

How are we making Somerby even better?



Somerby Primary
School

1. We will continue to improve writing outcomes for all children.

We will do this by:

- developing foundational skills such as handwriting and spelling
- planning adaptations to support independence for all children
- developing children's vocabulary
- ensuring each part of the writing sequence is planned in with sufficient time

2. We will develop oracy to help support writing.

We will do this by:

- increasing opportunities for dialogue to develop children's thinking
- increasing opportunities for high-quality discussion across the curriculum
- increasing opportunities for oral composition before writing
- ensuring children answer in full sentences

3. We will improve greater depth outcomes in maths.

We will do this by:

- exposing children to more open-ended problem solving
- increasing opportunities for collaborative problem-solving
- increasing opportunities for children to verbalise reasoning
- exposing children to a greater variation of maths tasks

4. We will achieve the Artsmark Award to recognise our commitment to the arts and cultural education.

We will do this by:

- continuing to develop a robust, meaningful partnership with local arts organisations to help our pupils pursue creative interests outside of school.
- ensuring pupil voice leads the direction of our arts provision to align with their interests and creativity.
- continuing to build on providing children with a range of arts experiences

6. We will embed a consistent assessment process to measure impact for Foundation Subjects.

We will do this by:

- using three stages of assessment: recap specific topic learning; linking learning and higher level problem solving, discussion and debate
- using the information gained in assessments to inform interventions and next step planning
- ensuring more able pupils are identified and challenged

5. We will continue to ensure children with special educational needs receive suitable targets that effectively meet their needs and interventions are reflective of these.

We will do this by:

- working closely with the SENCO to support target setting and appropriate interventions
- using adaptations to develop independent learners
- reviewing targets after each assessment point following the review cycle: Assess, Plan, Do, Review