

Priority 1 – Reading: raise the bar and expand minds

Further develop confidence in teaching phonics with an emphasis on using and applying.

Closely monitor progress in early reading and phonics, adjusting provision to address gaps in learning

Give children opportunities to demonstrate higher-level phonics skills through the curriculum offer in EYFS/Year 1

All staff to be confident in teaching phonics in line with new phonics resources (Phonics Bug)

Continue to work with the English Hub to ensure high quality phonics and reading progression

Parents to be involved and knowledgeable about the importance of phonics and reading and engagement in Phonics Bug and home reading is strong

Teachers able to plan more opportunities to work at exceeding and greater depth, using and applying phonic skills.

Teachers able to plan challenging and engaging activities to secure phonic knowledge in EYFS and KS1

Teaching of reading to be structured and challenging.

A wide and varied diet is provided of suitable texts for children linked to foundation subjects to allow them to access the breadth of the curriculum.

To read aloud to children every day, sharing stories

Priority 2 – Embed the recent changes to the curriculum and teaching in the Early Years and Year 1: Positive Start, Positive Outcomes

Early Years provision to place a strong emphasis on language development and early reading to improve children's communication and language skills throughout school.

Speech and Language Therapist to actively support an understanding of communication and speech and language and communication needs in all staff.

All staff to develop a deeper understanding of language acquisition and an understanding of SLCN for children with long term needs and language delay.

All staff to implement a range of strategies to support communication across school.

Parents made aware of the importance of communication skills and further enabled to support their children in developing these important life skills.

In EYFS improve the achievement of children who enter school with relatively high levels of ability and fewer barriers to learning – enabling some children to 'exceed' the age-related expectations at the end of the EYFS.

To improve the outcomes in communication and language and extend children's vocabulary.

Training for all support staff around SLCN

Training for staff around EAL

To ensure that all children achieve strongly across the areas of learning.

Priority 3-Embed the school's irresistible curriculum: deliver a challenging and engaging curriculum

Create natural links between subjects that link to prior knowledge.

Clear sequencing and progression of knowledge through the school and Key learning skills in place.

A focus on depth of learning that is relevant to our children and community

Be ambitious in terms of content, concepts and vocabulary.

Opportunities for fieldwork and learning outside of the classroom where possible

Support children to use the language of historians, geographers, scientists etc.

Ensure that the curriculum is organised and taught consistently well in all subjects and classes.

Priority 4- Embed the culture and ethos of the school so that the vision for the school is clearly communicated and shaped by the school and wider community

The school vision is re-visited and re-shaped with involvement from the school community

The school's Christian distinctiveness is central to the vision for the school

The vision for the school is shared and clearly communicated

The school's positive approach to behaviour is maintained and consistently applied

Provision is in place to support the mental health and wellbeing of staff and pupils

School Development Plan 2021-2022

