



## Christchurch Infant School 2021 - 2022 Key Priorities



### Key Priorities in 2021-2022

#### Quality of Education (Intent, Implementation, Impact)

##### Key Priority

- Establish high quality first provision, driven by effective Assessment for Learning, in order to raise attainment in reading, writing and maths for all children, based on their individual starting points.
- Provide an engaging, broad and balanced curriculum across all subjects that builds on long term memory for all pupils.

#### Behaviour & Attitudes

##### Key Priority:

- To embed a culture to support challenging behaviour and mental well-being effectively, where all staff are pro-active and accountable to enable all children to be ready for learning to enable and achieve the best possible outcomes.
- Further improve attendance for persistent absentees so it does not impact negatively on expected progress and attainment and well-being.

#### Personal Development

##### Key Priority:

- To create a shared culture of resilience, perseverance and independence based on school and British values, which enable all pupils to feel confident to challenge, question and think independently across all aspects of school life.
- To further improve the culture of pastoral support and well-being through the school community for the benefit of all stakeholders.

## Leadership and Management

### Key Priority:

- To develop a new forward-thinking Senior and Strategic Leadership Team and Governing Body, to develop the shared school values deployed through effective communication, self-evaluation, strategic planning, shared accountability and monitoring.
- To embed curriculum leadership, enhancing provision for all children, through the sharing of strong subject knowledge, effective communication, subject evaluation, monitoring and accountability to all stakeholders, to provide next steps teaching for all children from their starting points.

## Quality of Early Years Education

### Key Priority:

- To secure high quality first teaching consistently across EYFS through the teaching of the 2021 Early Years Curriculum to ensure that all children have an equal access to a diet of learning, in order to make good or better progress from their individual starting points.
- To enhance the Early Years outdoor continuous provision to ensure high quality learning opportunities for all children.

## Reopening due to COVID-19

### Key Priority:

- Ensure that the new academic year, from September 2021, reflects the DFE guidance, so that all pupils and staff can work together in a safe environment.
- Provide and build on prior recovery programmes, with effective use of government catch up funding, to address gaps in learning for all pupils, alongside addressing pupil well-being.

## Quality of Education Impact Plan 2021-22

**Establish high quality first provision, driven by effective Assessment for Learning, in order to raise attainment in reading, writing and maths for all children, based on their individual starting points.**

### **Success criteria:**

Drive the consistency of the best teaching practice **in all year groups** so that **all children** make good or better progress in reading, Writing and Maths, ensuring approaches are adapted to meet the needs of **all children**.

At the **end of KS1** in 2021 the proportion of pupils reaching the expected level in **Reading, Writing and Maths** is meeting or exceeding national expectations, both at the expected standard and at greater depth.

**At the end of KS1 in 2022 the RWM combined score is improved to at least National.**

At the end of Year One, the proportion of pupils reaching the expected level in **Reading, Writing and Maths** is in line with the progress necessary based on Autumn 2020 baseline.

All vulnerable pupils, from their starting points (including disadvantaged pupils and SEND) will make at least good progress by July 2021.

Secure consistent and cyclical teaching approaches **in all classes** to develop pupils' long-term memory in **Reading, Writing and Maths**.

**All teachers** use AFL strategies and formative and summative assessment effectively in order to check understanding and address misconceptions informing future teaching and moving forward learning for all children.

Secure Mathematic opportunities to deepen learning **for all children** across all year groups, to meet higher expectations of problem solving and reasoning.

**All EYFS and Year 1 staff** to establish and embed a more focused approach to the teaching of phonics in Year 1, based on a stage not age approach.

At the **end of Year 1** in 2021 the proportion of pupils passing the phonic screening to meet or exceed national.

At the end of Autumn Term, the proportion of Year 2 pupils passing the phonic screening to meet or exceeding national.

