

Strategic Priorities 2021-22

Strategic Priority One: Embed our curriculum ensuring that children know, remember and are able to do more.

Development plan: A

There has been a significant impact on the children's progress and attainment across the school curriculum including reading, writing, social skills and independence following two academic years of extended school closures due to Covid

- Continue to develop quality first teaching and learning to close the reading, writing and maths attainment gaps created by the pandemic.
- Further develop pupils' long-term memory to increase overall attainment and progress.
- Ensure that subject leaders create an inspiring curriculum that is aspirational, and creates memorable learning experiences that prepare children for the future.

Strategic Priority Two: Embed the new validated phonics programme to ensure all pupils enter KS2 as confident readers who are able to read to learn and can talk about what they have read.

Development plan: A

Although improved in 2018/19, Covid has had an impact on reading so it remains a priority with a specific focus on systematic synthetic phonics and early reading. Many families struggled to engage in phonics and reading for pleasure when the school was partially closed.

- Embed a new validated phonics programme in collaboration with the local English hub.
- Systematic Synthetic Phonics will ensure all pupils learn to read with confidence and automaticity and then this will be used to develop their knowledge and understanding across the wider curriculum as they read to learn.
- We want all our children to enjoy reading for pleasure.

Strategic Priority Three: To build on the inclusive culture of developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally and physically healthy in line with our values as Lakeside Learners.

Development plan: ACDE

Over the last three years the children's attitudes to learning have developed with all staff understanding the need for consistency. Inevitably COVID19 has impacted confidence and resilience as they have experienced a different way of life. To ensure that children are fully prepared for the future, this remains a priority.

- Children will be respectful to others as well as taking pride in their school.
- To re-establish clear rules and routines to ensure a return to the high levels of good behaviour and attitudes displayed prior to lockdown.
- To re-introduce a range of extra-curricular activities, on a phased basis, that are available to pupils.

Strategic Priorities 2021-22

A: Development Plan: The Quality of Education

Teaching and Learning

Ensure good or better progress for all children and rapidly close the gaps for all children who may remember less from pre-Covid 19 restrictions and those unable to learn during the last 18 months, with a key focus on vulnerable groups.

Curriculum

Ensure learning opportunities promote an inspiring and ambitious curriculum which is progressive and effectively builds on prior learning throughout school, to ensure children know and remember more.

Outcomes for Children (including addressing the gaps and catching up)

Embed the new validated phonics programme to ensure all pupils enter KS2 as confident readers who are able to read to learn and can talk about what they have read.

B: Development Plan: Behaviour and Attitudes

To build on the inclusive culture of developing pupils' confidence, resilience and knowledge so that they can keep themselves mentally and physically healthy in line with our values as Lakeside Learners.

To reduce the percentage of pupils who are persistently absent.

C: Development Plan: Personal Development

Ensure that the curriculum and the school's effective wider work supports improved mental health across school enabling pupils to be confident, resilient and independent, and to develop strength of character.

Embed learning so that pupils are prepared for life in modern Britain, developing their understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance.

Embed a relationship and sex curriculum which supports children's understanding and equips them to be responsible, respectful, active citizens who contribute positively to society.

D: Development Plan: Leadership and Management

Subject Leaders to ensure the teaching of their subject is comprehensive, with precise, responsive actions to address gaps in pupils learning enabling them to catch up quickly and keep up.

To ensure quality first teaching of all SEND and PP pupils across the school.

Embed a culture where sexual harassment inside school is recognised, responded to and not tolerated through the delivery of purposeful RHSE lessons and a whole school approach to promoting children's safety and wellbeing.

PRIORITY 5: EARLY YEARS

Embed the new Early Years Curriculum ensuring that it is coherent, sequenced and ambitious to enable all pupils to be ready for year 1.

Early identification of children at risk or in need of intervention support to ensure an inclusive learning provision that has a positive impact on academic progress and wellbeing.

Implement the new validated phonics programme ensuring a consistent approach is used in the teaching and learning of early reading and phonics and any gaps are closed to ensure all pupils make progress.