

Marazion School Improvement Plan (SIP) September 2020 – September 2023

***Marazion School, Living, Learning, Laughing.
Bright Futures Start Here.***

Vision:

To make sure that all our children know who they are, they have a place in the world and a voice that must be heard.

Aims:

Our school aims to support and celebrate the whole child to reveal:

- Positive relationships showing love, tolerance and respect
- A love of life, learning and laughing
- Courage to be unique and individual
- Resilience, resourcefulness, responsibility and self confidence
- A willingness to take risks and engage in new ideas and experiences
- Local, national and global awareness.

Key School Drivers:

- 1. To invest in staff wellbeing in order to increase resilience and engagement, reducing sickness absence and improving staff emotional wellbeing**
 - a. Recognising the effects of a global pandemic and working in a post pandemic context on the emotional wellbeing of staff
 - b. Staff wellbeing priorities to be integrated across the school community and embedded in its ethos and culture

- 2. To continue to improve outcomes for all pupils by ensuring that teaching is at least consistently good across the school (Ofsted Action Point):**
 - a. Knowing and utilising the analysis of the progress and attainment of different groups of students by staff working within classrooms, in order to improve learning outcomes for children – **‘making data work’ with a relevant process**
 - b. Monitoring of the progress of groups of pupils rigorously and relentlessly by senior leaders and governors to ensure that none fall behind and underachieve, and governors effectively hold staff and senior leaders to account for this – **using data proportionately**
 - c. Further improving teachers’ use of assessment to ensure that pupils, in particular pupils working at greater depth in writing and maths, make consistently good progress – **using data with a clear purpose** (Ofsted Action Point)
 - d. Ensuring robust use of progress meetings and progress books in order to continue to provide high quality time for feedback and reflection
 - e. Sharing outstanding practice both within and beyond the school.

- 3. To sustain a whole school culture where all staff and governors are uncompromising and unwavering in their ambition for all pupils.**
 - a. Continuing with exceptional leadership and management so that the governing body is providing robust challenge and support to school improvement and is holding senior leaders to account
 - b. Focusing on the impact of teaching on the progress of pupils when monitoring the quality of teaching
 - c. Identifying specific areas for professional development for staff

- 4. To ensure that staff and governors are aware of the barriers to learning for pupils (and the strategies in place across the whole school to address these barriers. Senior leaders must know how they will measure the success of these strategies, holding staff to account and making sure that resources used are providing value for money.**

5. To ensure that all staff are aware that safeguarding is everyone's responsibility and that safeguarding training is up to date and in place and robustly implemented for all staff, including volunteers.
6. To take action to enable all children to have the best outcomes by continuing to show a commitment to and passion for the bespoke 'Marazion Creative Curriculum.'
7. To ensure there is a broad, balanced and ambitious curriculum, resulting in the best possible learning opportunities for all children, maximising the development of the whole child; pupil progress and attainment.

TARGETED Priorities 2020-2023:

1. To accelerate the attainment of pupils in maths in all year groups
2. To use data effectively and proportionately and to provide high quality feedback in order that pupils are consistently informed about what they need to do next to improve, in particular pupils who are capable of working at greater depth in writing and maths (*Ofsted Action Point*).
3. You're the VOICE!

DRIVER 1: To support above priorities with a focus on the development of PE, School Sport, Daily Physical Activity (DPA) and Healthy Active Lifestyles.

DRIVER 2: To support above priorities with a focus on the development of ICT and Computing.

Stakeholder Group:

Staff, pupils, parents, governors.

Support and Quality Assurance:

Associate Consultant: Sue Smith; Cornwall School Effectiveness Team; Penwith Education Trust.

Monitoring Group:

Headteacher: Jenny Rainbow; Assistant Headteacher: Sara Oliver; MSL: Tristan Searle; PSHE/RSHE/RE Subject Leader: Kayleigh Rescorla-Hill; Chair of Governors: Caroline Peers;

SIP Theme for Priority 1:
learning, teaching, CPD, performance management (PM), development projects, finance and resources: target setting; pupil tracking; Teaching Standards; CPD and PM systems; project work with PET and local clusters; project work with Maths Hub; develop life-long learning dispositions; community involvement; budget and consistent financial reporting

Priority 1:
To increase the attainment, enjoyment and engagement of pupils in maths in all year groups.