*If there is a requirement to reassess Year 2 pupils who do not pass the Autumn Term phonics check, the proportion of pupils passing the phonic screening to meet or exceeding national.*

*See Individual English and Maths Subject Actions Plans for more specific information relating to specific actions.*

**Key Priority:**

**Provide an engaging, broad and balanced curriculum, across all subjects, that builds on long term memory for all pupils.**

**Success criteria:**

**All teachers** have good subject knowledge and use this to present subject matter clearly, promoting opportunities for discussion and to check pupils' understanding routinely and systematically in all lessons through high quality questioning and feedback

**All children** in all year groups are able to demonstrate long term memory linked to their learning stage and vocabulary as defined in our curriculum.

**All teachers** adapt their teaching to respond to pupils' learning needs within and beyond lesson, including all groups of learners (e.g. SEND, EAL and disadvantaged pupils).

**All teaching** provides on-going opportunities, every day task design, to deepen **all pupils** Knowledge, Skills and Understanding through providing engaging opportunities to develop long term memory.

**All teaching staff** fully involved in defining and monitoring the school's curriculum and subject intents, taking into account the school's place in the local community.

**Behaviour & Attitudes Impact Plan 2021-22**

**Key Priority:**

- To embed a culture to support challenging behaviour and mental well-being effectively, where all staff are pro-active and accountable to enable all children to be ready for learning to enable and achieve the best possible outcomes.

**Success Criteria:**

**All staff** are clear about and fully implement the systems, procedures and policies related to behaviour and reducing negative behaviour seen within and beyond the classroom

**All Staff** to take ownership to ensure a consistent approach in line with the behaviour policy to reducing low level disruption, particularly by all staff across the school.

**All All staff** to take ownership and are active in identifying strategies including those relating to supporting mental well-being and readying children to learn in order to reduce negative behaviour.

**All staff** to take ownership of all children's behaviour both within and outside the classroom and in doing so always adopt the school's hierarchy of approaches and de-escalation strategies.

**All staff** are consistent in their expectations and approaches to behaviour management, ensuring that no learning time is lost **in almost all cases.**

**The vast majority of parents** tell us that bullying is dealt with swiftly and appropriately and there are **no well-founded complaints** related to how the school addresses these matters

**Key Priority :**

Further improve attendance for persistent absentees so it does not impact negatively, to ensure that all children have an equal diet of learning and the opportunity to gain the expected progress and attainment.

**Success criteria:**

**All staff** are clear about and fully implement the systems, procedures and policies related to increasing attendance.

**All staff** to take ownership and are active in identifying strategies to reduce absence in their class

Reduce the rate of persistent absenteeism to less than 4%

**Personal Development Impact Plan 2021-22**

**Key Priority:**

- To create a shared culture of resilience, perseverance and independence based on school and British values, which enable all pupils to feel confident to challenge, question and think independently across all aspects of school life.

**Success Criteria:**

All children confidently able to discuss, at an age-appropriate level, the relevance of British Values in their world.

The vast majority of children are able to articulate the learning values they are working towards.

PSED attainment in EYFS is at or exceeding national expectations. PSED progress builds upon baseline judgement.

KS1 Jigsaw outcomes demonstrate that the vast majority of children are working at the expected level in PSHE.

A vast majority of children demonstrate confidence to challenge, question and think independently through engaging tasks and opportunities.

All children receive a PSHE programme that builds on their ability to make decisions, think independently, question and challenge.

Governing body have a clear understanding of the PSHE / recovery curriculum

PSHE Policy reviewed Autumn Term

Vast majority of children can articulate their ability to understand PSHE skills taught and be able to challenge things that they deem to be wrong/inappropriate.

The vast majority of pupils able to question across different aspects of school life.

**Key Priority:**

To further improve the culture of pastoral support and well-being through the school community for the benefit of all stakeholders.

**Success Criteria:**

All pupils are confident, self-assured learners. Their excellent attitudes to learning have a strong, positive impact on their progress. They are proud of their achievements and of their school.

**Leadership and Management Impact Plan 2021-22**

**Key Priority:**

- To develop a new forward-thinking Senior and Strategic Leadership Team and Governing Body, to develop the shared school values deployed through effective communication, self-evaluation, strategic planning, shared accountability and monitoring.

