

Coaching our children to be independent Learners

No / Not
Concerned

Yes / Extremely
Concerned



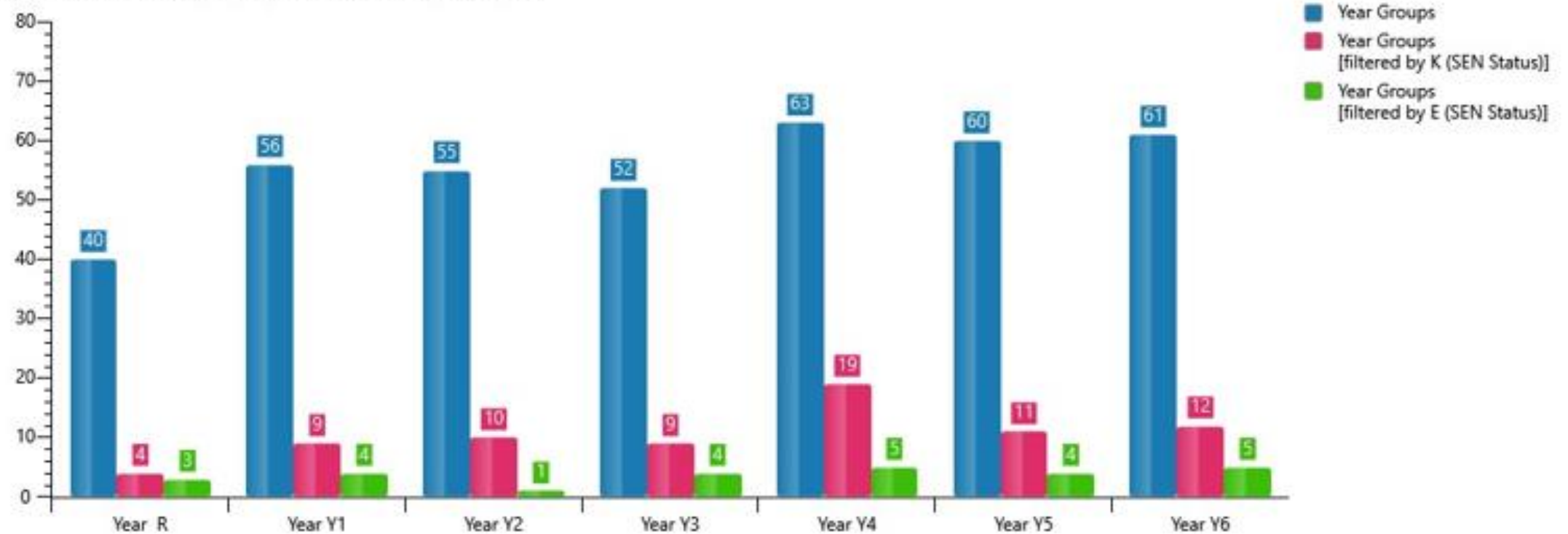
Context:

NOR	390
Pupil Premium	41.2%
EAL	8.9%
SEND	19%
EHCP	6.7% (27 plans, 2 waiting for assessment, 5 currently being applied for)
Specialist Provision	7 Pupils over the last two years