- Outcomes:**
- Teachers plan and teach lessons within a mastery curriculum, which allows for deeper learning (OFSTED ACTION POINT)
 - Teachers plan and teach lessons where children are taught to use skills relevant to everyday life
 - The proportion of pupils achieving the expected standard in maths will be in line with national outcomes at the end of Key Stage 2
 - Pupils can use their verbalisation skills to make links and adapt reasoning, thinking across a number of subjects

Responsibility and resources	Date	Specific actions and responsibility	Information linked to outcomes
<p>TRISTAN SEARLE and DEL JAMES lead on this priority</p> <ul style="list-style-type: none"> ✓ Support from local Maths Hub ✓ Time to attend maths hub and events ✓ Budget for maths resources ✓ Annual school maths audits ✓ Non-contact time for organisation and management of maths resources in school ✓ Maths monitoring by MSL ✓ Staff meeting time ✓ Peer observations ✓ Intra school moderation events ✓ Virtual Inter school moderation events 	<p>From Oct 20 From Sept 20</p> <p>From Nov 20</p> <p>By July 21</p> <p>From Sept 20</p> <p>From Sept 20</p> <p>From Oct 20 From Nov 20</p> <p>By July 2021 By June 21</p>	<ul style="list-style-type: none"> • Review and update maths calculation policy and ensure that this is shared and used by all staff (TS) • Maths monitoring to have a focus on rapid fluency activities – (currently only first 15 minutes) (TS) • To meet with Link Governor for maths to discuss action plan/priorities for maths across the whole school (TS/DJ) • To continue to work with local Maths Hub and incorporate this training and knowledge into school improvement (TS) • To organise and manage maths whole school intervention programmes – including whole school COVID catch up one to one programmes - deploying adults, measuring impact and identifying further actions (SO) • To carry out regular arithmetic tests in Year 6 (TS/TT) • To conduct Arithmetic Pupil Progress Meetings (PPMs) to monitor and evaluate the progress of children in Year 6, identifying focus children and further actions (JR/TS/TT) • To organise and manage a DEEP DIVE for maths • Opportunities in the curriculum (managed by TS): <ul style="list-style-type: none"> ○ To make sure that F, R and PS are at the core of maths sessions ○ To embed the use of a mastery maths curriculum to enhance teaching and learning in maths ○ To review peer mentoring in maths across the school with children working in similar ability year groups in order to stretch and challenge pupils' understanding (currently suspended) ○ To plan activities to showcase maths in the real world – for example, Super Learning Days; Funky Fridays; Bright Futures Start Here topic ○ To re-introduce discovery maths style longer problem-solving 	<p><i>Calculation Policy is an effective working document</i></p> <p><i>Link Governor for maths is aware of maths' priorities / standards across the school</i></p> <p><i>Pupil Progress Books capture an increase in confidence of pupils' fluency</i></p> <p><i>Progress Books show the appropriate level of challenge for children working at greater depth</i></p> <p><i>Book Looks identify strengths and areas for development in learning and teaching for maths</i></p> <p><i>Medium term planning shows increased use of longer problem-solving sessions</i></p> <p><i>Staff meeting minutes show focused maths inset training</i></p>

