

Key Priorities for Year 2024-25

Key Priorities 2024-25	
1. Leadership & Management	The new leadership structure and development programme advances the Federation whilst maintaining high standards and expectations.
2. Quality of Education	Enhance and enrich the curriculum with cultural capital and creativity ensuring staff are trained to have the highest pedagogical understanding in order to achieve consistent excellence in teaching and learning for all pupils.
3. Behaviour and attitudes	School culture and systems for behaviour support excellent standards of teaching and learning.
4. Standards	Attainment and progress in writing is increased for all children with a secure focus on assessment to drive improvement

1. Leadership & Management	
Leadership and Management: The new leadership structure and development programme advances the Federation whilst maintaining high standards and expectations.	
Aims	<ul style="list-style-type: none"> ✓ The shared Senior Leadership team work effectively and efficiently across the Federation ✓ Leadership is distributed at all levels ✓ The schools are ready and fully prepared for an Ofsted inspection ✓ The Federation continues to have high expectations of pupil progress ✓ Staff morale/well-being is given high priority ✓ Systems and procedures across the Federation are constantly reviewed to ensure they are effective, efficient and manageable ✓ Personal Growth develops leadership at all levels ✓ Year and Phase Leads are instrumental in the continual development of all members of their team ✓ Staff are given time and support to review their professional growth, QFT and set personal goals ✓ We commit to: <ul style="list-style-type: none"> - develop the approach to appraisal that underpins our professional development strategy - Develop a common language of leadership and personal growth - Guide and support our staff to be self-aware in all aspects of their roles - building and maintaining aspirational networks
In order to get there:	

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Action	Intended Impact	Responsibility	By when	Evidence for Monitoring
<p>Within appraisal there is a structured approach to leaders supporting and guiding the professional growth of the members of their teams:</p> <ul style="list-style-type: none"> Professional growth targets that link to QFT (quality first teaching) are self-selected by teachers Suggested strategies to achieve personal targets are agreed with line managers (year/phase leads in PM meetings) Targets set are overseen by SLT Directed time is scheduled for a range of personal growth opportunities over the year 	<ul style="list-style-type: none"> All leaders use the appraisal process to know their teams well and provide pastoral and professional support With support from their appraiser, teachers reflect on their practice and identify targets that they would like to develop. Leaders agree strategies to achieve personal targets with the members of their team Year leads identify 	<p>SLT/Phase and Year Leaders</p>	<p>September Inset Days Full completion of first targets by October half term</p>	<p>Appraisal Meetings and forms</p>
<p>Use of extended SLT to provide bespoke CPD to develop phase/year leaders</p> <p>Targeted CPD Year/Leaders</p>	<p>Middle leaders feel their bespoke professional growth plan has targeted and developed their own leadership skills</p> <ul style="list-style-type: none"> Leaders enabled to support their teams' pastoral and professional development Extended SLT are part of refining the professional development approach A shared language for coaching and mentoring approaches is used effectively 	<p>SLT/Phase and Year Leaders</p>	<p>Autumn/Spring/Summer</p>	<p>Appraisal Meetings and forms</p>

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Use of inclusion team to provide targeted CPD to develop support staff linked to key priorities.	<ul style="list-style-type: none"> • Targeted CPD for positive relationships policy • Share strategies for behaviour to support teaching and learning in the classroom/school community 	SLT/Inclusion Team	Autumn/Spring/Summer	Appraisal Meetings CPD Evaluations Monitoring and shallow splashes
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2. Quality of Education

Quality of Education: Enhance and enrich the curriculum with **cultural capital and creativity** ensuring staff are trained to have the **highest pedagogical understanding** in order to achieve **consistent excellence** in teaching and learning for all pupils.

