

Key Priorities 2019-20

SDP Priorities

- To develop leaders at all levels
- To further scrutinise spending in order to introduce savings and efficiencies
- To develop work with agencies and the community to ensure that health and wellbeing of all pupils and families is a key focus
- To improve the progress of middle and higher prior attainers in reading

Federation Priorities

- To improve attendance so that all schools are at least in the top 50%, with all schools working towards being in the top 30% of schools nationally
- To review the business functions of the expanded federation and teaching schools
- To continue the development of governance systems
- To secure the best standards of attainment and progress in each Federation school to ensure all federation schools are committed to sustainable practices and include sustainability as part of their curriculum offer and daily practice with pupils

Subject Priorities

Maths- **Jo Stonehouse**

- To fully align assessment at all levels with the blocked curriculum and to evaluate efficacy
- To embed mastery teaching to support appropriate differentiation, scaffolding and starting points for children at all levels
- To train support staff to deliver key focussed interventions to ensure that all children have specific teaching to address gaps

Writing- **Sam Dorney** (mentor: **Jo Stonehouse**)

- To embed strategies for peer and self assessment
- To review and refine target setting routines to ensure they are purposeful
- To investigate, trial and implement appropriate self and peer assessment in KS1

Computing- **Sheena Khangura** (interim leader)

- To attain ICT quality mark
- To develop pupils' computing vocabulary; identify key vocabulary for each year group and embed in practice

Art and Design Technology- **Coco Matthews** (mentor: **Jo Stonehouse**)

- To embed consistent quality in whole class provision
- To refine the use of sketch books to ensure that they show development and exploration of skills

Music- **Geraldine McKewan** (mentor: **Sheena Khangura**)

- To increase opportunities for specialist provision
- To develop school choirs for all age groups
- To ensure that there are regular opportunities for pupils to perform and share with parents and staff

Modern Foreign Languages-Helena Gonzalez (mentor: Janet Taylor)

- To audit staff capability and confidence in MfL in light of Erasmus + training and support
- To Ensure teachers are incorporating integrated language teaching into their repertoire

PE and Games-Rob Goldsbrough (mentor: Janet Taylor)

- To achieve the School Games Sports Mark award
- To increase participation by developing intra-school competitive games
- To ensure that the curriculum is in line with competitions at federation and borough level and that staff are supported in developing their teaching skills in PE and Games

Reading- Gamze Uysal (mentor: Jo Stonehouse)

- To ensure Test Its for MA and HA children reflect the full range of content domains in order to challenge MA and HA readers.
- To showcase poetry, plays and non-fiction in class in order to support children to make wider choices
- To support key groups of pupils and parents with effective home reading through workshops and focus events

PHSE- Jade Williams (mentor: Sheena Khangura)

- To introduce “Time to Talk”
- To introduce regular meditation sessions and develop staff skills and understanding
- To ensure that pupils and families are aware of what constitutes a healthy diet

Curriculum-Sam Dorney (mentor: Jo Stonehouse)

- To monitor the impact of knowledge organisers
- To review and refine assessment within the Science and the foundation curriculum
- To refine the geography curriculum to include conceptual knowledge strands and related assessment in line with Science and History

Phonics and Early Reading- Sarah Peiffer (mentor: Rachel Smith)

- To ensure that all new staff are inducted and that CPD opportunities are in place to support the teaching of early reading and phonics
- To provide workshops to support parents in teaching reading and phonics at home
- To evaluate reading corners in EYFS and Y1 and to ensure that available books reflect the school community

RE-Michelle Byrne (mentor: Jo Stonehouse)

- To review and refine “Think Its” to ensure consistency
- To develop greater consistency of evidence across classes and year groups
- To introduce knowledge organisers for RE

Science-Sam Dorney (mentor: Jo Stonehouse)

- To monitor the impact of the knowledge organisers
- To review and refine assessment within science
- To provide specifically focused assessment opportunities for working scientifically

Early Years – Rachel Smith (mentor: Janet Taylor)

- To increase outcomes for boys, particularly in writing, to close to the gender gap in GLD
- To ensure that children who are assessed as ready on entry are tracked to ensure accelerated progress and increase the number of children assessed as exceeding at EYFSP
- To monitor and evaluate the impact of supervision for EY staff.
- To develop the outdoor provision in the nursery playground to be in line with reception and 2YO nursery.