

Leadership and Management

To diminish the difference in attainment and progress for our educationally disadvantaged and the lower 20% of all pupils.

Quality of Education

To continue to refine our curriculum based on the most recent and relevant research, to ensure that it meets and challenges the diverse needs of all pupils in the Federation and the school communities.





**WEST HOVE
INFANT SCHOOL**
.....
A family of friends

Hove Learning Federation Key Priorities 2023/2024

Our Vision

We provide high-quality education to all pupils. This is realised through strong, shared values, policies and exceptional, inclusive practice.

We are a Family of Friends who LEARN together.

1. Leadership and Management To diminish the difference in attainment and progress for our educationally disadvantaged and the lower 20% of all pupils	
Success Criteria:	<ul style="list-style-type: none">• Secure a school-wide understanding of the main priorities for addressing disadvantage• Maintain Inclusion Quality Mark (IQM) Centre of Excellence status and 'Flagship School' status.• EYFS attainment and progress is maintained and the gap between GLD Disadvantaged and non-disadvantaged continues to decrease.• The gap in attainment and progress between disadvantaged pupils and their peers is reduced in reading at the end of KS1/2.• Outcomes in writing are above national, including for specific groups, and this is consistent across all subjects and year groups

	<ul style="list-style-type: none"> • Teachers' pedagogical knowledge is good, and CPD training is adapted as necessary. Staff are confident with curriculum changes and pedagogy, and the deficit disadvantage discourse • Quality of teaching is consistently good or outstanding, and standards are high with most pupils making good or better progress from their starting points. Opportunities for catch-up are refined each year for year group cohorts • High quality assessment and feedback that drives learning both within lessons and in longer term adaptations to the curriculum. • Foundation subjects are assessed and tracked to ensure all pupils receive opportunities to experience the breadth of the curriculum • All pupils, particularly disadvantaged pupils and those with SEND: acquire the knowledge and cultural capital they need to succeed in life and make progress, in that they know more, remember more and can do more. They are learning what is intended in the curriculum • Wider strategies are implemented related to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support
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2. Quality of Education To continue to refine our curriculum based on the most recent and relevant research to ensure that it meets and challenges the diverse needs of all pupils in the Federation and the school communities.	
Success Criteria:	<ul style="list-style-type: none"> • Teachers' pedagogical knowledge is good, and CPD training is aspirational in terms of teaching and learning. Staff are confident with the implementation of the curriculum using EEF Metacognition Seven Step Model • Teachers have the robust subject knowledge to revisit learning from previous year groups and units • Teachers are confident / have a range of strategies to support children to make links with new learning • Teachers can model effectively • Teachers use AFL to ensure the balance of teacher input and children's independent learning

	<ul style="list-style-type: none">• Teachers are confident in adapting provision with the classroom to scaffold learning for those who need it• Key Vocabulary is specifically taught and supported using dual coding• Subject Leaders can confidently monitor their subjects• All subjects are formally assessed, and data is used to inform teaching and learning to support, develop and challenge learners• Ensure that our curriculum fully reflects the diversity of our pupils and staff• Cultural capital and enrichment opportunities extend the curriculum offer for all pupils
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