

## The 5 Priorities for the year 2020-2021 are:

### 1. Quality of Education- 'A Curriculum for All'

To continue to raise standards through a rich, ambitious and sequential curriculum so children increasingly **know more, remember more and can do more**. Consistently good or better teaching results in purposeful, inclusive learning opportunities every day. Learning is adapted to match the needs of ALL learners and provides challenge for ALL. Children are encouraged to **think critically** by being **curious, collaborating** and **communicating** - thinking widely and deeply about themes which are of global and local importance.

*\*Key school driver*

### 2. Behaviour and Attitudes: 'Unity in CommUNITY'

The school community to have the **HIGHEST EXPECTATIONS** for learners' attendance, behaviour and conduct at all times through respectful, nurturing, communicative relationships. The skills of emotional literacy and self-regulation are explicitly taught in a TIS learning environment, to enable children to become independent and resilient as they navigate challenging personal and social situations. Following routines, Golden Rules and Virtues enables all learners to feel safe and excel.

### 3. Personal Development: 'Every Child a Contributor'

Children are encouraged to develop their own strength of character beyond the curriculum to enhance their **SPIRITUAL, MORAL, SOCIAL** and **CULTURAL** development. They will discover their talents and interests and understand the positive **contribution** they can make to our school community. Through our virtues of self-belief, determination and courage, children are supported to **communicate confidently**. Our PSHE curriculum prepares children for life in a global World developing virtues of responsibility and respect.

### 4. Leadership and Management: 'Shared Leadership –IMPACT'

'**Readiness**' to respond to changing Covid-19 global pandemic circumstances by providing a safe learning and working environment and clear direction to continue to improve standards and provision for all children including disadvantaged pupils and those with additional needs. **Shared Leadership with IMPACT** will focus efforts on implementing a rich, ambitious and sequential curriculum while addressing the well-being of staff and children through 'Catch-Up', remote learning and safeguarding procedures.

*\*Key school driver*

### 5. Early Years Education: 'A Strong Start' (see EYFS action plan)

Establishing routines for ALL children to make expected or better progress including disadvantaged pupils and those with additional needs. Early literacy skills are at the heart of the curriculum in a learning environment where pupils feel safe and are excited to learn, communicate, play and explore. Parents and carers understand, and are involved in, their child's development to meet and exceed the Early Learning Goals through quick identification of learning need and personalized intervention.