



Flagship Status RENEWAL Form

Please consider our application for Jigsaw Flagship Status

Date of application	6 th December 2019
School/setting name	Sixpenny Handley First School
School/setting postal address	Sixpenny Handley Nr Salisbury Wiltshire SP5 5NJ
School/setting website	www.sixpennyhandleyschool.co.uk
Type of setting (e.g. phases, academy trust, maintained, independent, special, international)	A first school (Yr R - Year 4) which is part of the Heath Academy Trust. We are one of six schools within the Trust.
Flagship Lead(s) name(s)	Mrs Rachael Hampshire
Flagship Lead(s) role(s) in school	RRS and PSHE Lead/Reception Class Teacher
Flagship Lead(s) e-mail address(es) (Please use your school address)	rhampshire@sixpennyhandley.dorset.sch.uk

Jigsaw Flagship Action Plan



School: Sixpenny Handley First School

Flagship Lead: Mrs Rachael Hampshire


Plan commences: 8th December 2019

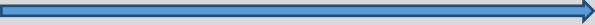
Area for development	What we want to achieve: the outcome (SMART targets)	Action steps	Who is responsible	Completed by...
1. To work on a shared project with Heath Academy Trust Schools, involving key groups of children. Use this as a starting point to develop PSHE/Jigsaw network meetings within our Trust and local area.	- A shared approach to Jigsaw learning and for the children to experience and explore new skills in a team approach. - For Jigsaw/PSHE leads to be able to work together to explore next steps and the impact of Jigsaw learning on our children and schools. -The beginning of a shared approach across a group of schools where we can learn from and support each other, both children and staff.	a. Contact to be made with HAT schools and an invitation to be sent for a pupil group and the Jigsaw/PSHE lead to join us for a shared project	a. RRS Ambassadors and RH	Begin Spring Term 1 and then ongoing
		b. From this initial project, regular meetings to be set up in order for staff to look at next steps and focus on Jigsaw learning and experiences. Extended to attending local hub meetings.	b. RH and staff from HAT schools Sarah Brough re: local hub meetings	Spring Term
		c. RRS group to take the lead in contacting the other schools and to design a shared activity together that can be focussed on, for example, UNICEF Day for Change.	c. RRS ambassadors and RH	Begin Spring Term 1 and then ongoing
2. To become part of a Jigsaw cluster group on the British Council Connecting Classrooms Project.	-To develop our Global links and allow our children to have rich experiences with schools around the world. -To develop real life international links and shared experiences of global issues, allowing the children to learn from one another.	a. Interest expressed and Sixpenny put forward to be part of the Connecting Classrooms project.	a. RH	Novemeber 2019
		b. To keep up to date with communications with regards to implemtnation of this group.	b. RH	Ongoing
		c. To ensure that all staff at school are fully aware of and involved in this journey through staff meeting updates.	c. RH and all staff	Ongoing
3. To continue to develop a robust recording and assessment process in	- PSHE to be tracked using new whole school Classroom Monitor Package and in line with curriculum assessments across	a. INSET/Staff meeting time in January to explore new tracking on Classroom Monitor. Staff to begin tracking each child. RH to email to set this tracking up.	a. RH and all staff	Spring Term 1 - 2019

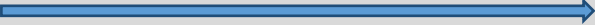
PSHE (Jigsaw) working in connection with the curriculum focus on our School Development Plan.	the school - 'My Learning Journey at Sixpenny Handley' files to be created for each child to contain personal reflections/Celebrations and Jigsaw self assessments. - Regular focus on PSHE as part of whole school assessment discussions and monitored by Jigsaw Lead.	b. INSET/Staff meeting time in January to launch Journey files and to set these up for all children. All staff to be clear about purpose and use.	b. RH and all staff	Spring Term 1 – 2019
		c. Tracking to be monitored termly alongside tracking meetings and RH to have an overview of the progress that is being made in each year group in PSHE. NCT to focus on groups/individuals as necessary and discuss strategies and interventions with appropriate staff.	c. RH	Ongoing Termly
3. To continue to develop our REST work at Sixpenny and look at intervention and impact strategies following assessments.	- Groups to be identified following termly assessments and intervention strategies to be in place across the school. - Individual tracking of all children to continue at the beginning of each term and to be monitored by RH in order to identify key groups. -Regular staff meetings to ensure that Resilience is being discussed and approaches/developments discussed by all staff.	a.RH to provide staff with termly analysis of tracking that has taken place and to identify key groups to be focussed upon for the term.	a. RH	Ongoing
		b. Strategies to be shared and discussed in staff meeting and then RH to monitor impact and interventions.	b.All staff	Ongoing
		c.Resilience to become part of reporting procedures and parents to be aware of interventions and their purpose as and when children are focussed on but also as part of school communications, eg. website, newsletters etc.	c.All staff	Ongoing

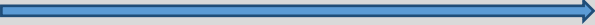
Jigsaw Whole-School Audit Tool

This Tool is a guide to help schools work towards maximising the impact of Jigsaw Programmes. Schools are free to tailor it to their needs and enhance it to show their progress etc.

