

How Well Are We Doing?

At the heart of all we do is to ensure all learning experiences support all pupil needs, and enable each learner to be the very best they can be. We aim to ensure all learners engage and enjoy their learning activities so that they can be supported to make progress in all aspects of their learning.

Staff have been working hard this term to enhance and improve learning and teaching in West Mains. Below is an outline highlighting the most significant things we have completed between August and October 2019.

We have plans to build on this solid foundation of improvement work as proposed in our School Improvement Plan.

Over the remainder of 2019, we plan to focus on changes we introduced last year to ensure they are firmly embedded into the curriculum and life of the school

- **Emotion Works:**
 - Resources and approaches to ensure Emotion Works is used effectively in all classes. This is a programme and approach which enables learners to express their emotions more effectively, identify changes in their body when they experience different emotions and to identify triggers that may cause emotional changes. This is all supported with visual and colour coded resources and stories.

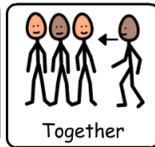
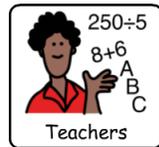
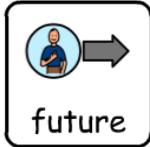
- **Numeracy: Stages in Early Arithmetical Learning (SEAL):**
 - Further work on assessment and tracking progress using the Active Learning approaches developed last year as part of our work introducing SEAL into the numeracy curriculum in West Mains.

- **Augmentative and Assisted Communication (AAC) and supporting Communication**
 - Working with Speech and Language Therapists to ensure all learners are supported to communicate effectively

If you have any questions, comments or ideas please contact me at West Mains School. You can phone, e-mail or talk at one of the Parent Events over the next months: Parent and Family Evening, Parents' Evening, Coffee Morning.... (details on the App)

Remember there is also the Pop in and Chat on November 29th at 11am, when you can come for coffee and cakes and informal 'blether' about our school.

Christine S.



Celebrating and Tracking Achievement
WOW! work boxes and books introduced. **Evidence** of learning achievement recorded. Pupils supported to have **ownership and choice** of contents, allowing them to participate in evaluating their learning

IMPACT: Learners express pride in their learning and achievements in a meaningful way

Working with Speech and Language Therapists
 2 classes worked with **Colourful Semantics**. Different parts of sentences are colour coded to enhance understanding and expression. This is used to support spoken and written language. 2 more classes will have workshops for 6 weeks after the holidays.

IMPACT: Learners working together to enhance communication and interaction
 Writing experiences are better supported

More Opportunities for Parental Voice
Coffee Morning more diverse agenda: parent support and school issues
'Pop in and Chat' events published
'Tell us What You Think' Parent Groups to be organised: Learning at Home personal invitations sent

Parental Volunteers
 ***organising events:** Lollipop Land and party; refreshments at events.
 *offering to **help in school**. Some are filling in form for approval.

IMPACT: Better and diverse learning experiences.
 Increased motivation and wider achievements
 More parental engagement in the life of the school, complementing staff skills

Active Literacy
 We have looked at how we teach **phonics for reading and writing**. We have introduced an **Active Literacy** programme to have a consistent, structured approach that supports all learners. Resources bought and organised for ease of use. Teachers have learnt from each other as they observed colleague's lessons.

IMPACT: Planning for Literacy: Communication/ Interaction, Listening/Talking and Reading streamlined and consistent.
 Increased confidence, attainment, pace of learning and independent working observed

Talk for Writing
 Staff training, resourcing and professional dialogue have ensured quality learning and teaching. All classes have engaged with a story and principles and procedures have ensured all learners supported to contribute to group storytelling and to create their own aspect of the story at their own level and with visual and other supports in place. All Interdisciplinary Learning Themes have planned links with stories to ensure a real context for learning. Teacher have made positive comments: 'Great potential to meet the need of all our pupils'; 'Can't wait to use it'

IMPACT: Pupils observed to have increased enthusiasm for exploring stories and creating their own versions.
 Lots of enthusiasm for writing and stories observed across the school

Curriculum Planning
 Teachers have looked in more depth at **Literacy Experiences and Outcomes**
 Teachers are **planning together** more effectively with less paperwork

IMPACT: Better learning experiences.
 Enhanced inclusion opportunities within West Mains and across the campus

We have begun to make links with local businesses.
Lidl: Groceries needed for lessons supplied.
Aldi: We are collecting vouchers to be entered into prize draw.
Other ideas for sponsorship, grants and funding are being actively considered.

IMPACT: Better learning experiences.
 Increased motivation

