start	Complete
Staff to have a clear understanding of the aims and purposes of the curriculum.	Staff training/research time on curriculum. Review of literature - look at curriculum in other jurisdictions, info from Corner Stones, Third Space, OFSTED, Chris Quigley. Review of curriculum documents from DESC. Review and modify school curriculum statement,	Staff /team meeting time.	Staff understanding of aims, purposes and structure of curriculum to improve. Curriculum offer to be relevant to school and society. Further developments identified to take in 2025-26	Jan 25	July 25

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	Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
Priority 1 Improving writing	<p>Writing Framework introduced and staff to start using</p>	<p>Staff meeting to share actions and support consultancy day/temperature check</p> <p>JP to meet with Key staff to support.</p> <p>Planning/Work/Book scrutiny</p> <p>Moderation with St Mary's.</p>	<p>Planning/Work/Book scrutiny</p> <p>Visits to colleagues at HBN and in other T4W schools/team teaching, model lesson sessions (JP to organise)</p> <p>Staff training linked to needs carried out.</p>	<p>Planning/Work/Book scrutiny</p> <p>Visits to colleagues at HBN and in other T4W schools/team teaching, model lesson sessions (JP to organise)</p> <p>Within School Moderation</p>	<p>Planning/Work/Book scrutiny</p> <p>Staff training linked to needs carried out.</p> <p>Within School Moderation</p>	<p>Lesson drop ins</p> <p>Staff training linked to needs carried out.</p> <p>Modifications made to Writing Framework.</p>
<p>LINK TO DESC VALUES - Trust, Integrity, Fairness</p> <p>LINK TO SCHOOL VALUES - Integrity, Positivity, Togetherness</p>	<p>Consultancy Day, including lesson drop ins.</p> <p>Temperature check and related action plan drawn up (JP)</p>					
Priority 2 Assessment	<p>New guidelines for science shared.</p> <p>Staff encouraged to have Assessment as part of PDF</p> <p>EYFS baselines completed with new documentation And new staff trained in observation.</p> <p>EVISense App to start to be used on SPC.</p> <p>Staff sign posted to assessment research.</p>	<p>Staff training on purposes of assessment and AFL practices.</p> <p>Work/book scrutiny to show some AFL.</p> <p>Writing moderation.</p>	<p>Staff training on purposes of assessment and AFL practices.</p> <p>Staff to share practice at team/staff meetings</p> <p>Staff training on Reading and Talking/Listening expectations.</p> <p>Science moderation</p>	<p>Lesson observations focused on use of AFL and associated impact.</p> <p>Writing moderation</p>	<p>Work/book scrutiny focused on AFL.</p> <p>Assessment Policy Review</p> <p>Writing moderation</p>	<p>End of year (summative) assessments complete and staff to feel confident in decisions.</p>
<p>LINK TO DESC VALUES - Integrity, Fairness.</p> <p>LINK TO SCHOOL VALUES - Positivity, Togetherness</p>						
TRAINING ON ARBOR, STANDARDISED ASSESSMENT AS AND WHEN DESC ROLL IT OUT						

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<p>Priority 3 Curriculum</p> <p><i>LINK TO DESC VALUES - Respectful, Fairness Trust.</i></p> <p><i>LINK TO SCHOOL VALUES – Belonging, Positivity, Togetherness,</i></p>	<p>Draft science framework to be shared with staff.</p> <p>Staff to start implementing science guidance.</p> <p>EQUALS used in SPC in all classes.</p>	<p>Science and EQUALS (SPC) SWOT carried out.</p> <p>Staff signposted to curriculum research – encouraged to do their own research by looking at curriculum in other jurisdictions, info from Corner Stones, Third Space, OFSTED, Chris Quigley.</p> <p>Review of curriculum documents from</p>	<p>“Talking and Listening” and “Reading” – TWILGHT.</p> <p>Begin implementation the new “Talking and Listening” and “Reading” frameworks.</p>	<p>“Talking and Listening” and “Reading” SWOT</p> <p>2nd Science and EQUALS (SPC) SWOT carried out.</p> <p>Staff training on curriculum aims and purposes.</p>	<p>Staff training on curriculum aims and purposes, to include DESC documentation.</p> <p>HBN curriculum statement review.</p>	<p>Curriculum priorities to 2025 – 6 decided (Curriculum to remain on SIP)</p>
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3 Year action plan, subject to change dependent on data.

2024- 2025

Improving writing – *continued from 2023-4*

Assessment/AFL

Curriculum (*focussing on curriculum design, science, reading and talking/listening*)

2025-26

Assessment/AFL

Curriculum continued, *embed previous work and start a more maths focus*

Metacognition, *possibly Thinking Moves*

2026-27

Curriculum continued, *embed previous work and foundation subjects*

Metacognition – *embed.*

Partnerships