	<p>From Sept 20</p>	<p>sessions using the NRich resources similar (All staff)</p> <ul style="list-style-type: none"> ○ To learn outside the classroom (using school site), conducting exciting and unique active fluency sessions on a regular basis (All staff) ○ To introduce additional fluency 15-minute sessions in KS2 classes to reinforce arithmetic skills ○ To conduct additional greater depth reasoning challenges during weekly progress meetings for highest attainers in Upper KS2 <ul style="list-style-type: none"> ● Opportunities outside of school: <ul style="list-style-type: none"> ○ To network through local Maths Hub (currently online only) (TS) ○ To make (virtual maths) links with local primary and secondary schools (TS) ○ To invite mathematicians into school as virtual visitors (All staff) ● CPD: <ul style="list-style-type: none"> ○ Regular attendance at Maths Hub (currently online only) (TS) ○ To work virtually with local partner schools (TS) ○ At least termly staff meetings with a focus on maths led by MSL (TS) 	<p><i>in school led by MSL – maths CPD informs whole school practice</i></p> <p><i>Arithmetic Pupil Progress Meetings track focus pupils' progress; identify next steps for improvement and further actions required</i></p> <p><i>School testing calendar for maths is developed</i></p> <p><i>Peer observations forms capture focused work on maths within school / with partnership schools</i></p>
<p style="text-align: center;">TRISTAN SEARLE and TANYA TREDINNICK lead on DRIVER 1</p> <p style="text-align: center;">PE / School Sport / Daily Physical Activity (DPA) / Healthy Active Lifestyle Links to Priority 1:</p> <ul style="list-style-type: none"> ❖ Active fluency sessions support engagement in learning for maths ❖ PE/sport sessions allow cross-curricular mathematical links to be made using personal bests and improvement times <ul style="list-style-type: none"> ❖ Children to make mathematical links when umpiring, refereeing and scoring sport in P.E ❖ Running a mile a day for focus group of pupils improves pupil engagement and learning behaviour in maths <ul style="list-style-type: none"> ❖ Ensuring active lunch and break times improves pupil engagement and learning behaviour in maths ❖ Sporting links to be included in maths: times; medal tallies; years competing; number of players in a team making links with first-hand experience <ul style="list-style-type: none"> ❖ Optional PE and SS homework can link to maths, extending and enriching pupils' learning 			
<p style="text-align: center;">LAURA HOLMES and JIM ALLEN lead on DRIVER 2</p> <p style="text-align: center;">ICT and Computing Links to Priority 1:</p> <ul style="list-style-type: none"> ❖ Marazion Remote (home) / Blended learning offer is linked to teachers' PM targets ❖ ICT training planned for children and adults in school to extend knowledge of how to work effectively online using Seesaw to support their children's learning at home – this is also part of Marazion School Remote Learning Offer <ul style="list-style-type: none"> ❖ Year 6 speedy tables competitions to be extended to the whole school using technology to record and evidence scores <ul style="list-style-type: none"> ❖ Seesaw app used to set and monitor maths homework ❖ Computing used to stretch and challenge pupils' understanding in KS1 and lower KS2 progress meetings <ul style="list-style-type: none"> ❖ Times Tables Rockstars resource is used by KS2, supporting weekly maths homework ❖ QR codes in maths calculation policy reviewed and updated 			

SIP Theme for Priority 2:
policy; learning and attitudes: quality of education policy; making data work; progress meetings; progress books; feedback and reflection; assessing pupil progress; personalised learning; behaviour

Priority 2:
To use data effectively and proportionately and to provide high quality feedback in order that pupils are consistently informed about what they need to do next to improve, in particular pupils who are capable of working at greater depth in writing and maths (*Ofsted Action Point*)

- Outcomes:**
- **Data works! Data is used effectively and proportionately**
 - **Pupils and parents are aware of pupils’ success and areas for improvement, which leads to accelerated progress in reading, writing and maths**
 - **Parents are empowered to have robust involvement and the skills to support pupils’ learning, which leads to accelerated progress in reading, writing and maths and children working at greater depth to continue being challenged**
 - **Staff are confident working with these expectations and are aware of the trajectory needed for pupils in Years 3, 4, 5 and 6 to meet (at least) the expected standard at the end of Year 6**
 - **Data entry is embedded effectively and efficiently into the school calendar**
 - **Pupil Progress Meetings (PPMs) are precise and purposeful**
 - **The SENCO rigorously monitors and evaluates provision mapping termly, identifying success and developing further actions – relentlessly ensuring that pupils do not fall behind or underachieve, in particular those working at greater depth (OFSTED ACTION POINT)**
 - **Pupils are confident talking about their own progress and what they need to do next to improve; resulting in accelerated learning gains, and increasing proportions of pupils achieving the expected standard and working at greater depth in all three core subjects, in particular in Key Stage 1**

Responsibility and resources	Date	Specific actions and responsibility	Information linked to outcomes
<p>SARA OLIVER and CAROLINE PEERS lead on this priority</p> <p>✓ Paper Progress Books / Progress Meetings established in upper KS2</p> <p>✓ Seesaw Progress Books developed in KS1 and lower KS2</p>	<p>Sept 2020 By July 2021</p> <p>Oct 2020 By July 2021</p> <p>March 2021</p> <p>May 2021</p>	<ul style="list-style-type: none"> • Priority 2 links to whole school teachers’ PM targets (All staff) • To continue to establish and embed Progress Books (PBs) / Progress Meetings (PMs) across the school (All staff) • To review and update Code of Conduct for PBs (JR) • To plan a range of virtual online training for parents so that they are able to support and challenge children, in particular during partial and full lockdowns / self-isolation. Training to include use of Seesaw; online learning skills; online safety; effective questioning (SO; LH) • KS2 pupils working at greater depth will have accelerated learning time planned in during progress meetings (TS; LG; LH; KRH) • To lead staff meeting with focus on making a greater depth judgement in 	<p><i>PM information shared at Pay Committee - this objective links to teachers’ PM objectives</i></p> <p><i>PB scrutiny shows pupils are taking part in weekly progress meetings that are differentiated and challenge the most able.</i></p> <p><i>Parents are confident to</i></p>