Where we are now	Steps towards where we want to be 						Fully implemented Jigsaw
<p>We struggle to find dedicated PSHE (Jigsaw) time.</p>	<p>Some classes are using Jigsaw weekly. Make the case for dedicated curriculum time. Is there a staff training need?</p>		<p>Jigsaw is now being taught in each class but we don't always get to the end of every lesson plan. Make a case for increasing dedicated curriculum time.</p>		<p>Full Jigsaw lesson plans are being taught each week in every class.</p>		<p>All aspects of Jigsaw lessons are taught weekly in each class.</p>
<p>Suggested actions(action plan) to move forward:</p> <ul style="list-style-type: none"> • Run a staff meeting to discuss the implementation of Jigsaw and listen to feedback from class teachers and SLT. • Jigsaw subject lead monitors implementation of Jigsaw in each class e.g. through discussions with class teachers, learning walks, sampling children's Jigsaw Journals. • Run staff training using materials available on the Jigsaw Community website or through dedicated INSET using a Jigsaw Consultant. • Visit other local schools who use Jigsaw to see best practice around implementation of the programme. 							
<p>We don't know what to record and assess in PSHE (Jigsaw).</p>	<p>In some classes children are using Jigsaw Journals and the formative assessment opportunities written into Jigsaw lesson plans.</p>	<p>All classes are using Jigsaw Journals and the formative assessment opportunities, but this is not always routinely done in each lesson.</p>	<p>Jigsaw Journals and formative assessment activities are being used routinely in each class in each Jigsaw lesson. Children are starting to self-assess their learning.</p>	<p>In some classes children's progress is being summatively assessed, tracked and recorded using Jigsaw's Puzzle Attainment Descriptors(Working towards/at/beyond). Children are self-assessing their progress.</p>	<p>In all classes children's progress is being summatively assessed, tracked and recorded using Jigsaw's Puzzle Attainment Descriptors (Working towards/at/beyond). Children self-assess. Progress is reported to parents/carers.</p>	<p>The Jigsaw subject lead routinely samples children's learning and has an overview of children's progress in each class.</p>	<p>Children are using their Jigsaw Journals to collect work and reflect on their learning. Teachers are using a combination of their own observations/notes, children's formative assessments, children's Jigsaw Journals and the summative assessment tasks (written into Jigsaw), to track pupil progress across the year. This ultimately builds into a record of each child's learning in PSHE across the Primary phase which is reported to parents/carers.</p>
<p>Suggested actions (action plan) to move forward:</p> <ul style="list-style-type: none"> • Hold a staff meeting to engage/remind about the formative and summative assessment opportunities within Jigsaw and the use of the Jigsaw Journal. • Agree a consistent practice across the schools with regard to tracking and assessing pupil learning in Jigsaw and reporting to parents/carers. • Subject lead agrees a schedule of monitoring and sampling of children's learning in Jigsaw with staff and SLT 							

Where we are now	Steps towards where we want to be 						Fully implemented Jigsaw
<p>We have not embedded Jigsaw's whole-school approach. Mindfulness philosophy and practice is not yet fully understood or implemented by the whole staff. We need to look at how Jigsaw's whole-school approach can be used to support our pupils at transition and also those children who need additional social and emotional support.</p>	<p>Each Jigsaw Puzzle is introduced using the whole-school assembly and song. The school has shared Jigsaw with parents/carers, e.g. by holding an information session for parents on RSE (Relationships and Sex Education).</p>	<p>Jigsaw Weekly Celebration scrolls are being used each week and celebrated in class/whole school.</p>	<p>The whole school has contributed to at least one End of Puzzle Outcome. At transition points the Jigsaw subject lead or relevant class teachers liaise with partner school(s) to discuss what children have covered in Jigsaw lessons and pass on any pupil records.</p>	<p>The school routinely use the End of Puzzle Outcomes to celebrate the children's learning in Jigsaw. The school has celebrated its use of Jigsaw by adding a Success Story to the Jigsaw website.</p>	<p>The school understands the importance and relevance of mindfulness and gives this priority within Jigsaw work and across the school. The school is implementing the Jigsaw Families Programme for individual children in need of additional support. The school is utilising the Jigsaw Resilience and Engagement Scale and Toolkit (REST) to discuss individual children's resilience and provide additional support as necessary.</p>	<p>The school has built upon Jigsaw's whole-school approach, taking ownership and extending it beyond the suite of Jigsaw Programmes.</p>	<p>Jigsaw is embedded in the whole-school approach. The whole school understands and practises mindfulness. Jigsaw supports appropriate school interventions for pupils requiring additional support. Jigsaw is used to support transition of all pupils.</p>
<p>Suggested actions (action plan) to move forward:</p> <ul style="list-style-type: none"> • Hold a staff meeting to engage/remind about different aspects of the Whole School Approach and agree a stepped/phased implementation, including mindfulness philosophy and practice. • Hold parent/carer consultation events as appropriate. • Make information available for parents/carers using documents that have been written for this purpose on the Jigsaw Community website. • Schedule information sharing with partner schools/settings at pupil transition points. • Download and submit a Jigsaw Success Story (details can be found on the Jigsaw website). • Extend the school's Jigsaw provision by implementing the Jigsaw REST/Jigsaw Families Programmes. • Participate in additional Jigsaw activities, e.g. competitions and projects advertised via the Jigsaw website. • Develop your own Jigsaw-related projects and activities (see Success Stories on the Jigsaw website for inspiration and ideas). 							