Profile of SEND across the school

Student Totals by Year Group

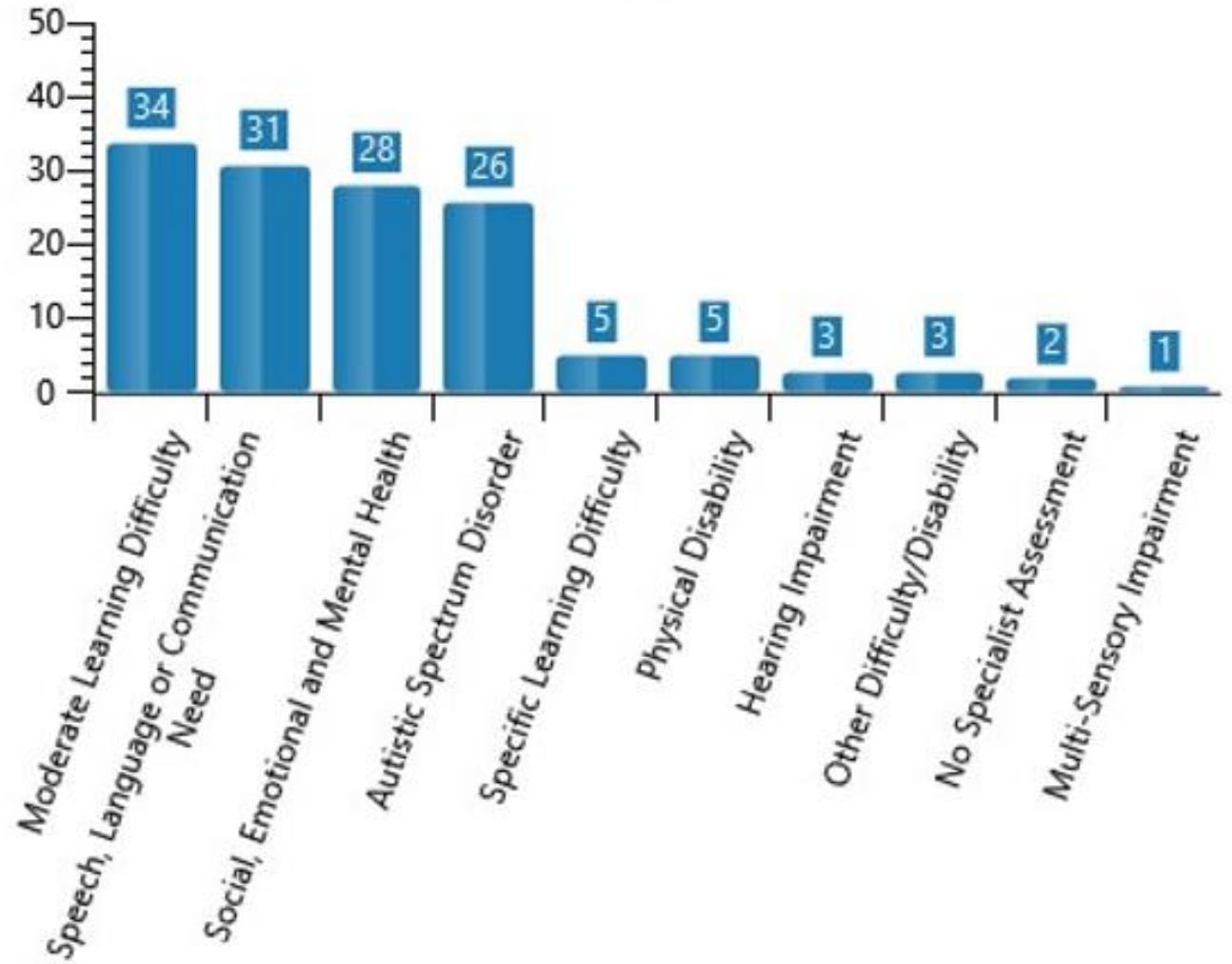
A count of students in each year group, with drill through to registration group



Profile of
need

Students by SEN Need Type Category

A count of students by their SEN need type category



Leadership Structure

Senior Strategic Team

Head Teacher & DSL - Hannah Beckett

Deputy Headteacher, Deputy DSL and Academic Lead - Claire Gosling (Mat Leave)

Senior Leadership Team

Pedagogical Lead & DDSL- Leanne Clegg Welfare Lead & DDSL- Hayley Sharp Inclusion & DDSL- Emma Saunders