Aims

- ✓ Further staff training on the different kinds of cultural capital and how they can be used to enrich learning for all pupils
- ✓ Plan in opportunities for cultural capital in all subjects
- ✓ Use the resources in each site's locality to maximise children's experience of learning in context (including local walks, trips and visitors)
- ✓ Incorporate the use of selective research-based teaching strategies into professional development model
- ✓ Use subject leads and members of subject teams to support creative approaches to task design for less experienced teachers
- ✓ Create opportunities for children to work across year group, key stage and with local secondary schools to see how learning extends and can be used to widen their future options
- ✓ The process of assessing foundation subjects to include year group reflection determining which cultural capital opportunities should be introduced to planning
- ✓ Embed Pupil Premium profiles from Reception to Year 6 (time provided within staff meeting) so they are reflected in classroom provision

In order to get there:

Action	Intended Impact	Responsibility	By when	Evidence for Monitoring
Opportunities for all types of cultural capital are developed in year group planning and enrichment activities.	Staff can confidently define the kinds of cultural capital children are given access to within their learning experiences, trips and visitors, guest speakers and personal development road maps.	CK-H, NOS, SL, Year / Phase Leads, teachers and supports staff	Autumn 24	Shallow splashes and monitoring

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<p>Task design is considered carefully at the planning stage and discussed regularly at cross-site year group meetings</p> <p>Year teams to use the knowledge and understanding of the children in their cohort to identify practical and active learning tasks that they can include in learning sequences</p>	<p>Vast majority (95% +) of teaching is good or better</p> <p>Learning is brought to life through tasks designed around teacher v. pupil balance, practical activities to draw all learners in and meaningful context for knowledge to 'stick'.</p>	<p>CK-H, NOS, SL, Year / Phase Leads, teachers and supports staff</p>	<p>Ongoing</p>	<p>Monitoring</p>
<p>Specific teaching and learning guides are created for every subject to ensure teachers can plan tasks, provision and scaffolding to meet the needs of every child</p> <p>Deputy Heads and inclusion team to work alongside subject leads to create guides in line with the HLF monitoring schedule</p>	<p>All teachers are confidently able to plan and teach using the subject specific guidance</p> <p>Consistency in quality of teaching and learning across all subjects</p>	<p>Deputy Heads, inclusion team and subject leads</p>	<p>Ongoing</p>	<p>Monitoring and teaching and learning guides</p>
<p>Clarifying CUSP structure and what it means to be – how to be creative in the activities and tasks</p>	<p>Following a year of using CUSP resources to plan, further training is given by geography, history and science leads building on their observations and feedback from monitoring, specifically:</p> <ul style="list-style-type: none"> • How to use and develop each lessons suggested tasks. • Where practical activities can be brought into units of work. • Links to topics. • Assessment 	<p>Geography, History and Science leads, NOS, SL, Year / Phase Leads, teachers and supports staff</p>	<p>Ongoing</p>	<p>Monitoring</p>

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<p>AFL - CPD on 'responsive teaching', to continue developing the understanding of mastery learning, formative assessment and individualising learning.</p>	<p>Strategies are evident in classroom and monitoring by year/phase leads and SLT</p> <p>Children receive purposeful and personalised verbal and written feedback to support their progress.</p>	<p>CK-H, NOS, SL, Year / Phase Leads, teachers and supports staff</p>	<p>Autumn, Spring/Summer</p>	<p>Monitoring</p>
<p>Coaching threads integrated into QFT series of staff meetings on AFL</p>	<p>95%+ of all teaching is good or better</p> <p>Strategies are evident in classroom and monitoring by year/phase leads and SLT</p>	<p>CK-H, NOS, SL, Year / Phase Leads, teachers and supports staff</p>	<p>Autumn, Spring/Summer</p>	<p>Monitoring</p>
<p>Updated Pupil Premium profiles (time provided within staff meeting) Embed concepts of cold calling/wait time using research</p> <p>Teachers have expert knowledge of disadvantaged pupils in their class and are supported, where necessary, to address gaps in their knowledge in reading, maths and writing</p>	<ul style="list-style-type: none"> • Gap in attainment and progress between disadvantaged pupils in reading and maths at KS1/2 is reduced and are above national at KS1 • Reduced cognitive load in classroom environment • Reducing cognitive load within teaching (slides, resources, tasks) • Modelling using 'think aloud' 	<p>All teachers</p>	<p>Autumn, Spring/Summer</p>	<p>Pupil premium profiles</p> <p>Progress Meetings</p> <p>Shallow Splash Monitoring</p> <p>Appraisal Meetings</p>

