

# Little Thurrock School Improvement Priorities and Objectives 2021/22

## 1. Quality of Education

- Embed the teaching, learning and assessment framework across school to continually provide professional development to ensure high quality education (link to policy)
- Ensure there is clarity across all subjects about the progression of skills, knowledge and concepts to be learnt by assessment end points and teachers plan and deliver effectively to continually build on prior learning.
- Improving writing and phonics across the school
- Address legacy learning gaps alongside new learning and ensuring the full curriculum is taught to all year groups.
- Develop a three year plan to show how pupil premium pupils are to be supported included building in benchmarks for progress and regular monitoring to show the impact of spending on each child
- Strengthen teaching, learning and assessment in foundation subjects
- Teachers are consistent in the quality of feedback given to pupils in all subjects to provide good opportunities for pupils to make next step improvement.
- Continue to adapt SEND provision taking an inclusive but strategic approach to teaching and learning (Quality First Teaching linked to micro monitoring > *Inclusion Mark*)

## 4. Leadership and Management

- Further develop the Senior Leadership Team and Middle Leadership Teams (EYFS Leader)
- Ensure subject leaders use effective analysis, evaluation, planning and monitoring processes so professional development is identified to improve teachers' skills and subject knowledge
- Develop LSAs so they are effective in supporting and challenging all learners.
- Work with governors to enable them to systematically challenge and support leaders (links to the school improvement plan)

## 3. Personal Development

- Embed the new relationship, sex education curriculum
- Embed the well-being framework
- To further enhance the spiritual, moral, social and cultural development and ensure it's of a high quality.
- To extend the curriculum beyond the academic and provide them with a range of opportunities.

## 2. Behaviour and Attitudes

- Children are able to regulate their own behaviour effectively and increasingly develop skills of metacognition.
- To further embed the behaviour policy and ensure pupils are able to self-regulate.

## 5. Early Years

- Introduce the new EYFS Framework
- Ensure that adult led provision and continuous provision are of a high quality developing independent learners
- Early Years staff develop effective questioning skills to ensure that children are sufficiently challenged in their learning.
- Further develop a language rich environment supports development of communication and language skills.
- Ensure the systematic teaching of phonics is implemented.