Marazion School SDP 2020 - 2023

<ul style="list-style-type: none"> ✓ KS1 / KS2 Pupil Conferencing led by middle leaders ✓ Staff Meeting time ✓ Book Looks ✓ Peer observations ✓ Pupil Progress Meetings (PPMs) ✓ Parents' Progress Meetings ✓ Bubble/medium term planning ✓ Skills matrix for curriculum areas ✓ Classroom environments ✓ Learning outside the classroom (lotc) 	<p>TBC</p> <p>By July 2021 From Sept 2020</p> <p>Sept/Oct 2020 By July 2021</p> <p>By July 2021 By July 2021</p> <p>From Sept 2020 By March 2021</p> <p>By March 2021 From July 2021 July 2020</p> <p>From Jan 2020</p> <p>By July 2021</p> <p>From Sept 2020</p>	<p>writing (JR; SO)</p> <ul style="list-style-type: none"> • To further develop whole school moderation of pupils' work, in particular those working towards greater depth (JR; SO) • To develop structured Conversations across the school (TS; LG; LH; KRH; JM; PH) • To develop an effective whole school Testing Calendar, which plans and tracks assessment and data entry throughout the year (SO) • To organise and manage a whole school programme of one to one tuition, including Covid Catch Up sessions (SO) • To continue to rigorously track the attainment of PP pupils in order to 'close the gap' (SO) • To continue to rigorously track the attainment of more able pupils (SO) • To support the use of Pupil Passports (formerly Individual Provision Maps – IPMs): <ul style="list-style-type: none"> ○ to include smart targets ○ to be informed by feedback from both pupils and parents (SO) • To continue with precise and purposeful Pupil Progress Meetings (PPMs) that focus on target children to ensure they continue on their trajectory (SO) • To continue to develop the use of feedback to parents via school social media; the school website; Seesaw (All staff) • To ensure that children receive specific and purposeful feedback on Seesaw as part of the school Remote (home) / Blended Learning offer (All staff) • To further develop Parents' Progress Meetings in KS1 and KS2 • To further develop peer assessment opportunities across Key Stages. • To carry out annual review of Quality of Education policy with staff and governors (SO) • Develop the use of video observations in the EYFS as a more purposeful way to share children's attainment and progress with parents. • Opportunities outside school: <ul style="list-style-type: none"> ○ To develop local cluster groups to share good practice, successes and challenges and to include moderation as part of this work (teachers) ○ Greater depth moderation cluster groups meet ups/virtual meet ups. • CPD: <ul style="list-style-type: none"> ○ Moderation training ○ Dandelion Learning training ○ Meet ups/Online cluster network and moderation meetings 	<p><i>support children to accelerate learning, in particular when supporting remote (home) learning.</i></p> <p><i>Teachers have clear knowledge of their pupils' progress and attainment, gathered from both formative and summative assessments</i></p> <p><i>Whole School Provision Map monitors and evaluates interventions and the impact of each programme</i></p> <p><i>Pupil Passports are detailed and informative with SMART targets, clear provision and focussed reviews</i></p> <p><i>PPMs focus on specific children that are not making expected progress/attainment to identify barriers and levers</i></p> <p><i>Pupils receive effective feedback during remote/blended learning, in particular on Seesaw.</i></p> <p><i>Video are embedded into information gathered for assessment in EYFS</i></p>
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PE / School Sport / Daily Physical Activity (DPA) / Healthy Active Lifestyle Links to Priority 2:

- ❖ Weekly 'Boot Camp' provides opportunity to develop and get fitter using feedback to improve helping to accelerate learning through increased motivation
- ❖ 'Energy Club' to continue to target least active pupils so that they can assess their own lifestyle and make changes helping to accelerate learning through increased motivation 'Elite Club' to continue with pupils using peer and self-assessment to assess and monitor their high performance, increasing motivation and accelerating learning
- ❖ Lunchtime school team training sessions provide weekly feedback for school teams, using feedback in a real-life situation Sports Leaders fully engaged in assisting in organising/leading groups in PE, during playtimes and SS developing leadership skills and application of peer assessment skills
- ❖ Learning outside the classroom (LOTC) to be established in school curriculum looking at how feedback and assessment is used in a variety of real-life contexts
 - ❖ Focussed feedback on 'Year of Recovery' during LOTC
 - ❖ Local 'Exit Routes' promoted and developed
 - ❖ Sport within Funky Friday sessions provides an opportunity for assessment and feedback with pupils of all ages
- ❖ Current Craze – focus on our favourite activities providing feedback about current trends and how they can increase pupils' motivation

