



**EYFS**

Raise the percentage of the children working at ARE in reading and writing. Ensure the school rules and A Valued Me is embedded across the EYFS through the behavior and attitudes of the children and within the curriculum provision.

**Quality of Education**

Refine and further develop the curriculum plans and assessment procedures for foundation subjects so that pupils readily use and apply their knowledge in different situations.  
Subject leaders to work in teams under the direction of the SLT to revise the use of key concepts and assessment procedures in some foundation subjects. Subject leaders to increase the use of pupil voice activity as part of full and shallow deep dive monitoring activity to check on how well pupils are remembering and applying their learning in their subject area over time.

**PSHCE**

Create a PSHCE vocabulary overview to support staff and ensure they are comfortable and confident with key terminology. Embed financial education within the PSHE curriculum, making effective use of cross curricular links where possible.

**Science**

Develop pupils' science capital. Develop opportunities for work-sharing and moderation across the school and with other schools. Achieve PSQM Outreach award.

**Computing (including online safety)**

Ensure that the teaching of specific vocabulary related to computing is consistently high-profile and visible during all lessons. Ensure that children retain the key knowledge taught during online safety lessons. Agree what knowledge is transferrable across the curriculum and when it will be taught/revisited.

**R.E.**

Ensure that RE concepts are being weaved through the blocks as a golden thread. Ensure pupils are given opportunities to embed core powerful learning into long-term memory. Ensure pupils are getting an opportunity for experiential learning.

**Art**

Develop children's ability to understand the key elements of art and be able to articulate these within the lesson. Continue to ensure children experience and revisit a range of artists over the three paradigms of time and begin to experiment with different artist styles in their own work. Continue to develop drawing throughout school allowing children time to practice previously taught skills and apply new techniques in their work. Develop more freedom and to encourage children to continually evaluate and analyse their work using key vocab.

**Literacy**

Ensure that the group of SEN children in Y2 who did not pass the phonic screen in the summer of 2023 have precise intervention in order to catch up quickly. Continue to accelerate progress in writing for Y2, 3 and 4 ensuring non-negotiable expectations are reinforced and guided writing precision teaching is used to target key pupils who are off track. Ensure there is a continued focus on the development of reading fluency in Y1, 2 and 3.

**Leadership & Management**

Subject, phase, and aspect leaders to continue to evidence how children with SEND and those in receipt of pupil premium grant funding make exceptional progress from their starting points. Governors to review how effectively they support high quality SEND provision.

**Whole School Key Priorities**

- Priority 1** - To refine and further develop the curriculum plans and assessment procedures for foundation subjects so that pupils readily use and apply their knowledge in different situations.
- Priority 2** - Continue to ensure that staff can evidence how children with SEND and those in receipt of pupil premium grant funding make exceptional progress from their starting points, particularly in Y 2, 3, 4 and 6 where there are larger groups of children with particular needs.
- Priority 3** - Plan a programme of phonics / early reading support for the group of SEN children in Y 2 who do not pass the phonic screen in the summer of 2023 and need to catch up quickly.
- Priority 4** - Subject, phase, and aspect leaders to continue to evidence how children with SEND and those in receipt of pupil premium grant funding make exceptional progress from their starting points.
- Priority 5** - Continue to improve attendance for disadvantaged pupils so that overall figures return to pre pandemic levels.
- Priority 6** - Plan a behaviour induction programme for new pupils who start at the school mid-year.

**Geography**

To embed the geography concepts across all year groups. To develop fieldwork opportunities within the different topics to ensure year groups are having exposure to fieldwork.

**French**

Continue to maintain the focus on developing the skills of speaking to ensure children build confidence and can communicate effectively with others. Continue to be mindful as to whether the activities chosen are embedding the LO and SC in the most effective way.

**DT**

Ensure children are developing the knowledge and understanding of key terminology linked to taught strands across the wider school. To further enhance the DT curriculum offer by building opportunities for experiences e.g. workshops linked to food and nutrition. Continue to monitor that all DT units across school meet the minimum requirements for DT in the curriculum.

**Maths**

Continue to improve the provision for vulnerable children (including DA and SEND). Continue to ensure children develop their conditional knowledge, knowing when to use strategies and procedures and making the appropriate choices of mental and written methods.

**Personal Development**

Continue to improve attendance for disadvantageded pupils so that overall figures return to pre pandemic levels.

**Safeguarding**

Assess the risk of children being drawn into terrorism. Equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Further develop staff awareness around domestic abuse and support pupils and families experiencing and exposed to domestic abuse. Further develop staff awareness of neglect.

**Behaviour and Attitudes**

Continue to improve attendance for disadvantageded pupils so that overall figures return to pre pandemic levels. Plan a behaviour induction programme for new pupils who start at the school mid-year.

**History**

Develop the way chronology is taught and embedded. Ensure progression of concepts which develops a deeper knowledge and understanding.

**Music**

Continue to develop strategies to deepen long term memory around elements of music, genres, composers, and musicians. Share and develop good practice and progression in composition demonstrating how the older children are encouraged to create and compose music on their own.

**P.E.**

Develop the dance unit overviews to support staff when teaching and delivering dance. Ensure the children can articulate more clearly how the knowledge and skills are progressing across units. Children to articulate the fundamental movement skills they've used within a session.