Senior Strategy Team

Curriculum Lead - Laura Sutcliff

Data Lead - Leanne Clegg

SENDCo - Emma Saunders

Pupil Premium Strategy Team - Hannah Beckett, Emma Saunders, Hayley Sharp

Phase Leads: Josh Thomas, Laura Sutcliffe, Leanne Clegg

4 Principles Underpinning Practice



Climate for Learning

Great Pedagogical Skill

Precise design of the curriculum

Inclusion and Adaptive Teaching

Climate for Learning

Consistency in the environment

Use of visuals

Promotion of independence

Meet and Greet

Recognition Boards

Sensory Circuits

Standing desk

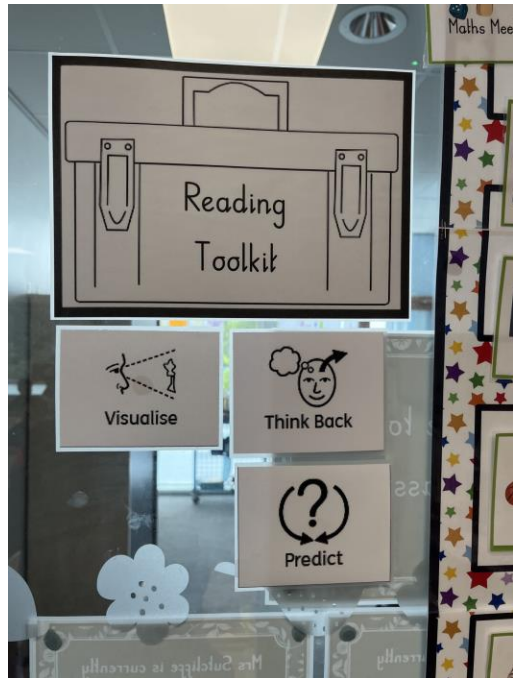
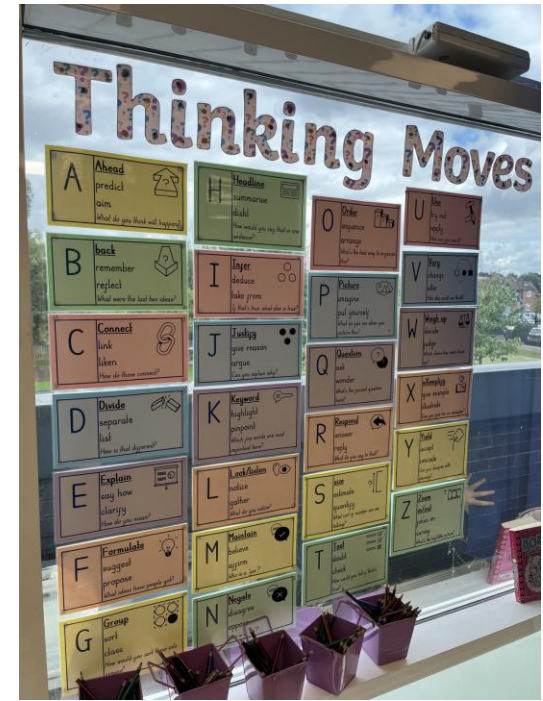
Future Leaders



Sensory Circuits

Sensory
Circuits





Great Pedagogical Skill

- Leaders ensure all staff receive focussed and highly effective CPD
- SEN strategies for all
- More guided practice for those that need it
- Retrieval Practice


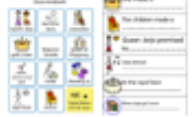





Precise Design of Learning

- Pupil Passports that set the tone of learning
- Personalised Learning Journeys
- Knowledge Organisers



Year 5 English Learning Journey – Peppa and the Coronation

<p>Purpose: To entertain</p> <p>Audience: Year 5 teachers</p> <p>Form: Narrative writing</p>	<p>Lesson 2 LO: To understand the structure of a story through a story map/roleplay.</p> <p>Draw a story map of what Peppa does in the book. Label key parts.</p> 	<p>Lesson 4 LO: To explore appropriate and powerful vocabulary.</p> <p>Pick out nouns in the book – proper nouns and common nouns. Put a describing word before the noun.</p> <p>My new words from the book:</p> <table border="1"> <tr> <td></td> <td></td> <td></td> </tr> <tr> <td>Queen's face</td> <td>crown</td> <td>throne</td> </tr> </table>				Queen's face	crown	throne	<p>Lesson 6 LO: To plan a narrative.</p> <p>To plan a story where Peppa is Peppa and becomes queen for a day. What would she do? How would she describe herself?</p> <p>Story map with key words.</p>	<p>Lesson 9 LO: To edit a plan for a narrative.</p> <p>To draw in speech bubbles to her story. Talk about improving her story by adding dialogue.</p>		
Queen's face	crown	throne										
<p>Lesson 1 LO: To understand the structure of a story.</p> <p>Read Peppa and the coronation and order the main events in the story using the main pictures.</p>	<p>Lesson 3 LO: To explore appropriate and powerful vocabulary.</p> <p>Read book, can she find any adjectives. Sort words from word bank into adjectives and nouns.</p> <table border="1"> <tr> <td>queen</td> <td>throne</td> <td>coronation</td> <td>crown</td> </tr> <tr> <td>peppa</td> <td>grass</td> <td>field</td> <td>playground</td> </tr> </table>	queen	throne	coronation	crown	peppa	grass	field	playground	<p>Lesson 5 LO: To develop a wide range of clause sentences.</p> <p>To be able to write a sentence using the nouns and adjectives picked from the book. Capital letters and full stops.</p>	<p>Lesson 7 & 8 LO: To write a narrative.</p> <p>To write a story where Peppa is Peppa and becomes queen for a day. Draw a picture for each event and then write a sentence. Sentence starters to support writing.</p> 	<p>Outcome: To write a narrative to complete a story</p> <p>Learn adjectives and nouns.</p>
queen	throne	coronation	crown									
peppa	grass	field	playground									
<p>Key Vocabulary</p> <p>Madame Gazelle, crown, throne, coronation, Queen, noun, adjective.</p>												

