**The 5 Priorities for the year 2021-2022 are:**

1. **Quality of Education- ‘A Curriculum for All’**

To continue to raise standards through implementing and embedding a rich, ambitious and sequential curriculum so children increasingly **know more, remember more and can do more**. Implementing our ‘CHANGE model of learning’ will ensure consistently good or better teaching which is progressive, purposeful and inclusive. Learning is adapted to match the needs of ALL learners and provides challenge for ALL. Through developing oracy skills, children are encouraged to **think critically** by being **curious**, **collaborating** and **communicating** effectively in a range of contexts - to support thinking widely and deeply about themes which are of global and local importance. \****Key school driver***

1. **Behaviour and Attitudes: ‘Unity in CommUNITY’**

The school community to have the **HIGHEST EXPECTATIONS** for learners’ attendance, behaviour and conduct at all times through respectful, nurturing, restorative relationships. The skills of emotional literacy and self-regulation are explicitly taught in a TIS learning environment, to enable children to become independent and resilient as they navigate challenging personal and social situations. Following routines, Golden Rules and Virtues enables all learners to feel safe and excel.

1. **Personal Development: ‘Every Child a Contributer’**

Children develop their own strength of character through practising a range of virtues including responsibility, respect and determination.  Becoming a RRS will support the SPIRITUAL, MORAL, SOCIAL and CULTURAL development of everyone. Our children will discover their talents and interests and understand the positive **contribution** they can make to our school community. Through our values of **enjoyment, engagement and excellence**, children are expected and supported to **communicate confidently**. Our PSHE curriculum enables children to understand and manage their mental health and well-being, preparing them for life in a global World.

1. **Leadership and Management: ‘Shared Leadership –IMPACT’**

**‘Readiness’** to respond to changing Covid circumstances by providing a safe learning environment and clear direction. To improve standards and provision for **ALL** children (in and out of school) – through living our vision and values, in partnership with families and by launching ‘Nurture’ provision. The mental health of staff and children will be a priority - through embedding a restorative approach. **Shared Leadership** will focus subject leaders’ efforts on embedding a rich, ambitious, sequential curriculum with teachers trained in assessment to close covid gaps alongside teaching new learning. **\**Key school driver***

1. **Early Years Education: ‘A Strong Start’ (see EYFS action plan)**

Establishing routines for ALL children, including disadvantaged pupils and those with additional needs, to make progress from the new baseline assessments. Early literacy and oracy skills will be specifically taught in a safe environment where children feel motivated, excited to learn, communicate, play and explore. Families are involved in their child’s development to meet the Early Learning Goals. Children will be taught how to self-regulate, to enjoy, engage and excel in their learning. Early identification of learning need will lead to personalized, specific intervention.