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| **Overview of Key Stage 1 Priorities** |
| * To raise attainment in Writing and the number of pupils achieving GDS. * To raise attainment in Reading and Phonics across KS1, raising percentage of pupils passing Phonics Screening Check. * To strengthen communication with parents to build on links between home and school learning. * To work collaboratively with EYFS staff to discuss assessments at the end of F2 and to bridge the gap between the EYFS and Year 1 curriculum. * To increase and nurture resilience to setbacks and foster pride in their achievements * To extend the curriculum offer beyond academia in order to broaden interests and talents. |

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| **Overview of Lower Key Stage 2 Priorities** |
| * To raise attainment in Reading and Writing across LKS2, ensuring all children make good progress. * To deliver Little Wandle Rapid Catch- Up sessions, to support our lowest readers who still have gaps in Phonic knowledge. * To continue to increase engagement in reading at home by promoting a love of reading and emphasising its importance. * To improve fluency of key facts and times tables in Maths. * To ensure that behaviour is well managed throughout the phase and expectations are of a consistently of a high standard. * To ensure the personal development of all pupils is of a highest priority. |

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| **Overview of Upper Key Stage 2 Priorities** |
| * To maintain exit attainment in Reading, Writing and Maths ensuring all children, including SEND, make good progress and attain or exceed their end of year targets. * To increase the number of pupils achieving GD in Writing. * To ensure the writing curriculum is embedded and that all children are exposed to a wide range of writing opportunities throughout the curriculum. * To continue to emphasise the importance of Reading and maintain/increase engagement in Reading at home. * To ensure that behaviour is well managed throughout the phase and expectations are of a consistently of a high standard. * To ensure that Google Classroom is used effectively by all teachers in order to achieve 24/7 learning. |
| **Overview of EYFS Priorities** |
| * To improve outcomes for all children in Communication and Language * To improve outcomes for all children Writing * To improve outcomes for all children in Reading * To improve outcomes for all children Maths * To strengthen parental engagement and involvement |

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| **Overview of Safeguarding Priorities** |
| * To continue to improve and develop staff knowledge and understanding of their Safeguarding obligations through the provision of regular training and update * To ensure that the systems of reporting, recording, and filing are consistent throughout the Federation using CPOMS (Child Protection and Online Management of Safeguarding) * To implement a more robust and meaningful system of Supervision as part of the Safeguarding Supervision process * To ensure that appropriate filtering and monitoring systems are in place and that all staff understand their roles and responsibilities * To develop, maintain and monitor portfolios of evidence of safeguarding and the procedures followed. * Staff wellbeing is actively considered and supported |

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| **Overview of SEND Priorities** |
| * Leadership and management builds capacity in the SEND team and across the school, driven by the principle that inclusion is everyone’s responsibility * All pupils, including those with identified SEND have aspirational targets which are regularly reviewed and monitored * To ensure all steps are in place to achieve maximum progress for all pupils with identified SEND |

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| **Overview of Assessment Priorities** |
| * All staff are confident in making attainment judgements including accurate assessments for SEND pupils * Reception teachers use Arbor assessments in line with the federation * Use Arbor to unpick data focusing on the key groups * Use data to facilitate positive change regarding curriculum delivery |