Context

Our curriculum design ensures that pupils are developing skills and knowledge across all fields to ensure that they have the breadth of opportunity to develop skills and talents.

The breadth of provision both in school and through extra curricular opportunities allows for pupils to excel in music, drama, dance and sports. We ensure that through PE provision, the physical well being of our pupils is under constant review. We encourage all pupils in KS2 to partake in a physical afterschool activity – offering pupil choice to ensure participation (eg yoga classes)

* External provision has been employed to offer diversity in provision. (eg mindfulness lessons).

We aim to develop resilience and perseverance in our pupils – through the 4 Learning Powers (Resourcefulness, Reflection, Resilience, Relationships), these underline all areas for our curriculum – ensuring that pupils are developing the skills to take increasing responsibility for their own learning, support peers, work as a team, reflect on learning and make decisions about how to improve skills

We want the experiences and opportunities given to our pupils to lead them to being respectful, active and engaged citizens both now and during the next phases of their lives. We want our children to feel a part of the local community and know how they can contribute to this community. Our children are taught to celebrate and embrace diversity and the enrichment diversity brings to our school.

All staff have trained with the educational psychologist in Emotion Coaching. We have 4x members of staff who are trained in Draw and Talk – a strategy which we use when children have been identified by staff as presenting with mild mental health concerns..

We want our children to challenge views in a respectful way helping them to shape their own values and opinions. This will involve challenging stereotypes, racism and bullying.

Making our children more aware of local, national and global issues will be a real priority this year. We want our children to be confident in discussing the challenges in the world around them and they part they can play in this; we will be increasing the outdoor education opportunities for all pupils from EYFS to Y6 through forest school and outdoor pursuit activities.

**IN ORDER TO IMPROVE FURTHER THE PERSONAL DEVELOPMENT FOR PUPILS WE NEED TO: -**

* **Ensure all staff are trained and confident in spotting and supporting mental health issues at an early stage**
* **To increase further our pupil’s awareness of local, national and global issues**
* **To challenge minority ethnic steriotypes.**
* **To ensure we continue to support and encourage our pupils to make healthy choices in terms of their physical and mental well-being**

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| Strategy | Tasks | Date | Key Personnel | Cost/Resources | Monitoring | Impact | | |
| Autumn 2020 | Spring 2021 | Summer 2021 |
|  |  |  |  |  |  |  |  |  |
| **To continue the review of the foundation curriculum focusing on ICT, Music, PE and MFL to ensure the III is effective for all year groups.** | ICT, Music, PE and MFL leads to review long term plans for each year group and check coverage for each year group | Summer 2/Autumn 1/spring 1 | KS/RP/DM/NO | 1 afternoon release  Thurs PM  (PR to cover) | HT |  |  |  |
|  |  |  |  |  |  |  |  |
| To visit lessons in all 3 key stages focusing on access to the curriculum for all learners | Summer 2/Autumn 1/ spring 1 | KS/RP/DM/NO | 3 lesson visits per term | HT and Gov learning walk |  |  |  |
| To share full report of subject review with staff and governors including next steps for the subject. | Summer 2/Autumn 1/ spring 1 | KS/RP/DM/NO | 1 afternoon release  Thurs PM  (PR to cover) | HT and Full GB |  |  |  |
| Strategy | Tasks | Date | Key Personnel | Cost/Resources | Monitoring |  | | |

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| **Ensure our curriculum offer is ambitious for all including our SEND pupils and more able pupils** | To develop “Breakthrough to Literacy” approach for all non-independent writers’ summer EYFS/KS1 | April 2020 | Literacy lead KS1/Y1 teacher | One session for TA to construct folders and word cards | HT and literacy lead |  |  |  |
| NOFANS approach to be introduced across all independent writing lessons | October 2020 | Literacy leads KS1 and KS2 | N/A | HT and literacy lead |  |  |  |
| To train all staff on the use of technology/learning aids to allow SEND pupils full access to curriculum offer | May 2020 | SENCO | Apps for Ipads | SEN governor |  |  |  |
| Design a personalised curriculum offer for all pupils with complex needs including SEB. | Sept 2020 | SENCO/learning mentor | 2 sessions learning mentor support each week | SEN governor |  |  |  |
| Inclusion programme for the Hub pupils to now include modelling lessons by the specialist teacher | April 2020 | Lauren Cook Specialist Teacher/Debbie Sweet head of Highbury | Planning time with CTs 30 mins per week | SEN governor/HT |  |  |  |
|  | To research the B-Squared assessment tool for evidencing progress of SEND pupils. After visiting schools and evidence shows definite impact to implement from Sept 2020 | June 2020 | SENCO/HT | £1500 | SEN governor/HT |  |  |  |
| To research the use of BOP approach to feedback for SEND pupils (Behaviour/Objective/Prompt) | June 2020 | SENCO/HT | 1 session release SENDCO | SEN governor/HT |  |  |  |
| Strategy | Tasks | Date | Key Personnel | Cost/Resources | Monitoring |  | | |
| **To ensure all teaching staff and new to year group and new to school are confident in the 5 key aspects of maths mastery** | Staff meeting CPD time assigned to the 5 key areas of mastery refresher training | 1 staff meeting assigned per half term | Maths Lead | SLT x1 per ½ term to prepare materials and delivery | HT and Full GB |  |  |  |
| Gap tasks set for each of the 5 key areas | Sept onwards | Maths Lead | SLT x1 per ½ term monitoring of gap task and support for CTs | HT and Full GB |  |  |  |
| Fluency policy developed and shared with staff and governors | Sept 2020 | Maths Lead | SLT 1 PM release and 1 staff meeting | HT |  |  |  |
| CPD sessions for both teaching and support staff on effective use of stem sentences | Jan 2021 | Maths Lead | SLT 1 PM release and 1 staff meeting | HT |  |  |  |
| Strategy | Tasks | Date | Key Personnel | Cost/Resources | Monitoring | Impact  Summer 2020 Autumn 2020 Spring 2021 | | |
| **To ensure recall and recap opportunities are built into all medium term planning for all subjects** | Knowledge organisers introduced at beginning of all units of work and shared with pupils | April 2020 onwards | All teaching staff | N/A | HT and subject leads |  |  |  |
| Flashback resources purchased through premium resources WRMH. Built into daily starters for each year group | April onwards | SH/NO | 95 for all year groups | Maths lead |  |  |  |
|  | Termly activity planned to allow opportunities for pupils to draw on previous knowledge and skills in a cross curricular way. | April onwards | All class teachers | N/A | HT |  |  |  |