

Quality of Education

Ensure all children leave KS1 as fluent, confident readers and writers	Ensure all children know more and remember more	Increased number of children achieve greater depth in maths Increased number of children are secure with their multiplication facts by the end of Year 4
<p>Actions:</p> <ul style="list-style-type: none"> Teach phonics, reading and writing through Read, Write, Inc. <i>Read, Write, Inc. is a popular and successful programme. Your child will learn to read in a very simple way. He or she will learn to:</i> <ol style="list-style-type: none"> 1. Read letters by their 'sounds' 2. Blend these sounds into words 3. Read the words in a story Staff receive expert training and specialist support to deliver high quality phonics lessons. Purchase high quality RWI resources to support your child in their learning. Develop reading partnerships with parents so that children take home high quality books and read with their parents at least 3 times a week. Expert staff to deliver fast track tutoring to ensure that no child is left behind in reading. High quality, interesting stories from Pie Corbett's reading spine shared daily with children. 	<p>Actions:</p> <ul style="list-style-type: none"> Respond to Covid-19 through creating curriculum efficiency Staff receive high quality CPD in metacognition and retrieval practice (<i>actively teaching children strategies that promote independence, confidence and improved memory ensuring that children are successful and remember more over time</i>) Implement daily retrieval practice (<i>children have the opportunity to recall previous knowledge and remember long term the content they have been taught</i>) Implement Metacognition (<i>knowing how they can use what they already know to help them be successful</i>) Identify key knowledge and concepts which require further teaching Implement programme of high quality trips, visits and curriculum enrichment 	<p>Actions:</p> <ul style="list-style-type: none"> Implement daily fluency sessions for all children, <i>a session where children are able to recall the key addition, subtraction, multiplication and division facts mentally as appropriate for their age.</i> Work in partnership with parents to enable children to learn and practise their number bonds and multiplication facts at home through key cards. Continue with daily 5 minute maths, to revise prior learning and to ensure children are secure and confident in arithmetic

Behaviours & Attitudes

Children understand their rights, know their entitlements and support others to their entitlements.	All children are proud of their school and community
<p>Actions:</p> <ul style="list-style-type: none"> Link children's rights to our current school values and learning behaviours Teach children where they have rights they also have responsibility to others 	<p>Actions:</p> <ul style="list-style-type: none"> Hold community assemblies to promote the local community and build community engagement and awareness Take regular trips to our local community to understand our history and shared identity. Hold celebration assemblies and community events to promote and celebrate cultural diversity in our community. Care for the local environment by engaging with community groups e.g. parks trust rangers

Personal Development

Children help, give and work with others raising self worth and positivity	The curriculum extends beyond the academic to provide children with opportunities to develop as a whole child.	High quality intervention raises self esteem and confidence in children in response to Covid-19
<p>Actions:</p> <ul style="list-style-type: none"> Implement 'Big Dreams and Big Hearts' (<i>These are unique experiences that build a childhood</i>) <ul style="list-style-type: none"> o 'Big Hearts' - working in our community to support others e.g. carol singing for residents in the retirement home, litter picking in the park, charity bring and buy sale for Age UK. o 'Big Dreams' - experiences that build a childhood e.g. a day working on a farm, a day in the woods with a picnic and dog walking, fly a kite, a day on the beach finding a shell 	<p>Actions:</p> <ul style="list-style-type: none"> Invite community volunteers in to share skills with the children and provide additional high-quality enrichment opportunities during curriculum enrichment times e.g. knitting, magic, karate, cooking, park rangers, reading in the library 	<p>Actions:</p> <ul style="list-style-type: none"> Introduce Kaleidoscope into the school, a programme to support children's mental health and well-being. Appoint Level 3 Forest School leader to run our forest schools offer. Recruit therapy dogs to become part of our school family.

Leadership & Management

Early Years

<p>Subject Leaders ensure good outcomes for their subjects</p> <p>Actions:</p> <ul style="list-style-type: none"> Subject leaders continue to promote and celebrate their subject around the school. Subject leaders develop their subject specific rooms ensuring children have access to the highest quality resources. Subject leaders are expert practitioners and share best practice. Subject leaders coach, mentor and support their peers. 	<p>High quality continuous provision deeply engages all children. Supporting predictable interests, developmental schemas and innate curiosity, ensuring children achieve well against early learning goals.</p> <p>Actions:</p> <ul style="list-style-type: none"> Design and create a new outdoors learning environment that stimulates curiosity and investigation Plan enhanced continuous provision linked to Early Excellence Development Model - opportunity, familiarity, real experiences, time, choice, intellectual contexts, engagement, sufficiency, consolidation, challenge. Renovate and regenerate an indoor foundation space to be proud of ensuring that, the environment is inviting, attractive and engaging.
<p>Trustees support and challenge leaders, having a clear and strategic understanding of the school.</p> <p>Actions:</p> <ul style="list-style-type: none"> Leaders work in conjunction with TOVE learning trust, seeking expert support and challenge when needed Members of the trust and governors play an active part in the school community 	