## Comment AND APAREL FOR

## Parent School Development Plan 2021-22

To continue to ensure the curriculum is coherently planned and sequenced, broad and balanced (referencing to July 2021 DFE document – Teaching a Broad and balance curriculum

To continue with marking and feedback to challenge children and address misconceptions, systematically and ensure it informs us of any gaps as a result of missed education

To continue to maintain and continue to build on teaching and Learning outcomes

Current Priorities 2021-22

•

To continue to embed standards in Reading, Writing and Maths

To continue to use opportunities of NTP for children identified in school (maths)

To continue to promote reading across school, maintain a rigorous approach to teaching it and link with phonics (Early years reading), ensure EEF support for reading tips is given to parents at the start of the academic term (already signposted during Home Learning spring and summer COVID interruption)

To continue to diminish the gap of all vulnerable groups including the lowest 20% of learners and any further gaps for pupils in relation to missed education where previously identified

To achieve sports school award once again- Gold development further to extension re COVID

To continue to monitor use of Pupil Premium funding and ensure progress and attainment of vulnerable groups (FSM, FSM6, CLA, SC, )

To continue to raise profile of mental health and wellbeing, aiming for Mental Health Champion Award

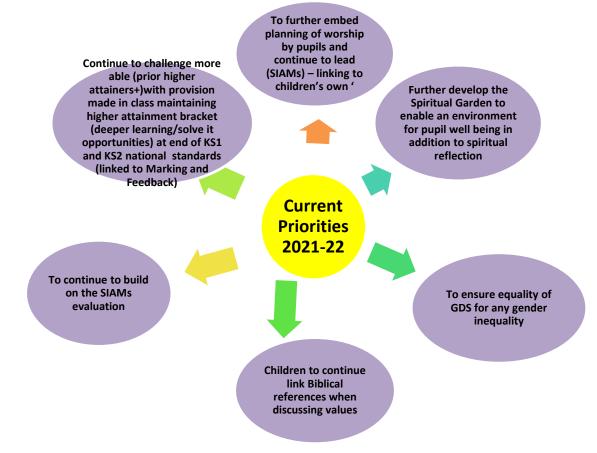
To continue tracking of foundation subjects (Ofsted point Jan 2018) - ongoing

Current Priorities 2021-22

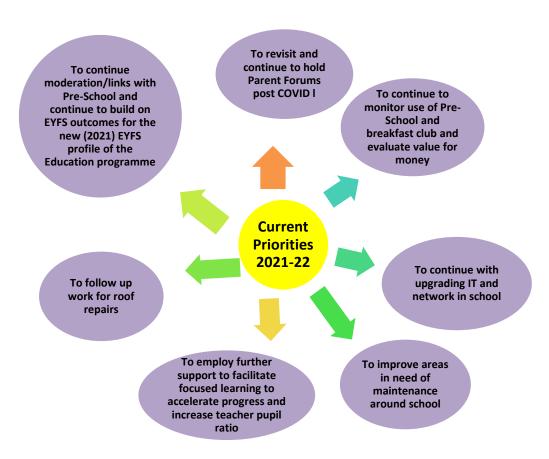


To Continue to ensure the Governors remain an active part of the school community once again with physical access to the school for focused visits and continue to develop their understanding of the curriculum and progression









## **Helpful Notes**

<u>Disadvantaged – Free School Meal Children PP</u>

<u>Vulnerable groups – Children with Special Educational Needs</u>

**GB – Governing Body** 