ICT and Computing Links to Priority 2:

- ❖ Marazion Remote (Home) / Blended learning offer is linked to teachers' PM targets
 - ❖ Parent/pupil training in online skills and knowledge, including in use of Seesaw
- ❖ Use of electronic progress books to provide an effective means of gathering younger pupils' thoughts on their attainment and progress, ensuring they are developing self and peer assessment skills
 - ❖ Use of Guided Reading assessment objectives on Seesaw
 - ❖ School Instagram and/or Twitter account to provide feedback to local/national/global community
 - ❖ Video as a means of sharing learning and providing assessment feedback on school website
 - ❖ Learning shared on Seesaw to provide parents with more assessment and feedback information
 - ❖ Develop the use of video observations in EYFS
- ❖ Use of *Adobe Voice* in pupils' progress presentations empowering pupils to take more responsibility for their success and next steps
 - ❖ Utilising platforms such as Zoom for learning and training for all
- ❖ Social media and Seesaw platforms used to share information with parents and local/national/international communities
 - ❖ Skill specific feedback when completed online learning via seesaw and use of next steps when appropriate

SIP Theme for Priority 3:
learning, school ethos, vision and aims, attitudes and behaviour: RE; RSHE; PSHE; Marazion values; UNICEF Rights of a child; community involvement; Bright Futures Start Here; behaviour; empowerment; school remote (home) blended offer

Priority 3:
You're the VOICE!

- Outcomes:**
- **Pupils understand the importance of nurturing their mental wellbeing as well as physical health**
 - **Pupils understand that practising mindfulness leads to a greater awareness of your thoughts and feelings without distraction or judgment**
 - **Pupils reveal resilience, resourcefulness, responsibility and self confidence**
 - **Pupils know that their voice is important and that it must be heard**
 - **Pupils understand the importance of playing an active role in the world**
 - **Pupils foster an inquisitive approach to their learning, recognising that questioning leads to deeper understanding**

Responsibility and resources	Date	Specific actions and responsibility	Information linked to outcomes
<p>KAYLEIGH RESCORLA-HILL and CANON NIGEL lead on this priority</p> <ul style="list-style-type: none"> ✓ RE/PSHE scheme of work ✓ Jigsaw resources and equipment ✓ Super Learning Days / Marazion Book Days – RSHE / PSHE / RE themes ✓ Thinking Days ✓ Staff Meeting time 	<p>From Sept 2020; academic Year 2020-2021</p> <p>From Sept 2020</p> <p>By July 2021 By July 2021</p> <p>Autumn 2020</p> <p>Autumn 2020</p> <p>By July 2021</p> <p>By Sept 2021</p> <p>From Sept 2020</p>	<p>Recovery and Well-Being</p> <ul style="list-style-type: none"> • To make 2020-2021 our Year of Recovery after lockdown (All staff) • To focus on 'Re' words: for example, recover; restore; reconnect; rediscover; reinvent; refocus and rejuvenate (All staff) • To ensure children are confident about their place in the world, including through reference to Marazion School Vision and Aims / Marazion Manners (All staff) • To plot our journey through school guided by our hopes and aspirations for Marazion School Year 6 children (All staff) • To organise some whole school thinking days (KRH) • To develop a bank of activities, which can be used in regular classroom practice (KRH) • To ensure that guided reading has a mental health / emotional wellbeing focus in order to facilitate open discussion during return to school (KRH; all staff) • To have daily EMT/Circle Time to 'check in' to the school day, including using scrap books focused on mindfulness and 'big questions' to open the school day (KRH; all staff) • To organise and manage a DEEP DIVE for RSHE <p>Curiosity and Knowledge</p> <ul style="list-style-type: none"> • To revisit 'Learners, Shoppers, Shouters/Sharers, Do-ers' training in staff meeting (KRH) • To focus on and develop whole school schemes of work linked to Jigsaw, Plastic-Free School, Climate Change themes so that the 	<p><i>Children understand that they have a place and a voice in the world</i></p> <p><i>Medium term planning / classroom learning environments include explicit links to our place in the world</i></p> <p><i>Medium term planning includes:</i></p> <ul style="list-style-type: none"> - Cultural Capital links to the local, national and international world - celebration of multi-cultural modern Britain <p><i>HT assembly board successfully supports PSHE focus, including cultural capital as well as</i></p>

