

## Priority Areas 2020 - 2021

### THE CURRICULUM

### EARLY YEARS

### WELL-BEING

**To implement the new PSHE curriculum in line with the statutory requirements for RSE**

#### Actions

- Ensure all new guidance is known by all
- Audit current provision for PSHE in school
- Create a topic plan for 6 key areas
- Identify where RSE is taught through current topics
- Identify PSHE slots on timetables
- Plan staff meetings to prepare plans/resources
- Plan key questions for monitoring
- Create class books to reflect learning
- Monitor and update policy and website

#### IMPACT Measures

- Children can respond appropriately and in more detail to key questions
- Monitoring of books shows level of understanding and ability to articulate has increased
- High quality lessons are being carried out across the school
- Staff are confident in delivering the curriculum
- Resources across the school show a greater range and diversity

**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
- Staff meetings to develop detailed plans and resources to support the teaching of DT
- Evidence of DT in school – class books, displays

#### 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
- Class books and pupil voice show that children can articulate the skills they have learnt and understand how the skills build on each other

**To ensure a smooth transition back into school with happy children and staff**

#### Action

- Special two week curriculum
- Allow opportunities for children to talk
- Build routines back up
- Ensure transition for R into Y1

#### IMPACT Measures

- Happy children coming into school
- Happy staff building good relationships with classes

**To ensure children's academic wellbeing by identify gaps in learning and supporting children in closing them**

#### Action

- Special two week curriculum designed with activities to assess learning informally
- Slow write used to teach key concepts from previous learning
- Interventions set up – group and individual
- Leadership time used in Autumn Term to support closing gaps
- Use government funding in the best way to have maximum impact

#### IMPACT Measures

- Gaps identified
- Curriculum modified and amended to reflect focus
- Intervention programmes in place
- Pupil progress meetings show evidence of progress

**To ensure strong staff wellbeing**

#### Action

- Investigate Live marking and implement across the school.
- Audit support staff and identify ways to improve well being

#### IMPACT Measures

- Teachers spend less time marking but children able to articulate feedback effectively

**To continue to build on the development of phonics in EYFS and extend to Y1**

#### 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.
- Transition into Y1 is smooth and children on track to achieve the Y1 phonic screening

**To develop the use of in the moment planning blending the ideas around objective led planning and adult led planning**

#### Actions

- Staff training on In The Moment Planning
- Continue to develop the environment to develop English and Maths opportunities and support In the Moment Planning
- 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

- Evidence of In the Moment Planning seen in learning Journals (Tapestry)
- 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.

