

Our School Priorities for 2024-2025



Priority 1



To gain a consistency of high-quality teaching in writing across the school.

School Actions:

- Developed English progression document implemented throughout school
- Revision of English policies and procedures
- High emphasis on handwriting focusing on correct letter formation and correct sizing of letters on the school's line guides.
- Staff training and the implementation of 'Drawing Club' in EYFS.
- Regular writing moderation across school.
- Assessment documents revised in KS1

How can parents/carers support school to achieve the priorities set?

- Encourage your child with handwriting in line with school's policies and procedures.
- Attend parents/carers evenings to discuss progress and next steps in your child's writing development.

*Handwriting support packs and resources to be sent home and regular points in the year.
Guidance for supporting pupils with writing to be added to ClassDojo throughout the year.*

Priority 2



To strengthen Continuous Provision in EYFS to improve outcomes for all pupils with a specific focus on speaking & listening.

School Actions:

- Revise current set up of the room
- Revise Timetable for F2 provision
- SLT CPD training regarding 'effective adult engagement' what it looks like and how it is achieved.
- Audit completed every term for each area of continuous provision in relation to evidence of characteristics of effective learning
- Enrol to become a Voice21 Oracy School; identify 2 Oracy Champions for this academic year.
- Undertake learning modules linked to Voice21 to develop subject knowledge and delivery of Oracy.

How can parents/carers support school to achieve the priorities set?

- Support your child by engaging in Family Learning workshops offered throughout the year.
- Engage in activities and learning opportunities offered on ClassDojo to support your child's development.
- Engage in language rich activities in the home to support communication and interaction skills.

Guidance for supporting pupils with Oracy to be added to ClassDojo throughout the year.

Priority 3



To implement a robust SEND Pathway across school.

School Actions:

- Training for staff/school community on the SEND Pathway Model
- Training for staff on 'The Hive' Provision
- Complete Evidence for Learning Training - all staff to use this tool for pupil's in their class with SEND.
- Non-negotiables shared with staff for preparation of SEND reviews in line with Evidence for Learning.
- Moderation of SEND pupil's learning journeys.

How can parents/carers support school to achieve the priorities set?

- Parents/carers of pupils with SEND to be set up with the Evidence for Learning App to track their child's learning journey.
- Attend SEND reviews where Learning Journeys will be shared with SEND parents at each review (termly)
- Engage in coffee mornings offered - external agencies invited e.g. SENDIASS, Parent/Carers forum - time to go and experience The Hive provision, Surveys/discussions with parents/carers involved in the pilot to support progression and next steps for The Hive Provision.

Priority 4



To implement a consistent relational approach to behaviour across school.

School Actions:

- Revisit PROTECT/RELATE/REGULATE/REFLECT from TISUK training
- Revision of school vision for behaviour
- Revise the behaviour curriculum (how is this progressive and how does it build throughout year groups)
- Revised Relationships Policy shared with staff and the school community
- Revise playground provision - further CPD training for staff.
- Sensory circuit training for all staff

How can parents/carers support school to achieve the priorities set?

- Engage in regular information updates regarding support available which will be promoted on Class Dojo.
- Attend parent/carer workshops which will be offered through school's Early Help.
- Read the revised relationships policy which will be shared with parents/carers.