

## LITERACY

- Opportunities to develop oracy skills e.g. performing arts/debate (school 21)
- Writing-boys. ICT links? Blogging
- School library use-timetabled use?
- Telford library-visit for every class throughout the year?
- New assessment system– 1/2 termly moderating
- Spelling/handwriting links
- Continue to boost spellings focus/phonics application



## PHONICS

- Maintain focus on boys phonics
- Focus on summer born– SEND children– more opportunities to work with CT
- Look at provision of booster next year due to change in TA structure

## PE / HEALTHY LIFESTYLES

- Increase % of girls participation in Swimming
- Ensure CTs have CPD and Resources to deliver dance strand of PE
- Increase daily participation in Physical activity sessions e.g. daily mile
- Work towards recognized Sporting Award
- Increase links with minority sport providers e.g. wheelchair sports teams, non recognized sports



## SCIENCE

- Enhance the cross curricular links between Science and Literacy (Genre writing)



## ART/D&T

- Ensure progression across key stage– learning
- Ensure DT is being taught termly on all year groups
- CAD software CPD– UKS2
- Increase disadvantaged participation in after school cooking club
- Build further links with secondary school– shared resources and skills
- To develop children's understanding of healthy meals and basic cooking skills (termly)



## ASSESSMENT

- Implement a new system of assessment as opposed to Sheffield stat.
- Purchase new MIS system for assessing attendance and club offer.

## SEND

- Review and update SEND systems in the Nursery/EYFS
- Continue to implement the graduated response and develop systems
- Update the DEN in line with new cohort of children

## GOVERNORS

- Strengthen communication and engagement with parents (Link to Ofsted/Parent voice)
- Assess the impact of 30 hours funding upon standards, attainment, development and progress of pupils
- MAT—to oversee the school's progress in becoming a MAT
- Verify that systems for assessment in the foundation subjects are robust.
- To closely monitor the financial management of the school

## SDP KEY TARGETS 2018- 2019

- To increase progress and attainment of girls in Maths (2017/2018 Key 2 SATS girls attainment 77% vs 76% nationally; Progress –1.4 compared to 0 nationally).
- To ensure that PPG pupils make Above National Expectations for progress in Reading and Maths (2017/2018 Key 2 SATS Reading progress –0.5, Maths progress –0.3).
- To ensure that more boys are achieving Greater depth Expectations in Writing across the school (2017/2018 Key 1 SATS 3% boys GDS writing).
- To ensure that more PPG pupils are achieving Greater depth Expectations in Maths across the school (2017/2018 Key 1 SATS 0% PPG GDS).
- To increase the % of boys achieving Age Related Expectations in Writing in the Early Years (2017/2018 exit from Mighty Oaks 39% at ARE).
- To adopt some features of the Finnish education systems into our curriculum e.g. more independence, more ownership, more risk taking etc.
- To review our current curriculum offer so it is not all knowledge based and ensure that skills are taught progressively and embedded throughout, leading to the development of skills progression documents.
- To promote and embed all aspects of the E-Safety curriculum to pupils.



## MATHEMATICS

- Increase progress and attainment for girls in Maths
- Strengthen the problem solving strand, from N-Yr6
- Increase pupil voice aspect
- Exploit opportunities for self-regulation/meta cognition
- Increase moderation opportunities



## COMPUTING/E-SAFETY

- More iPads to ensure class set
- Coding support for staff– Gold Technician
- AP use seesaw in DEN– feedback to whole staff? Next step in TLR role/ofsted action point
- Ensure key skills taught in balance with mental health focus (life in 'Likes')
- E-Safety
- Embedded ICT across the curriculum



## EYFS

- To implement risky play, every day problem solving (Finland ideas)
- To further develop recording children's voice particularly in SSM
- Maintain focus on EAL children, SEND

## HISTORY

- Historical skills focus– ensure pupils able to talk about them in pupil voice
- Trips/visitors making use of local area
- Exciting/ refreshed resources requested by staff e.g. anglo Saxons
- Stronger links to secondary schools e.g. D&T lessons in year 5, science– KS1 and KS2 assemblies (bring history to life)
- To develop skills progression documentation across the foundation subjects

## DISADVANTAGED

- Ensure continued value for money and significant impact for Disadvantaged pupils.
- Data impact shown for outcomes.
- Increase % pupils attaining ARE writing

## MUSIC

- Ensure teachers teaching music following CPD by T&W
- Guitar pupils and out of school peripatetic pupils perform in assemblies

## ABLE AND TALENTED incl MORE ABLE

- Embedding science Blooms/HOTs activities
- Monitoring– books looks/pupil voice
- Continuing links with secondary schools for Challenge days, more able/ able events

## SMSC/ RE/ RSE

- Self/Peer assessment– allowing children to reflect throughout the curriculum
- Learn about a British value each half term rather than having a British values week (they can never recall many of them)
- Provide more opportunities to develop resilient children/learners
- Finland
- Provide opportunities for children to develop their oracy (speaking fluently/grammatically correct) e.g. show and tell/performance poetry assemblies/enterprise activities.
- Arrange nurse visits/ build connections particularly male healthcare professionals to the school
- Ensure RSE is delivered throughout the year
- Keep parents updated through dropins/ website (RSE will be statutory)
- Refresh resources/order new books to support lessons
- Prevent negative pupil voice (preparation) 'we did Islam in year 4 and doing it again in year 5)
- Depth of knowledge of other religions– lesson starters?

## Curriculum

- To adopt some features of the Finnish Education systems into our curriculum e.g. more independence, more ownership, more risk taking etc
- To review our current curriculum offer so it is not all knowledge based and ensure that skills are taught progressively and embedded throughout
- Continue to ensure website fulfils statutory duty
- To look at mastery offer in foundation subjects– how are we challenging these children?

## SAFEGUARDING and H&S

- Monitor implementation of new asthma policy and procedure.
- Embed and heighten responsibility of safeguarding champions.

## PERFORMANCE MANAGEMENT / CPD

- Plan a CPD cycle which demonstrates value for money and addresses the priorities of the individual subjects and appraisal needs.