	<p>From Sept 2020 By July 2021</p> <p>From Sept 2020 By May 21</p> <p>From Sept 20 From Sept 20</p> <p>By Jan 2022</p> <p>From Sept 20</p>	<p>children’s voice comes from a position of knowledge and information (Gill Hodgson; all staff)</p> <ul style="list-style-type: none"> • To celebrate different religions and cultures during Super Learning Days / Marazion Book Days (KRH; PH) • To mind map the RE curriculum (KRH) <p>Immersion and Fascination</p> <ul style="list-style-type: none"> • To improve community links, ensuring children understand their place in the local community and how that links to the wider world (All staff) • To further develop Year 6 summer term topic – Bright Futures Start Here – supporting Year 6 to find their place in the world (JR; TS) • To celebrate major world religions through a whole school Super Learning Days / Marazion Book Days (KRH; PH) • To develop programme of visitors into school to provide experience of different religions; cultures; races and disabilities, including virtual visits (KRK) • To empower children to develop and convey their own opinions through the local Rotary <i>Youth Speaks</i> Competition (KRH; TS) • To develop links with other schools around the world (All staff) <p>Exploration and Investigation</p> <ul style="list-style-type: none"> • To organise and manage the introduction of the <i>Jigsaw</i> Recovery Curriculum (KRH) • To explore pupil voice through Rota Kids within school (KRH) • To explore a variety of areas of expertise, for example: Marazion Mechanics group within school (KRH) • To think international for some school residential visits (JR) • To establish Partnership Schools in other parts of the UK and world: through teacher exchange or Uganda links (KRH) 	<p>key questions for reflection</p> <p>Half termly precepts provide opportunities for pupils to reflect and deepen their own thinking about their place and voice in the world</p> <p>Assembly / Circle Times / precepts support pupils’ confidence in expressing their views and opinions as well as skills in listening to others in order to formulate / change / review their own thoughts</p> <p>Termly sporting event provides an opportunity to see how sport unites all nations</p> <p>SYV board gathers information about the views and opinions of the school community</p> <p>Kind and Caring Jar provides an opportunity to use ‘your place in the world’</p>
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PE / School Sport / Daily Physical Activity (DPA) / Healthy Active Lifestyle Links to Priority 3:

- ❖ Continue to include sporting heroes from different genders, religions, races, disabilities, including British winners of different genders/faiths/abilities, when following termly sports event
 - ❖ To continue to highlight and follow local, national and world sport events (one per term)
 - ❖ Sporting highlights to be posted via Seesaw
 - ❖ Marazion clubs to encourage pupils working in different friendship groups and to appreciate how we are same / different
- ❖ To continue to develop skills of Sports Leaders through focused SL training so that they are fully aware of and show respect for differing needs
- ❖ Continue to expand use of alternative sports across the PE curriculum so that these sports become as everyday as more traditional ones
 - ❖ Ensure that restorative sports are included alongside usual offer during Year of Recovery
- ❖ Consider holding 'Speakeasy' training in school to provide further information about pupils' needs for parents, with reference to RSHE
 - ❖ Healthy lunch boxes to be whole school focus. Adults and children to share their healthy lunch ideas on Seesaw
 - ❖ Be more active during the school day – ensure children are able to continue their 'mile a day' within class bubbles
 - ❖ Friday Boot Camp to resume when national guidance allows

ICT and Computing Links to Priority 3:

- ❖ Marazion Remote (home) / Blended learning offer is linked to teachers' PM targets
- ❖ Staff/pupil/parent review of Marazion School Remote (home) Offer during lockdown
- ❖ Zoom/Teams conferencing allows pupils to contact other class bubbles; local secondary pupils; children from different places and countries.
- ❖ Staying safe online procedures developed so that pupils understand their place in the world of social media locally, nationally and internationally
 - ❖ Digital Literacy document used by all staff
 - ❖ Consider and discuss the impact/role of social media during lockdown
 - ❖ Look at cultural capital linked to social media – the best and worst of what is done
 - ❖ Virtual link with local secondary to learn basic computing skills, which remain limited in lots of our children