

Lauriston School

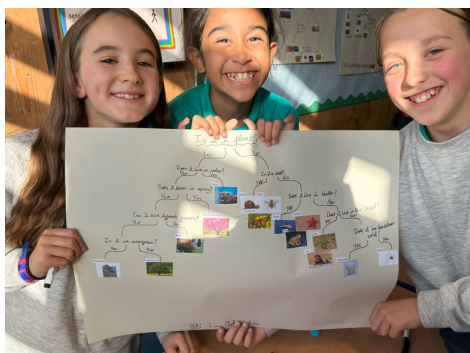
School Improvement Newsletter

Lauriston School



Autumn SDP Newsletter – Our Autumn 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 Summer term, with details on how we are progressing against our new School Development Priorities for 2024-25.



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.

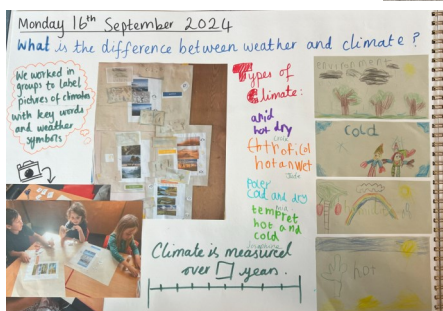
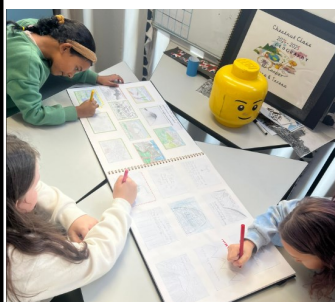
Our school development priorities for academic year 2024-25 are:

1. Launch a new approach to teaching, assessment and outcomes in science, history and geography.
2. To enhance and sustain quality first teaching of writing.
3. To continue to promote and celebrate inclusive practice across the school.
4. Further develop our performing arts curriculum for diverse, creative pupil experiences.
5. Strengthen community ties and enhance parent-school collaboration.

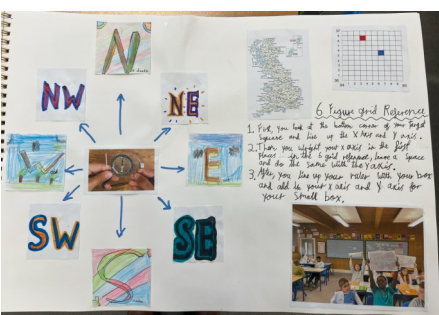
This term our SDP newsletter has a special focus on our School Priority #1 which is to;

Launch a new approach to teaching, assessment and outcomes in science, history and geography.

At Lauriston we are excited to launch a new approach to teaching and assessment in science, history, and geography. Our focus is on deepening pupils' understanding by emphasising enquiry skills -encouraging them to ask questions, make connections, and think critically about the world around them. This shift moves us beyond memorisation, helping students engage with concepts at a deeper level. We're also committed to ensuring our curriculum reflects the latest research, incorporating diverse perspectives and promoting equity so that all pupils benefit from a fair and inclusive learning experience. Additionally, we are refining our assessment methods to better track progress and support teacher assessment in the foundation subjects. This new approach is tailored to enhance pupil engagement, foster curiosity and a lifelong love for learning.



This term, we've introduced floorbooks in science, history, and geography as a new way to evidence pupil outcomes. Rather than relying solely on traditional written work, floorbooks allow us to capture more creative, hands-on learning experiences. Pupils can actively engage in enquiry-based activities, where their questions, ideas, and reflections are documented alongside their learning. This approach not only showcases the breadth of their thinking but also encourages deeper exploration of topics in a collaborative, interactive way. It's an exciting shift that we believe will enhance engagement and help provide a richer, more dynamic learning environment.



Next term our SDP newsletter will reflect on our progress against our other 4 priorities:

- 2. To enhance and sustain quality first teaching of writing.*
- 3. To continue to promote and celebrate inclusive practice across the school.*
- 4. Further develop our performing arts curriculum for diverse, creative pupil experiences.*
- 5. Strengthen community ties and enhance parent-school collaboration.*

Thank you for reading! Make sure to look out for our next newsletter in the Spring Term.

Sophie Elliott - Assistant Head and Teaching & Learning Lead