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	<ul style="list-style-type: none"> • Dual-coding across the curriculum • Retrieval quizzes at the start of each lesson 			
Ownership of monitoring subject provision and feeding back to SLT lies with subject teams and follows structure monitoring overview	<p>Each subject team has in-depth knowledge of how their subject is being planned, taught and received. Subject leads are confident to use the book-study approach to pupil voice and can plan these sessions using appropriate questions, vocabulary prompts and images</p> <p>Pupil Voice shows 95%+ pupils enjoy lessons and feel challenged.</p>	Subject Teams/SL and N'OS	Autumn/Spring/Summer	<p>Shallow Splashes/Book Study and pupil voice</p> <p>Subject Action Plans</p> <p>Monitoring Overview</p>
Training for all staff ensures assessments are interpreted correctly, the curriculum is developed in response to these and year group and subject action plan targets are implemented and evaluated in response to assessments	<p>Directed time is plotted out over the year for year groups to assess and moderated both core and foundation subjects.</p> <p>The HLF approach to assessing foundation subjects is built upon so that year are given time and trained to review each unit taught considering improvements to level of accessibility and challenge and knowledge learnt and retained.</p>	<p>Year/Phase Leads</p> <p>Subject Teams/Curriculum Leads</p>	Autumn/Spring/Summer	<p>Pupil Progress Meetings</p> <p>Termly Data Analysis</p> <p>Head's Reports</p> <p>Staff meetings</p>
Introduce a research library/padlet and provide 'bitesize' think pieces to unpick and discuss with staff to help better	Deputy Heads of School create a bank of topic relevant research that can be accessed and contributed to by year / phase	Curriculum Leads	Autumn/Spring/Summer	<p>Subject Team Review</p> <p>Subject Action Plans</p>

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understand pedagogy to improve outcomes for learners.	leads and UPS teachers where appropriate. The articles and paper collected will link directly to discussion points and training opportunities at extended SLT meetings.			Monitoring and Shallow splash reviews and feedback Staff Voice
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3. Behaviour and attitudes

Behaviour and attitudes: School culture and systems for behaviour support excellent standards of teaching and learning.

Aims	<ul style="list-style-type: none"> ✓ Securing classrooms rules, routines and expectations ✓ Consistency of language around each step ✓ Consistency of expectations in and around the school ✓ Clarity of rewards and consequences ✓ Aligning practises across the sites <ul style="list-style-type: none"> - steps - accountability - reflection - restorative justice - sanctions - rewards - Just Right – approach to, and support of, self-regulation strategies
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In order to get there:

Action	Intended Impact	Responsibility	By when	Evidence for Monitoring
All year groups to have a sharp focus on classroom management, rules and routines at the start of the year	Consistent approach to classroom management, expectations and boundaries in all classes 96%+ feel safe at school. All pupils feel safe and secure when they	Classroom Management Working party Year / Phase Leads ECT	Autumn Shallow Splash in Behaviour Follow up across the year	Year/Phase Leader monitoring Shallow Splash for behaviour feedback inc pupil voice

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	are confident, they know what's coming			
Consistency of communication between school and home	Parent/Carers work in partnership with the school to support behaviour / behaviour for learning	Class teachers Year / Phase Leads Inclusion team	October 24 February 25 July 25	Parental Appointment Surveys Annual Parent/Carer Survey Year 3 Transition Survey
Playground behaviour management approach consistent on all sites	3-step system in place for all playtimes / lunchtimes	Classroom Management Working party Year / Phase Leads	October 24	September Inset Behaviour CPD Autumn Shallow Splash in Behaviour
Create clear flow charts for each site outlining the steps to escalate incidents of challenging behaviour and the key adults involved at each step Map out sanctions (what meets what sanction)	Clear consequence for challenging behaviour	SLT/Classroom Management Working party Year / Phase Leads	September 24	September Inset Behaviour CPD Autumn Shallow Splash in Behaviour
Ensure consistency of approach on all sites <ul style="list-style-type: none"> Classroom management Transition around school Application of school policy 	Consistent approach to classroom management, expectations and boundaries in all classes	SLT/Classroom Management Working party Year / Phase Leads	Autumn Shallow Splash in Behaviour Follow up across the year	Shallow Splash SLT learning walks Pupil Vo8ice
Use of inclusion team to provide targeted CPD to develop support staff linked to key priorities.	<ul style="list-style-type: none"> Targeted CPD for positive relationships policy Share strategies for behaviour to support teaching and learning in the classroom/school community 	SLT/Inclusion Team	Autumn	Appraisal Meetings CPD Evaluations Monitoring and shallow splashes

