

Development Priorities 1st April 2023 to March 31st 2024

Quality of Teaching and Learning	English and Mathematics	<p>E1: Improve standards of teaching and learning and raise outcomes in Reading</p> <ul style="list-style-type: none"> Embed rigorous and robust phonics teaching (FFT Success For All Phonics introduced in September 2022) to continue the development of early reading skills in Nursery, Reception, Year 1 and beyond Ensure robust systems are implemented consistently to enable the lowest 20% of children in KS2 and children with SEND to reach age related expectations in reading
		<p>E2: Improve standards of teaching and learning and raise outcomes in Writing</p> <ul style="list-style-type: none"> Ensure English planning and subsequent teaching provides appropriate challenge and support for all pupils Further develop the accuracy of assessment of writing through the use of writing assessment criteria grids, year group writing exemplification materials, writing standards files and regular moderation meetings
		<p>M1: Improve standards of teaching and learning and raise outcomes in Mathematics</p> <ul style="list-style-type: none"> Ensure Mathematics planning and subsequent teaching provides appropriate challenge and support for all pupils
	Curriculum	<p>C1: Teachers adapt learning activities to accurately reflect what pupils know</p> <ul style="list-style-type: none"> Ensure that all staff make timely and effective use of assessment information to adapt learning across the curriculum (includes assessment of Reading, Writing and Mathematics) <p>C2: Improve curriculum offer in Music and MFL – French.</p> <p>C3: Refine previously reviewed subject areas to ensure the planned curriculum reflects the most important key skills, knowledge and vocabulary in each curriculum area</p> <p>C4: Ensure the EYFS curriculum feeds into and lays the foundations for learning in the foundation subjects</p>
	EYFS	<p>EYFS 1: Develop the outdoor learning environment to maximise learning opportunities for all pupils</p> <p>EYFS 2: Further develop opportunities for parental engagement, particularly in Nursery</p> <p>EYFS 3: Embed rigorous and robust phonics teaching (FFT Success For All Phonics introduced in September 2022) to continue the development of early reading and writing skills in Nursery and Reception</p>
Personal Development, Behaviour and Welfare		<p>PD1: Build upon ‘Step On’ training, update Federation behaviour management policy and ensure that a consistent approach to behaviour management is used across the Federation</p> <p>PD2: Improve provision and outcomes for vulnerable groups</p> <ul style="list-style-type: none"> Ensure effective deployment of resources (teaching assistants, intervention programmes, enrichment opportunities) and planned provision taking place in the classroom is well matched to and has a positive impact on pupil well-being and academic progress <p>PD3: Reduce barriers to pupils accessing the wider curricula experiences on offer</p> <ul style="list-style-type: none"> Leaders to ensure the equity of access arrangements that are in place are effective
Leadership and Management		<p>L1: Maintain rigorous safeguarding and child protection records</p> <ul style="list-style-type: none"> Information about pupils is shared appropriately with relevant personnel and outside agencies so timely action can be taken to safeguard pupils Ensure that records contain details of all concerns, however minor <p>L2: Support staff to plan and implement appropriate provision for individual pupils in line with the updated behaviour management policy</p> <p>L3: Leaders ensure that all staff make effective use of assessment information to adapt learning across the curriculum for all pupils</p> <ul style="list-style-type: none"> Rigorously monitor the effectiveness and impact of assessment information upon pupil progress Leaders, including English and Mathematics subject leaders, to be explicit about expectations for supporting the lowest 20% of pupils <p>L4: Governors to seek out opportunities to check upon the work of the Federation</p>
<p>Our Equality Objectives are:</p> <ol style="list-style-type: none"> To review our behaviour approaches to ensure that there is a shared approach that is adopted and put into practice by all; To encourage all school stakeholders to be part of leadership at all levels within our schools, by further developing ‘Leader in Me’; Through the taught and the wider curriculum, provide opportunities to value the contribution of those who may represent the 9 protected characteristics; To continue to equip the school buildings to promote accessibility; To narrow the gap in progress between differing socio-economic groups; To address areas of under-representation within the school workforce and on the Governing Body. 		
<p>Action Points = link to areas for development identified on Queen Emma Ofsted Report (October 2022)</p>		