

	Targets for 2021/2	Lead
English	<p>Phonics The school has a consistent and robust system for teaching synthetic phonics in EYFS and Year 1 which is designed to benefit the lowest 20% of learners.</p> <p>There is a clear and planned response to address the needs for children not meeting the phonics screening check in Year 1 and Year 2.</p> <p>All staff have received CPD on the delivery of phonics and as a result the teaching of phonics uses a consistent and effective approach, which is continued throughout Key Stage 2 to support the teaching and learning of spelling.</p>	JW (with NK)
	<p>Reading The reading curriculum is sequenced from EYFS to Year 6, showing skills and knowledge progression both between and within years. Learning builds on prior learning and provides a basis for future learning in all subjects.</p> <p>The curriculum is designed to benefit the lowest 20% of learners.</p> <p>The Word Aware approach has been rolled out school-wide and has a demonstrable impact on children's reading progress.</p> <p>A rich and varied diet of reading experiences contributes to children developing a love of reading.</p> <p>All curriculum staff have received CPD on hearing children read and as a result can use 1:1, group or class reading sessions to enable children to make progress.</p> <p>Children's reading books in KS1 are closely matched to their phonics ability; as a result children feel successful and enjoy reading.</p> <p>Core texts used to deliver the English Curriculum are carefully selected by the subject leader to offer systematic progression and curriculum coverage, whilst enabling children to make links with other areas of learning.</p> <p>All teachers read to the class, every day.</p>	EM (with NK)
	<p>Writing The writing curriculum is sequenced from EYFS to Year 6, showing skills and knowledge progression both between and within years. Learning builds on prior learning and provides a basis for future learning in all subjects.</p> <p>The curriculum is designed to benefit the lowest 20% of learners.</p> <p>The checklist system increases children's independence at evaluating and editing their own writing to achieve age-related expectations.</p>	EM (with NK)
Maths	<p>Assessment Assessment in maths focuses on how well children have learned our specific curriculum</p> <p>Times Tables</p>	SL

	Children at the end of Year 4 perform well compared with children nationally in the Times Tables Check	
Wider Curriculum	<p>Curriculum Subject leaders have planned how the wider curriculum is sequenced from EYFS to Year 6, showing skills and knowledge progression both between and within years. Learning builds on prior learning and provides a basis for future learning in all subjects.</p> <p>The curriculum is designed to benefit the lowest 20% of learners, including a strong focus on developing vocabulary using the Word Aware approach.</p> <p>Curriculum planning is clear and consistent between subjects and as a result it is easy to follow and understand how a child's learning journey enables them to achieve the National Curriculum in its entirety, including the overarching aims.</p> <p>Monitoring of the curriculum has a strong focus on what has gone into children's long term memories and how well it has been understood.</p>	EM
	<p>Early Years School adopts the Development Matters Curriculum for Early Years and this is successfully implemented.</p>	JW
Wider development	<p>Children's mental and physical health The amount of time children spend during the school day being physically active and being outdoors has increased.</p> <p>Absence or barriers to learning due to mental health (such as anxiety or attachment issues) are reduced</p>	RD
	<p>SMSC Assemblies specifically and explicitly teach children about bullying, racism, cyber-bullying and other forms of peer-on-peer abuse. As a result, children have a good understanding of these issues and are confident of how to respond and how the school will respond. Incidents in school remain low.</p> <p>All staff can articulate how the curriculum promotes pupils' social, moral, spiritual and cultural development.</p>	EM/JW HH (TAs)
	<p>Inclusion Begin programme of classroom renovation towards an inclusive environment. Year four is a finished example of our planned classroom renovations, and other classes adapt as far as possible without major renovations to reflect an inclusive approach.</p> <p>Curriculum development is specific in how it will meet the needs of the lowest 20% of learners in all subjects by building on prior learning using familiar concepts, including through the use of the Word Aware approach.</p> <p>There is a clear and specific programme of intervention detailing how children will be supported to 'Keep up not catch up' in core subjects at all stages.</p>	HH
CPD	<p>CPD A good programme of CPD is linked to the school's developmental priorities and has demonstrable impact.</p> <p>Leadership have undertaken diversity training and considered how this will impact the wider school community.</p> <p>There are clear career pathways for staff at all levels, which include CPD</p>	EM/JW with SB (admin) and HH (TAs)