4. Standards

Standards: Attainment and progress in writing is increased for all children with a secure focus on assessment to drive improvement

Aims

- ✓ To prioritise assessment, feedback and marking for disadvantaged pupils to support progress
- ✓ All teachers to accurately assess, moderate and benchmark children’s writing 3 times per year
- ✓ All teachers to accurately moderate writing assessment in year groups and across sites
- ✓ All teachers to accurately use AFL to identify next steps in planning and teaching writing and use this to inform planning
- ✓ All teachers to accurately use the pre key stage assessment tools for children working below programme of study
- ✓ To enhance cultural capital in writing in lesson sequences
- ✓ All teachers to identify children working at or with the potential to achieve greater depth at the end of KS2 and plan stretch, choice and challenge opportunities

In order to get there:

Action	Intended Impact	Responsibility	By when	Evidence for Monitoring
To prioritise assessment, feedback and marking for disadvantaged pupils to support progress	Children understand their next steps in writing and are supported to meet targets and age-related expectations. To increase writing attainment and progress for DA pupils to be in line with national expectations	Class teachers, Year leads/phase leads and SLT	On going	Pupil progress meetings, book study and shallow splashes.
Planned staff meetings for writing assessment and reset expectations for this at the start of the year	Teachers feel confident using writing assessment frameworks and grids to assess children’s writing and plan next steps Year leaders have an overview of writing in their year/phase group, can articulate needs of	RJ and English team	Autumn/Spring/Summer	Year/phase leads action the feedback from shallow splash monitoring with their year group / phase teams so that immediate steps are taken towards improving writing Utilise book looks to share good practice, discuss supporting resources for SEND / DA children.

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	their cohort and lowest 20% and regularly discuss provision for progress with team			
Use English moderator leads and English Subject team (TT, AS, SH, RF, RF and CC) to moderate writing in KS1/2	<p>CPD supports teachers to moderate and assess writing accurately</p> <p>Strategies evidenced in classroom-based practice</p>	English team	Autumn/Spring/Summer	<p>Shallow splashes</p> <p>Learning plans reflect external agency advice and recommendations and are created and reviewed in collaboration with specialist teachers, class teachers and LSAs</p>
Class teachers to prepare for progress meetings with clear assessment gaps identified and next steps to diminish the difference in attainment	<p>Teachers know what to do next to support writing progress in their class/year group and can confidently discuss where the children are currently working at and their gaps/next steps</p> <p>Disadvantaged higher-attaining pupils at KS1 maintain progress and achieve GD in writing at the end of KS2</p> <p>Reduce the gap between disadvantaged pupils in writing and non-disadvantaged pupils at KS1.</p> <p>Attainment in writing at KS1 is at national</p>	Class teachers	Autumn/Spring/Summer	<p>Data Analysis</p> <p>Progress meetings</p>

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All year groups to use new checklist format - adapted as necessary for L20%, WTS, EXS, GD	<p>Children know what to expect and the steps to success. Formats are consistent which supports the reduction of cognitive load.</p> <p>Strategies evidenced in classroom-based practice.</p> <p>Reduce the gap between disadvantaged pupils in writing and non-disadvantaged pupils at KS1</p>	Year leads and class teachers	Autumn/Spring/Summer	Shallow splashes and deep dives
Adapted edit tasks for L20% / WTS / GD	Editing tasks are purposeful for all children. Increased teacher feedback leads to progress.	Year leads and class teachers	Autumn/Spring/Summer	Shallow splashes and deep dives
Teachers to use the marking codes consistently to identify strengths and next steps	Children can identify strengths in their writing and what to edit and improve	Year leads and class teachers	Autumn/Spring/Summer	Shallow splashes and deep dives
Consistent use of self, peer, teacher and whole class feedback	Children receive purposeful and personalised verbal and written feedback to support their progress.	Year leads and class teachers	Autumn/Spring/Summer	Shallow splashes and deep dives
Reduce the use of model texts as children progress through UPKS2 to allow for independent application of sentence structure	Children develop sentence structure and improve their vocabulary use. They become more independent and develop ownership of writing style.	English team and year leads	Autumn/Spring/Summer	Shallow splashes and deep dives
Plan for editing lessons and time to self-assess and model	Children take ownership over their writing targets and next steps and can identify this with increasing independence.	English team and year leads	Autumn/Spring/Summer	Shallow splashes and deep dives