

## Lakeside Primary Academy: Development Priorities 2020-21

<b>PRIORITY 1: QUALITY OF EDUCATION</b>			
<p><b>Teaching and Learning (including IT and the use of Technology in Learning)</b></p> <p><b>1.1 Ensure IT is embedded across the curriculum to raise attainment so that children are equipped to access a range of learning both in school and remotely.</b></p> <p>1.2 All teachers to have strong subject knowledge to ensure the curriculum is relevant and that all gaps in learning are addressed.</p>	<p><b>Curriculum</b></p> <p>1.3 Ensure that the curriculum is coherently planned to take account of blended learning, is progressive and provides sufficient knowledge and skills for future learning.</p>	<p><b>Outcomes for Children (including addressing the gaps and catching up)</b></p> <p><b>1.4 Using the Government Catch up funding, address gaps in learning and provide a comprehensive catch up programme to ensure progress is made.</b></p> <p><b>1.5 Raise attainment of all children paying particular attention to those who have since Pre COVID struggled to retain key skills and facts.</b></p>	
<b>PRIORITY 2: BEHAVIOUR AND ATTITUDES</b>	<b>PRIORITY 3: PERSONAL DEVELOPMENT (including Child Wellbeing)</b>	<b>PRIORITY 4: EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT (including Staff Wellbeing)</b>	<b>PRIORITY 5: EARLY YEARS</b>
<p>2.1 Working closely with children and staff ensure that well-being remains a priority.</p> <p>2.2 Continue to improve school's attendance by tracking pupil's attendance and supporting families who need greater levels of intervention to improve their child's attendance. Ensure Persistent Absenteeism is below National Average.</p>	<p>3.1 Embed learning so that pupils are prepared for life in modern Britain, developing their understanding of the fundamental British values.</p> <p>3.2 Ensure that the curriculum and the school's effective wider work support pupils to be confident, resilient and independent, and to develop strength of character.</p> <p>3.3 Develop a relationship and sex curriculum which supports children's understanding and equips them to be responsible, respectful, active citizens who contribute positively to society.</p>	<p>4.1 Promote a positive working environment in which staff feel supported, valued and listened to and have an appropriate level of autonomy.</p> <p>4.2 <b>Subject leaders to ensure their subject is comprehensively taught both remotely and in school address and gaps in learning.</b></p> <p>4.3 Governors should be able to discuss the SDP and in line with the Ebor Leadership Cycle phase leader to present data findings at data meetings and governors to hold phase leaders to account.</p>	<p>5.1 With an emphasis on the Prime Areas address gaps in learning and provide a comprehensive catch up programme to ensure progress is made.</p> <p>5.2 Ensure any gaps in early language acquisition are addressed through a comprehensive phonics and reading program.</p> <p>5.3 Provision in all areas of learning to be strengthened through professional development to enable an increasing number of pupils from all backgrounds to excel.</p>