

2021-22 Priority Plan

Leadership and Management

2021-22

- To ensure that all staff members with subject leadership responsibilities have a full and accurate view of their subject, including standards and the achievement of different groups of pupils
- To ensure that all subject leaders are instrumental in leading an individual subject review and make a significant contribution towards the whole-school curriculum offer review and redesign

Quality of Education

2021-22

- To ensure that gaps in learning in reading, writing, phonics and maths are swiftly identified, and appropriate plans put in place to narrow the gap and to ensure that key skills are effectively learnt, so that pupils achieve their full potential in the post-COVID recovery period
- To further develop high quality teaching and learning across all curriculum areas with a specific focus on identifying and plugging gaps in key knowledge in foundation subjects and RE

Behaviour and Attitudes

2021-22

- To adapt and implement the EEF Metacognition and Self Regulated Learning Guidance to strengthen effective learning behaviours through the seven step approach
 - Acquiring professional understanding and skills
 - Explicit teaching of metacognitive strategies to pupils
 - Modelling thinking to support pupils in developing their metacognitive and cognitive skills
 - Setting an appropriate level of challenge to develop self-regulation and metacognition strategies
 - Promoting and developing metacognitive talk in the classroom
 - Teaching pupils how to manage their learning independently
 - Supporting staff to develop knowledge of these approaches and expecting them to be applied appropriately

Personal Development

2021-22

- To continue with a whole school strategic approach around wellbeing and resilience in the context of COVID-19 through the Wellbeing Recovery Programme
- To embed an evidence-based programme to support positive mental health and emotional wellbeing across all classes via the MyHappyMind whole school programme