**Success Criteria:**

Leadership & management is judged to be at least good.

Improved communication in place.

A new secure leadership structure is in place so that all staff are leaders of learning across the school and all explicitly clear about their roles, responsibilities and lines of accountability.

SLT empower middle leaders to have a thorough understanding of their subject/aspect and able to hold others to account.

**Key Priority:**

- To embed curriculum leadership, enhancing provision for all children, through the sharing of strong subject knowledge, effective communication, subject evaluation, monitoring and accountability to all stakeholders, to provide next steps teaching for all children from their starting points.

**Success Criteria:**

Standards of attainment at end of key stages are positively impacted to secure an upward trend

A robust and rigorous monitoring cycle is in place and is effective in ensuring all pupils make progress from their starting points

**All leaders are clear about their subject intent, implementation and impact and these are clearly visible to the school community.**

**Subject leaders monitor to ensure that all children receive their full entitlement to programmes of study in all curriculum areas.**

**All monitoring & evaluation** by all middle leadership is highly effective in improving the quality of teaching and learning with an evidence-based impact on improving outcomes for **all pupils**.

The accuracy and use of teacher assessment in **all year groups** is robust and triangulated **in all cases** by base and subject leaders, taking into account learning over time in pupils' books, pupil voice and tracking data systems.

**All** middle leader monitoring is accurate in its identification of strengths and areas for development and is moving learning on in their subject.

**All leaders** have conducted a thorough self evaluation and have strategically planned and monitored the impact of their work on pupil outcomes, including the disadvantaged, across all subjects, consequently **all children are making at least good progress** from their starting points.

**All Middle leaders** to have full understanding of their subject/area throughout the school from EYFS to Year 2 and beyond.

**All governors'** monitoring systems are sufficiently robust to support and challenge leaders, resulting in all teaching being good or better.

**Quality of Early Years Education Impact Plan 2021-22**

**Key Priority:**

- To secure high quality first teaching consistently across EYFS through the teaching of the 2021 Early Years Curriculum to ensure that all children have an equal access to a diet of learning, in order to make good or better progress from their individual starting points.
- To enhance the Early Years outdoor continuous provision to ensure high quality learning opportunities for all children.

**New curriculum 2021 to include****Success criteria:**

The learning environment of EYFS, **always** maximises on the learning opportunities **for all pupils**, ensuring that enquiry skills and child initiated learning are **always underpinned by high expectations, key skills development**, planned for by EYFS staff.

**Success criteria:**

**All EYFS staff** to contribute to establishing an **accurate baseline for all pupils** in EYFS.

The proportion of pupils reaching and exceeding the expected level in the prime and specific areas to be at least in line with National.

The proportion of pupils reaching a Good Level of Development (**GLD**) **is at national or above**

**All pupils have made at least good progress** from their individual starting points.

To ensure that **all groups of children** are provided with learning that enables them to make **good or better progress**

To ensure that task design is challenging for **all children** based on their individual starting points and targeted to their specific needs.

**All teaching is at least good**, with levels of challenge for **all pupils** being explicit and well-tailored to their needs and stages of development.

**All staff** to embed a cyclical approach to the children's individual learning, for all groups of children to ensure consistent challenge for all based on their Individual starting points, enabling them to demonstrate long term memory linked to the EYFS curriculum.

### Reopening due to Covid-19 Impact Plan 2020-21

#### Key Priority:

- Ensure that the new academic year, from September 2021, reflects the DFE guidance, so that all pupils and staff can work together in a safe environment.
- Provide and build on prior recovery programmes, with effective use of government catch up funding, to address gaps in learning for all pupils, alongside addressing pupil well-being.

#### **Success criteria:**

All teachers will be ready for the return of their classes

All teachers aware of gaps in learning from previous year and starting points for the children which is reflected in progress in books

Disadvantaged children are making rapid progress to catch up with their peers

Pupil conferencing shows that children are happy in school

Mental health and well-being is integrated into daily life of school

Appropriate use of the Catch Up Premium

Staff wellbeing is good and workload is managed