

Learning Opportunities - Learning Improvement Plan – 2020/21



This plan details how improvements across the school will impact on learning and outcomes for all students and staff.

The plan is based around the Ofsted Framework judgement areas;

Overall Effectiveness

Quality of Education

Behaviour and Attitudes

Personal Development

Leadership and Management

| Overall Effectiveness: What is it like to be a student at Learning Opportunities? | | |
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| Quality of Education | | |
| What improvement in learning we're aiming for? | What we're going to do to improve learning? | Impact we will see on outcomes. |
| Students are provided with a curriculum that is appropriately challenging and aspirational but also allows them to develop independence. | Planned programmes are delivered with creativity and awareness of individual needs. Ensure the knowledge and skills taught are sequential and build on prior learning towards a planned outcome in all subjects. | Students make more rapid and sustained progress in all subjects. |
| Students develop an enjoyment of reading. | Opportunities for literacy development clear on planning. Greater opportunities for reading across the school - Reading Wednesday? | When asked, students will be able to detail the opportunities they have to read at school and name written material they have accessed - book, magazine etc. Students will demonstrate an increase in RA and SAs. |
| Support staff/TAs enhance the learning of individuals and groups due to better communication and co-operative working with teaching staff. | Guidance and support for all staff. Use of research to improve interventions. Differentiation and support guidance included on planning. | Support staff/TAs will know who they are expected to work with and what they are expected to do in all lessons. |

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| Classroom Monitor is used accurately and consistently across the school as an assessment and planning tool to ensure students are challenged and making progress in all curriculum areas.(See L and M target) | Consistent understanding of when to move students to green. Book scrutinies and moderation. All staff using classroom monitor will have achieved level 4 on the CM Academy at an appropriate level for their role. | Students attainment and progress will be consistently and accurately measured across the school, between staff and subjects. |
| Behaviour and Attitudes | | |
| What improvement in learning we're aiming for? | What we're going to do to improve learning? | Impact we will see on outcomes. |
| Whole school attendance is above 92%. | Access external support for non-attenders. | Students will make more consistent rates of improvement due to consistent attendance. |
| All students experience a wide range of planned and sequenced activities that enable them to demonstrate safe and healthy behaviours. | Sequential and planned PSHE and extra curricular activities. | PSHE outcomes |
| Students demonstrate positive patterns of behaviour and an understanding of how to manage themselves in a range of situations and environments. | Zones of Reg Thrive Post incident discussion | Zones of regulation data. |
| Personal Development | | |
| What improvement in learning we're aiming for? | What we're going to do to improve learning? | Impact we will see on outcomes. |
| Students will learn about the different groups of people they will meet when they move on from the school. | Visitors to the school. Sequential and planned PSHE and extra curricular activities. | PSHE outcomes |
| Students become increasingly independent in all aspects of their lives in preparation for their next steps. | Appropriately differentiated curriculum for all students. Targeted support for learning. Increase opportunities for independence. Consistent post incident discussion. | Students will make progress towards becoming independent learners and adults, measured through CM - FT, lifeskills, PSHE, Computing |
| All students are given opportunities to identify, nurture, develop and stretch their talents and interests. | Links with youth groups in local area. Support students into clubs. Provide lunch time clubs. | Students have interests within and beyond school, including in relation to their post-16 education and career options. All students will move on to an appropriate post-16 provision. |

| Leadership and Management | | |
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| What improvement in learning we're aiming for? | What we're going to do to improve learning? | Impact we will see on outcomes. |
| Staff will consistently apply relevant policies across the school. | Leaders will ensure all staff are fully aware of relevant policies. | All staff and students will demonstrate behaviours that show they understand the policies. |
| Staff will feel that they are treated equitably by all other members of staff resulting in greater investment in achieving the schools outcomes. | Staff will all feel they have an opportunity to contribute to the school and are listened to by others. | Collaboration, peer pressure and learning increases resulting in better educational performance. |
| Staff will demonstrate knowledge of the shared purpose of Learning Opportunities and will demonstrate consistent application of the skills and attitudes to achieve our purpose. | Improved use of consultations to improve the quality of communication across the staff team. | Consistency of purpose across the school results in greater collaboration and improved progress for all members of the school community. |
| Students make more rapid and sustained progress in all subjects. | Leaders will monitor the delivery of the planned curriculum to ensure it is implemented successfully. CPD - all staff will have access to subject specific training. | Classroom Monitor data demonstrates progress in all areas. Reading and Spelling age data demonstrates interventions are resulting in improvements. |
| Staff deliver appropriate teaching activities that take individual student needs into account. | All staff will have access to training related to specific needs of students. | Students will make more consistent progress across the curriculum. |