

HEDDON-ON-THE-WALL ST. ANDREW'S CE PRIMARY SCHOOL

SCHOOL DEVELOPMENT PRIORITIES 2019 / 2020

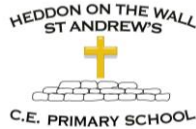
'Whatever you do, whether in word or deed, do it all in the name of the Lord Jesus, giving thanks to God.'

Colossians 3:23

IMPROVING QUALITY OF EDUCATION

PRIORITIES:

1. **Early Reading including a love of books;**
 2. **Curriculum development – Foundation Subjects;**
 3. **Mathematics;**
 4. **Teacher Workload**
- To raise standards of attainment and progress in Reading, particularly in the number of underachieving learners reaching the 'Expected or better' grading through:
 - the accurate and systematic teaching of phonics;
 - promoting a love of Reading and raising the profile of Reading in School through immersion in story and an appreciation of language;
 - increasing parental engagement and understanding of the Reading process (home / school reading processes).
 - Develop criteria for 'what is a love of reading looking like in the way that pupils talk about books' and what does an effective storytime look like?
 - Provision to enable 'bottom 20%' to 'catch up' across all year groups – ie: Lexia groups, intervention groups (who does this?), support and training for staff;
 - What does Phonics look like through continuous provision (ie insistent, persistent and consistent adult / pupil interactions as well as adult activities);
 - To further develop and consolidate curriculum planning practices so that:
 - There is a systematic and well-articulated approaches to learners remembering more;
 - The curriculum clearly identifies knowledge, skills and vocabulary specific to each unit of work;
 - Each unit of work and series of units of work have clearly identified end points (activities) to facilitate assessment (including greater depth);



- Ensure that all curriculum plans incorporate and build from Early Years.
- To complete the curriculum review process and develop appropriate curriculum intent statements for each subject – process to be conducted through curriculum co-ordinators and overseen by Senior Leaders.
- To raise standards of attainment and progress in Maths, particularly the number of learners reaching the 'Exceeding' grading.
- To continue to develop a mastery approach to Mathematics through the implementation of the Power Maths programme and the ongoing project through the Maths Hub;
- To conduct a piece of action research with colleagues through the lesson study model* with reference to current research and present findings to other colleagues including how the project has impacted and changed pedagogical practice;

*A Japanese model of teacher-led research in which a triad of teachers work together to target an identified area for development in their pupils' **learning** including observation of colleague's teaching.