

School Development Priorities 2020-21

Many priorities for this year are continuing from 2019/20 as unfortunately our school was partially closed from the end of March 2020 due to Covid-19. In addition, we are focusing on the development of our PSHE curriculum, including pupil mental health and well-being and RSE. We are also focus on accelerating pupil progress through our 'Catch up' curriculum.

To continue to audit and review our 'Curriculum Offer' throughout EYFS, KS1 and KS2.

We are continuing to focus on developing our school curriculum further ensuring that:

- School 'Curriculum Drivers' are reviewed and are fully integrated throughout the curriculum
- There is provision of a broad and balanced curriculum which is rich and varied for all pupils
- Curriculum mapping is reviewed to ensure that cross-curricular links are maximised
- To ensure skill progression across all year groups in school for all subject areas
- To review assessment in all Foundation subject areas.

To accelerate progress for all pupils through the implementation of our 'Catch up' curriculum.

We are focusing on addressing any gaps in learning that may have arisen through Covid-19 by:

- Reviewing and adapting our assessment and reporting of pupil attainment and progress
- Utilising high quality resources including intervention packages to support and accelerate learning for all pupils with a focus on English and maths skills

To maintain improvement in attainment in English Grammar Punctuation and Spelling outcomes at the end of KS2 and throughout the school and to apply these skills in writing in other subject areas and to continue to further develop reading throughout school.

- To continue to increase the opportunities for children to write at length in subjects other than English and for attainment to be in line with those achieved in English
- We are continuing to focus on attainment in Spelling outcomes throughout the school in reaction to age-related expectations
- To continue to maintain a heightened focus on reading throughout the school
- To strive to continue with the improvement areas focused on over the past two years with regard to children achieving age-related expectations or better
- To improve phonics outcomes at Year 1

To continue to improve attainment in mathematics and progress throughout KS2.

- To continue to focus on and improve arithmetic and reasoning skills throughout the school
- To embed the Mastery for Maths approach throughout the whole school
- To develop fluency throughout school, focusing particularly on times tables
- To continue to develop assessment materials

To further develop provision in the EYFS.

- To continue to focus on mark making
- To focus on the development of mathematics (number) so that outcomes are in line with national
- To develop and use more extensively the outside learning area
- To participate in the EYFS Early Adopter Framework for the EYFS from September 2020 to August 2021
- To participate in the new EYFS Baseline Assessment for pupils in Reception
- To begin to use Tapestry for all pupils in the EYFS as a tool for recording achievement and assessment

To continue to develop the impact of Collective Worship and developing the RE curriculum further.

- To continue to explore ways in which we can develop the impact of Collective Worship for children and the wider school community
 - For pupils to be more involved in planning and leading worship
 - For governors to monitor the distinctive Christian ethos of our school
 - To develop our mission statement rooted in Biblical teaching
 - To review our core values
 - To develop spirituality throughout school through opportunities provided
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- To continue to review the long-term plans for RE
 - To refine progression further throughout KS1 and KS2
 - To review assessment in RE

To continue to embed the role of middle leaders and subject leaders.

To continue to develop the role of Middle Leaders within school and to provide opportunities for Subject Leaders to develop their roles more widely:

- Middle leaders to share good practice through peer observation, drop-ins, co-coaching, discussing findings at PDMs, using PDMs to share updates and to model best practice
- For Middle Leaders and Subject Leaders to continue to take more responsibility for monitoring subject areas of special interest through planning and book scrutinies, pupil discussions, learning walks, drop-ins and observations
- For Middle Leaders and Subject Leaders to work in collaboration with another setting to focus on the development of pedagogy and practice

To develop our PSHE curriculum including provision for RSE.

- To review and audit current provision
- To identify pupil needs
- To review and refresh curriculum design