Year 1	Geography	MARVELLOUS ME	Home, Physical, Skills and Fieldwork																
<p>What I Need To Know – Home and Physical</p> <table border="1"> <tr> <td>School Name</td> <td>Nightingale Primary School</td> </tr> <tr> <td>Features of the school grounds</td> <td>field, woodland walk, soil, grass, plants, trees, playground, HUGA, school building, concrete, bricks, car park, paths, gates, fences</td> </tr> <tr> <td>Locality</td> <td>Blackbird Road, Nightingale Avenue, Eastleigh</td> </tr> </table>				School Name	Nightingale Primary School	Features of the school grounds	field, woodland walk, soil, grass, plants, trees, playground, HUGA, school building, concrete, bricks, car park, paths, gates, fences	Locality	Blackbird Road, Nightingale Avenue, Eastleigh		<p>What I Need To Know – Locational and Directional Vocabulary</p> <table border="1"> <tr> <td>Near</td> <td></td> </tr> <tr> <td>Far</td> <td></td> </tr> <tr> <td>Left</td> <td></td> </tr> <tr> <td>Right</td> <td></td> </tr> </table>	Near		Far		Left		Right	
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Right																			
 <p>An aerial view of Nightingale Primary School and its grounds</p>				<p>Questions I could investigate...</p> <p>Where can I find the most trees? Which part of the school grounds gets the most rain?</p>	<p>Key Vocabulary</p> <table border="1"> <tr> <td>Compass</td> <td></td> <td>Shows the direction of travel</td> </tr> <tr> <td>Direction</td> <td></td> <td>The pathway to travel</td> </tr> <tr> <td>Map</td> <td></td> <td>A plan of an area showing roads, buildings and landmarks</td> </tr> <tr> <td>Landmark</td> <td></td> <td>An easily recognisable object or feature</td> </tr> </table>	Compass		Shows the direction of travel	Direction		The pathway to travel	Map		A plan of an area showing roads, buildings and landmarks	Landmark		An easily recognisable object or feature		
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<p>Skills I Need to Learn</p> <p>Look at the map Plan where you would like to go</p>				<p>Observe and Compare the school field and the playground How are they different? How are they the same? What features did you find?</p>	<p>Connections:</p> <ul style="list-style-type: none"> -Understanding the World (my school and where I live) -Exploring the outdoor environment (Forest School) 														
<p>Devise your own simple map of the school grounds with symbols</p>																			



Date: 4/7/2023
Teacher: Mrs Claire Watson

What I'm good at

Joey can be very loving & kind with friends and adults & now often remembers to ask before giving a hug.

He can write simple cvc words using his phonic knowledge & with adults support can sound & blend to write longer words such as feet, might or play.

He loves to build structures with the magnetic shapes & the marble run.

Joey is enjoying using a little voice (no.3) in class and a bigger voice (no 6 or 7) when outside.

How am I doing?

Joey now knows all his set 1 & 2 sounds & **most of his set 3 sounds** & can use this knowledge to read and write simple words & phrases.

