Focus Priorities:	
1. Mental health • Whole school approach to mental health with a universal focus on and priority of children's mental health and wellbeing • Mental health and wellbeing directly taught to all children • Staff know and understand the effects of trauma and ACEs and use an emotion coaching approach to mitigate these • Daily physical activity linked to supporting mental health • Regular communication with parents about how to support children's mental health.	IP
2. Curriculum for learning • Through good modelling and planned practice, pupils use wide & varied vocabulary and are able to demonstrate effective speaking and listening skills • An inspiring curriculum fosters a passion for learning and pupils quickly regain good learning behaviours (Covid 19) • The curriculum represents our multicultural context and global diversity • Adaptations made to the curriculum because of school closures (Covid 19) ensure pupils cover essential skills and knowledge in all subjects • A focus on PSHE and mental health ensures that pupils build and maintain strong and effective relationships.	JW
3. Reading for enjoyment • Children read widely and often for pleasure both in school and at home • Children are provided with frequent opportunities both to read texts and to listen to texts read aloud for pleasure and to enhance the curriculum • Children are specifically taught the skills and knowledge necessary to read fluently, accurately and with understanding • The development of children's understanding and knowledge through use of texts contributes to their spoken and written language skills • Children's access to quality texts contributes to their wider learning and growth as a learner.	MSW
4. Sustaining mastery Maths • Staff understand how stem sentences can be used for structure or generalisation and use these appropriately • Staff know the ready to progress criteria and use these to assess learning and address gaps and misconceptions to ensure that pupils are ready to move on • Teachers know which skills are needed for effective problem solving (working systematically, trial and improvement, pattern seeking, generalising and specialising, visualise, conjecturing and convincing) and plan for opportunities where these skills can be taught and practised • Pupils attain fluency by regular intelligent practise and the use of mathematical games.	LE

Background Priorities:	
1. Metacognition and retrieval • Pupils know how to plan, monitor and evaluate their own learning • Teachers improve and develop pupil's metacognition and self-regulation skills • Pupils are able to self-regulate during task completion • Metacognition and cognitive load are used to support children to move their learning into long term memory • Children use retrieval techniques independently to support their own learning.	HS
2. Assessment using FFT • Teachers assess against clear assessment criteria regularly and use the data to inform their planning • Teachers teach a broad curriculum and assess against the selected key criteria to ensure that pupils are ready to move on to the next topic, year group or key stage • The chosen assessment criteria identify the key skills and concepts that pupils must master • The assessment criteria reflect the curriculum coverage across the year group, key stage and whole academy.	LE
3. PIXL • Staff engage with PiXL principles and are empowered to make better use of data, using PiXL concepts of Diagnosis, Therapy, Testing and Revisiting • Staff's use of PiXL resources is informed by their effective use of data • Children are taught the essential elements to fill gaps in knowledge, understanding and skills • Children develop as individuals and members of the community through their engagement with *A mind to be kind* PiXL resources • Children's development of the LORIC principles - leadership, organisation, resilience, initiative and communication – has a positive impact on learning outcomes.	MSW
4. Moving disadvantaged children forward • Regular identification of children who become eligible for PP funding • Identified barriers are used to ensure specific targeted support for learners • Bespoke mental health support for PP children depending on need • Enhanced support for reading; regular conversations about choices of reading books, hearing stories read aloud and developing their reading for pleasure • Enhanced support for maths: focusing on fluency, maths games and mathematical vocabulary.	JW