

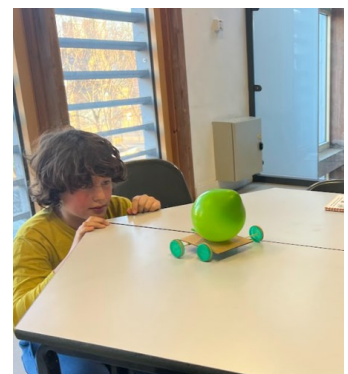
# Lauriston School School Improvement Newsletter

Lauriston School



## Summer SDP Newsletter – Our Summer Term update

We write a termly newsletter to communicate the work going on in school towards our **School Development Priorities (SDP)**. The aim of this is to share our priorities with the whole school community, and keep you updated with the progress being made against those priorities. It's all about our continued drive for school improvement for the best experiences and outcomes for our pupils! This newsletter follows on from our last update in Spring term, with details on how we are progressing against our School Development Priorities.



## School Development Priority Targets

**Our school development priorities have been driven by:** trends in our results, feedback from Ofsted, SIP visits, parents, pupils and staff and new developments across the school or curriculum. **Our school development priorities feed into every aspect of school improvement:** Action plans, Inset Days, monitoring, staff training, pupil progress meetings and staff appraisals. They are even linked directly to Governing Body visits to the school.

**Our school development priorities for academic year 2023-24 are:**

1. Develop a 'Mini-Schools' model within Teaching & Learning.
2. Enhancing pupils' collaborative spirit across Lauriston and increasing pupil voice.
3. Review, develop and re-embed Feedback Policy.
4. Further develop inclusive practice within the wider curriculum provision.
5. Review and develop SEND strategy and provision.

### 1) Develop a 'Mini-Schools' model within Teaching & Learning.

There's some exciting things taking place throughout the school to further develop our mini schools model. We are currently running some focused CPD sessions to develop the priorities for each year group across core subjects, and harness the staff enthusiasm to launch some more engaging and collaborative outcomes to achieve these. The summer term will see each year group begin to assess children against the following year's expected levels and develop plans for supporting the lowest scoring 30% of each class.

We've also been busy developing a strategy for communicating year group priorities and effective ways for adults to support children at home. We've been working with a focus group of parents to understand the most effective and efficient methods of school communication on children's progress, and will be continuing to gather feedback on ideas for this during the summer term before a wider roll out in the future!

### 2) Enhancing pupils' collaborative spirit across Lauriston and increasing pupil voice.

Last term we celebrated LGBTQ+ History Month with some exciting workshops, lessons and assemblies. Our Pride Youth Network were wonderful ambassadors for promoting respect and inclusion around Lauriston. Exciting additions to our playground, such as two new tennis nets, have been encouraging teamwork and active engagement with caring for equipment. Playground team and assemblies persist in promoting collaborative games and cultivating positive play behaviors. Kudos to our junior literacy team for their invaluable contributions to our most triumphant World Book Day yet! As we embrace the new term, we eagerly anticipate further opportunities for our curriculum team to celebrate the marvels of science and curriculum learning in Summer.



### 3) Review, develop and re-embed Feedback Policy.

The Summer Term started with a hugely valuable and collaborative Inset Day, where year group teachers from all Federation Schools assessed and moderated children's levels in Writing and Maths. These discussions gave further insight into how teachers can effectively feedback to children. The latest version of the new Feedback Policy is in the final stages of being approved by the Federation Heads of School. We'll then launch the policy with carefully identified trial Year Groups and make any final changes before a Federation-wide roll out with the new Feedback Policy. Exciting!

### 4) Further develop inclusive practice within the wider curriculum provision.

We're dedicated to advancing inclusive practices across our curriculum offerings. Staff development remains centered on tailoring approaches to meet diverse pupil needs. Both teachers and learning support assistants have undergone extensive in-house training alongside sessions provided by Hackney Learning Trust and the REU on inclusive strategies and support for pupils with Special Educational Needs and Disabilities (SEND). Our recent federation moderation during Inset day facilitated collaborative work among teachers across our three schools, enriching teaching practices in writing and mathematics.

### 5) Review and develop SEND strategy and provision.

Research indicates that multi-sensory strategies significantly enhance learning outcomes, and our teachers taken a proactive approach by incorporated elements of music, movement, and practical resources into their lessons. By providing concrete contexts for abstract concepts, our aim is to make learning more engaging and effective for all pupils. Furthermore, we have been closely monitoring the impact of our SEND provision through intervention data analysis and regular learning walks to ensure that every child receives the support they need to thrive academically and holistically.



Thank you for reading! Make sure to look out for our next newsletter in the Autumn Term which will communicate our 2024-2025 school priorities.

*Sophie Elliott & Ian Lovett – Lauriston Leaders of Learning*