

# Priority Areas 2019 - 2020

## THE CURRICULUM

## EARLY YEARS

## SUBJECT LEADERSHIP

**To raise the profile of STEM in the school focusing on children's science skills and knowledge**

### Actions

- Introduce STEM project to staff and children
- Complete STEM tasks each term
- Hold a stem Science week
- Create CPD opportunities for staff
- Develop writing and science links
- Investigate pupil led investigative work

### IMPACT Measures

- 90% of children can explain what STEM is and jobs that link to this field
- 100% of staff used CPD opportunities to have improved practice
- Writing and science evident in books and display EXS of writing and strong science knowledge

**To promote clear progression in art and design skills through portraits**

### Actions

- Staff training on the progression of portraits
- Focus week on portraits
- Link art work to key skills identified

### IMPACT Measures

- Key skills identified in each year group
- All children have completed a portrait
- Staff confidence to teach skill
- Majority of children can explain skills used

**To develop a clear progression of DT skills across the school**

### Actions

- Staff training on DT skill and key projects
- Training on developing skills
- Blocked units to complete projects

### IMPACT Measures

- All children are engaged in the design and make process
- Evidence in work scrutiny of the DT process
- Skills are progressing through the school

**To increase confidence in subject leaders to raise profile of their subject**

### Action

- Create action Plan
- Identify vision, implementation and impact statement
- Audit current provision
- Review planning process
- Audit resources
- Refine and improve pupil voice

### IMPACT Measures

- Evidence of subject around school (displays)
- Website development
- Photograph evidence
- Work sampling – photos and books
- Pupil voice – comments more related to learning
- Clear areas of strength and development identified
- Staff can talk confidently about their subject

## WELL-BEING

**To continue to drive the school forward whilst maintaining staff well-being**

### IMPACT Measures

- Staff Attendance above 97%
- Staff feel valued

**To adapt the EYFS phonics scheme to create some Pre-Read Write Inc. sessions which are shorter in time and more memorable and engaging.**

### Actions

- Introduce phonics scheme through storytelling – Fred the Frog and Tricky Witch.
- Use Alphablocks programme to model blending and segmenting.
- Provide follow on activities for children to access during CDL sessions.
- When children demonstrate sufficient concentration and attention they will begin the Read Write Inc. programme in small groups.

### IMPACT Measures

- Children will actively engage in phonic sessions.
- Children will be able to access Alphablocks at home to reinforce learning.
- Children will choose to engage in phonic activities during CDL sessions.
- Reading and Writing progress will improve compared to previous years.

**To continue to develop outside learning space to ensure Maths and Literacy opportunities are available across the whole space.**

### Actions

- Remove Play shed to create more space for maths and literacy provision.
- Ensure environmental text is evident throughout the outside learning space.
- Create natural resources for children to explore and develop maths skills i.e. measuring charts, scales, clocks etc.
- Create a large scale phonic chart with space to blend and segment simple words.

### IMPACT Measures

- Maths and literacy opportunities will be evident across all of the outside learning space.
- Children will be able to independently access these areas and develop maths and literacy skills in the absence of an adult.