Where we are now	Steps towards where we want to be 						Fully implemented Jigsaw
<p>PSHE (Jigsaw) needs more recognition by staff and leadership.</p>	<p>Teaching staff have received training about using Jigsaw effectively (this may be in-house or by a Jigsaw Consultant). The school has an up-to-date PSHE/SMSC/RSE and safeguarding policy that reflects Jigsaw's contribution. The Jigsaw subject lead is sufficiently confident and knowledgeable to lead Jigsaw in the setting.</p>	<p>Jigsaw work is regularly celebrated and shared. This may be through displays, assemblies or using the End of Puzzle Outcomes. The school has an up-to-date PSHE/SMSC/RSE and safeguarding policy that reflects Jigsaw's contribution.</p>	<p>The school links Jigsaw to other high-profile campaigns/school initiatives such as Child Mental Health Week or National Anti-Bullying Week.</p>	<p>The Jigsaw subject lead monitors Jigsaw across the school, supports staff and reports to SLT and governors.</p>	<p>The school offers regular PSHE-/Jigsaw-specific training or information sessions for staff, parents/carers and governors; this may be in-house or by a Jigsaw Consultant.</p> <p>Jigsaw work is in the school development plan.</p>	<p>The school makes links with other schools in their cluster/locality to network and share best practice in Jigsaw/PSHE. The school uses Jigsaw pupil work, assessments and pupil progress alongside relevant Jigsaw articles from the Jigsaw website, to produce evidence bundles which demonstrate key Ofsted/Inspection criteria, e.g. Supporting Children's Mental Health, Safeguarding, British Values, Prevent, Anti-bullying, SMSC. Jigsaw work is integral to school development plan. There is a development plan for Jigsaw work, and the relevant staff members are aware of it.</p>	<p>Jigsaw is understood and valued by staff and leadership, including how it contributes to whole-school development and raising standards, how it enhances the culture and ethos of the school and helps evidence key agendas such as safeguarding, Personal Development and Well-being, pupil mental health, etc.</p>
<p>Suggested actions (action plan) to move forward:</p> <ul style="list-style-type: none"> • Book staff and/or Jigsaw subject lead on to relevant training with a Jigsaw Consultant. • Jigsaw subject lead to coordinate a staff meeting using Jigsaw training materials from the Jigsaw Community web pages. • Schedule time to update relevant policies (sample PSHE policy template available on Jigsaw Community pages). • Jigsaw subject lead/teaching staff visit/ liaise with other schools/settings implementing Jigsaw to share best practice e.g. with a Jigsaw Flagship school. • Jigsaw subject lead to review Success Stories on Jigsaw website. • School makes a commitment to embrace the Jigsaw whole-school approach, including mindfulness, and celebrate children's learning, for example, through the End of Puzzle Outcomes. • School identifies relevant national and local campaigns and initiatives that link with Jigsaw work and use these to further the children's experiences within Jigsaw. • Jigsaw subject lead presents to Parents/carers and/or/Governors about the children's Jigsaw learning. • School contributes to or coordinates dissemination of best practice in PSHE including examples from children's Jigsaw learning. • Jigsaw subject lead and SLT to prepare a portfolio of evidence to support key teaching and learning agendas and to evidence the school's ethos and culture utilising children's learning within PSHE. 							

Where we are now	Steps towards where we want to be 				Fully implemented Jigsaw
<p>Our Relationship and Sex Education (RSE) needs updating within school.</p>	<p>Staff have received training to teach the Relationships and Changing Me Puzzles, either in-house or via a Jigsaw Consultant.</p>	<p>All class teachers are teaching confidently the Relationships and Changing Me lessons. (If Jigsaw is devolved to PPA cover staff then class teachers should be fully aware of the content so can answer children's questions and support their learning effectively.)</p>	<p>School has updated its RSE policy to reflect Jigsaw and national requirements. (Sample policy template available on Jigsaw website.)</p>	<p>School is providing information about Jigsaw's Relationships and Changing Me lessons for parents/carers. This may be through a dedicated information session using staff and/or a Jigsaw Consultant. Details can also be given in the form of information leaflets, such as those available on the Jigsaw Community website.</p>	<p>The school has a co-ordinated approach to Relationships and Sex Education in partnership with parents/carers, in line with national requirements.</p>
<p>Suggested actions (action plan) to move forward:</p> <ul style="list-style-type: none"> • Book staff and/or Jigsaw subject lead on to relevant training with a Jigsaw Consultant. • Jigsaw subject lead to coordinate a staff meeting using Jigsaw training materials from the Jigsaw Community web pages to support staff to deliver Relationships and Changing Me Puzzles (units). • Schedule time to update RSE policy (sample PSHE policy template available on Jigsaw Community pages). • Planned parent/carer information sessions. 					