

Calcot Schools Development Plan 2022-2025 – Priorities

<p>Leadership and Management</p> <ol style="list-style-type: none"> 1. Ensure that all ECTs and trainee teachers continue to receive the best possible induction to the teaching profession, receiving their entitlement for high quality training and support. 2. Develop and support the role of the subject leaders to lead effectively, ensuring through monitoring medium term plans that the wider curriculum is implemented effectively. 3. Increase the impact of subject leadership teams to ensure progression across the school and increased opportunities for curricular links in Foundation subjects. 4. Manage the curriculum recovery across the school following periods of remote learning ensuring catch up is effective. 5. Actively respond to increasing safeguarding concerns, ensuring robust systems are effective, and maximum support is accessed for children and their families. 6. Ensure the school is promoted and celebrated in the community, by showcasing the excellent provision and practice. 	<p>Personal Development</p> <ol style="list-style-type: none"> 1. Develop a curriculum that not only allows our children to develop academically and vocationally but also to enable them to discover new interests and talents. We will look at aspirations, future prospects and financial awareness for children in the Junior school developing a wider life skills programme. 2. Ensure that as curriculum recovery is implemented, the focus is to promote a culture of mental well-being, physical health and fitness, respectful relationships and being safe. 3. Work with local community to continue the ‘Safer Streets’ programme to develop awareness of environmental issues and road safety. 4. Embed the ‘Therapeutic Thinking’ ethos and culture within the school to support both our children and our staff so they are resilient, confident and independent – and help them know how to keep physically and mentally healthy.
<p>Quality of Education (including outcomes) Intent/Implementation/Impact</p> <p>Intent</p> <ol style="list-style-type: none"> 1) To construct a curriculum that is ambitious and designed to give all learners particularly the most disadvantaged and those with SEND the knowledge and cultural capital they need to succeed in life. 2) To ensure the curriculum is planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment. 3) Key focus and drive on early reading so that all children read at an appropriate level, with a focus on the acquisition of phonics skills in EYFS through to KS1. <p>Implementation</p> <ol style="list-style-type: none"> 1) Ensure teachers have good subject knowledge and use staff expertise appropriately to both deliver the curriculum and support other colleagues. 2) Ensure that the curriculum is delivered in an inclusive way; using assessment effectively (formative and summative) to identify misconceptions and provide feedback which enables all pupils to accumulate high levels of knowledge and skills. As part of curriculum recovery, subject leaders will ensure that gaps and insecure knowledge in learning are addressed as part of the recovery plan. 3) Look at cumulative knowledge and learning over time to ensure that children can consolidate their skills and apply these to new learning <p>Impact</p> <ol style="list-style-type: none"> 1) Disadvantaged and SEND pupils will continue to be supported to enable them to make good progress from their starting point. Key foci will include reading widely and often, with fluency and comprehension and appropriate to their age. They are able to apply mathematical knowledge, concepts and procedures appropriately for their age. These children will not be disadvantaged by being withdrawn from the wider curriculum and differentiation will be appropriate across the curriculum. 2) Provision for catch-up tuition will target disadvantaged children and allow opportunities to pre-teach and re-teach to ensure continued progress. 	
<p>Behaviour and Attitudes</p> <ol style="list-style-type: none"> 1. To continue to develop positive learning attitudes and the ability to self-motivate and independently regulate pupils’ behaviour through the implementation of ‘therapeutic thinking.’ 2. To continue to reduce the number of children classified as persistent absentees. To reduce the number of exclusions by implementing therapeutic thinking strategies. 3. To further improve attendance for disadvantaged children so it matches or is closer to the attendance of other children. 	<p>Early Years Provision: Quality and Standards</p> <ol style="list-style-type: none"> 1. Implement the new EYFS curriculum and assessment processes to ensure that the curriculum is taught in a logical, progressive and systematic way so that children develop, consolidate and deepen their knowledge, understanding and skills cumulatively in all areas but focusing on early reading, writing and oracy skills, and Mathematics 2. Literacy levels when children begin in school are significantly below ARE. Actions/strategies will continue to be included to improve the literacy skills to promote progress relative to starting points for all of our EYFS pupils, with a focus of developing oracy and writing skills. 3. Continue to focus on early reading so that all children read at an appropriate level, with a focus on the acquisition of phonics skills in EYFS. 4. Develop working partnerships with parents to ensure excellent engagement and support for children from EYFS for learning behaviours.