



## What's new at Old Mill for 2024-25?

To build on our strengths as a school and on the fantastic outcomes our pupils achieved last year, please see the key areas of focus for Old Mill this academic year, as detailed in our Core Strategic Plan 2024-25. This is a plan which is shared with and agreed by our Local Governing Board and the Trustees of Symphony Learning Trust:

<b>PHONICS</b>	<p><b>What are we doing?</b> We are refreshing and re-embedding our Phonics curriculum to build on our current above National attainment. Reading is at the heart of our school and phonics is the building block upon which confident readers emerge.</p> <p><b>How will we do it?</b></p> <ul style="list-style-type: none"><li>• Whole-school professional development so that all staff have a secure and sound understanding of the teaching of synthetic phonics.</li><li>• Dedicated phonics leadership time each fortnight to coach staff, assess pupils and plan interventions.</li><li>• Regular coaching and professional development of staff by our experienced phonics leader (Mrs Sampson).</li><li>• Phonics and reading targets focus in KS1 and for SEN /disadvantaged pupils.</li><li>• 'Streaming' of phonics teaching across KS1 so that maximum progress is made.</li><li>• Phonics intervention for pupils in EYFS, Y1, Y2 and Y3.</li></ul> <p><b>How will this benefit our pupils?</b></p> <ul style="list-style-type: none"><li>• All pupils, including those in the bottom 20%, will be confident in phonics and the blending of sounds, which in turn will support more pupils to pass the Year 1 phonics screening.</li><li>• All pupils will have a sound basis for reading as they progress into Year 2 and KS2.</li></ul>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>READING</b></p>	<p><b>What are we doing?</b></p> <p>We have updated our approach to the teaching of reading and our reading leader (Mr Toole) has written a new curriculum so that our message is clear: Reading is at the heart of our school. We are investing in new books, which are current, diverse and appeal to our pupils. Class libraries have been refreshed and updated so that they communicate with pupils and support varied, diverse and enjoyable reading choices.</p> <p><b>How will we do it?</b></p> <ul style="list-style-type: none"> <li>• New reading curriculum for 2024, which draws on the research and advice of the Reading Framework 2023.</li> <li>• Audit and re-stock of books across the school ensuring a wide range of high quality texts including diversity and inclusion.</li> <li>• To encourage reading for pleasure, teachers ensure pupils have a reading book (levelled) and a 'choice' reading book from the class library - see below.</li> <li>• Re-structured class libraries to give maximum impact in terms of appeal, author, text type, challenge etc. Pupils will choose a 'choice' reading book from here.</li> <li>• Continuation of Accelerated Reader to ensure pupils are matched to their level of challenge. Pupils will have a levelled reading book from here.</li> <li>• Fluency focus for years 3 and 4; Discussion/Comparison focus for Years 5 and 6.</li> <li>• New reading intervention (Top Triangle Reading) for Years 4-6.</li> <li>• New 'Book Club' in class, all about enjoying reading, recommending books and fun.</li> <li>• New 'Reading Assembly' once a week where reading is celebrated, shared and discussed – led by Mr Toole.</li> </ul> <p><b>How will this benefit our pupils?</b></p> <ul style="list-style-type: none"> <li>• Pupils will love to read for both pleasure and purpose.</li> <li>• Pupils will have an improved attitude to reading both in school and out.</li> <li>• Current, varied, inclusive and diverse books will be more accessible to pupils.</li> <li>• Attainment in reading will increase.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>SOCIAL, EMOTIONAL AND MENTAL HEALTH</b></p>	<p><b>What are we doing?</b></p> <p>We want to continue developing our approach to 'Social, Emotional and Mental Health' and ensure that emotions and behaviours become part of the culture at Old Mill. Any child can experience a 'trauma' (e.g. family separation, bereavement, traumatic incident etc.) which can in turn, affect how they manage their emotions and behaviour. We want our children to be able to deal with these emotions and behaviour so that despite any challenges they face in these areas, they are resilient and equipped to deal with them now and as an adult.</p> <p><b>How will we do it?</b></p> <ul style="list-style-type: none"> <li>• Train a member of our leadership team in Mental Health (Miss Howlett, Pastoral Assistant Head).</li> <li>• Train all staff in 'Zones of Regulation' and create a 'culture' within school encompassing feelings, big emotions and emotion coaching.</li> <li>• Raise the profile of pupil voice in relation to social, emotional and mental health.</li> <li>• Continue to ensure mental health and well-being of our pupils is high on our agenda.</li> <li>• Participate in the Leicestershire NHS pilot, 'Partnership for Inclusion of Neurodiversity in Schools'.</li> </ul> <p><b>How will this benefit our pupils?</b></p> <ul style="list-style-type: none"> <li>• Pupils across the school will be able to recognise emotions and feelings more clearly and identify why they might be feeling the way they are.</li> <li>• Pupils will develop strategies for dealing with big feelings and emotions in a healthy way.</li> </ul>