He can complete simple addition & subtraction calculations using pictorial representations & sometimes using concrete resources to support his thinking.

Joey is much better at coping with tidy up time. The use of a timer to warn him how much longer he has left helps with this.

He is better at remembering to ask for a cuddle saying "would you like a cuddle?"

Provision from EHCP

SALT Plan - See SALT report
Thrive
Colourful semantics
Social skills intervention

Outcomes from EHCP

By the end of Key Stage 1, Joey will be able to use words, signs or visual resources, so that he can let others know what he needs, wants and feels.

By the end of Key Stage 1, Joey will be able to engage with a greater range of play activities, so that he can develop his attention, play skills and social interaction.

By the end of Key Stage 1, Joey will be developing his awareness of the feelings in his body so that he can let an adult know when he needs to go to the toilet, when he is hungry or thirsty and when he is tired.

By the end of Key Stage 1, Joey will be developing his awareness of his surroundings so that he can keep

Next Steps

To read & write longer words with 4 sounds such as b-r-igh-t or s-p-oo-n independently.

To continue to build on his social skills, learning to 'use his words' to express his feelings and needs when angry. For example when asking for help to put his coat on.

To keep the school rules especially kind hands & keep safe.

To moderate the volume of his voice to 3/10 or 5/10 depending on his surroundings.

To work with greater independence on simple



Pupil Profile - Nightingale Primary School

Date: 4/7/2023
Teacher: Mrs Claire Watson

himself safe when he is in the playground at school and out in the community.

tasks with support in a small group setting.

What I find difficult and how to help me

When Joey feels cross he finds it difficult to label his feelings & shouts and/or hits. He is encouraged to 'use his words' to tell a familiar adult what he needs & to go to a safe, calm space until he is able to regulate his feelings.

Joey is seeing success with this but 'widget' pictures help with this & having opportunities to leave the class to have a brain break helps too.

Approaches that must be in place to help me be successful in school

A reduced hours day has helped Joey transition at the start & end of the day.

Joey uses a **class room** visual timetable to see what is happening in the day.

He has adult support to help him throughout the day.

Use of a timer has helped Joey with tidy up time.

Time out of class completing tasks with his 1-1 or LB helps him cope with the rest of the day in class.

He has Widget social stories to help with transitions, class expectations, school rules & appropriate 'hello' routine.

Health issues

We are working with Dad to encourage Joey to try different types of foods - this is ongoing with varied levels of success.

Joey continues to wear glasses.

Outside Agencies

Joey is under the pediatrician for investigation into ADHD and ASD concerns. This is ongoing.

Other information (including pastoral)

- Joey has a reduced day which helps a calm start & end of the day.
- Joey had an operation to remove 8 teeth in the spring term of 2022



Inclusion and Adaptive Teaching

Interventions that dovetail
from our areas of need

Integrating Learning from
Interventions

Promotion of inclusion
through coffee mornings



SEND Coffee Mornings





Future Leaders

Outcomes

ATTAINMENT & ASSESSMENTS

Subject	Level	Nightingale Primary School (2763)		Local Authority - Hampshire		NCER National	
		Value		Value	Gap	Value	Gap
Reading (test), Writing (TA) & Maths (test)	≥EXS/Exp.Std.	22.2%		17.3%	+4.9%	21.1%	+1.1%
	GDS/High Score	0.0%		0.6%	-0.6%	1.2%	-1.2%
Reading	≥Exp.Std.	44.4%		39.4%	+5.0%	43.7%	+0.7%
	High Score	22.2%		8.1%	+14.1%	9.5%	+12.7%
Writing (TA)	≥EXS	33.3%		25.9%	+7.4%	30.4%	+2.9%
	GDS	0.0%		1.5%	-1.5%	2.7%	-2.7%
Maths (test)	≥Exp.Std.	22.2%		35.0%	-12.8%	39.6%	-17.4%
	High Score	0.0%		4.1%	-4.1%	6.5%	-6.5%

Next Steps:

- Developing cultural capital and independent life skills beyond the classroom.
- Through highly focussed CDP, promote a more dynamic model of 'learning coaches', who are there to help the child reach their goals.