

Key Priorities at Millfields 2021-22

1. To ensure that all children are given appropriate and positive opportunities to develop and enhance their learning in an inclusive environment, with a particular focus on children who have English as an additional language (EAL)
2. To better develop oral communication for all learners, so that all pupils can demonstrate understanding, express feelings and ask questions
3. To further develop staff pedagogy around differentiation and embed strategies within whole class teaching and small group teaching, to ensure that all learners have every opportunity to succeed
4. To enhance the organisation and provision of phonics and reading for pupils in EY and KS1 in order to secure excellent progress and outcome and to develop a rigorous CPD programme for staff
5. To address areas for development in Maths learning, particularly maths journaling, tackling mis-conceptions, understanding prior knowledge and providing appropriate challenge
6. To further develop the intent, implementation and impact of additional support and interventions and develop appropriate and effective systems for tracking the progress of SEND pupils overtime so that leaders can show the impact of the enhanced and additional provision
7. To continue to review the intent, implementation and impact of the curriculum provision, to ensure cultural competence and capital, experiential opportunities, outdoor learning experiences, educational visits and the creative arts are embedded
8. To ensure the PHSE curriculum is developed to include the specific teaching of mental health and first aid and the programme is timetabled and organised to clarify coverage and expectations

Key Stage 2 Targets for 2022

At Expected Standard

Greater Depth

Maths	79%	Maths	44%
Reading	80%	Reading	49%
Writing	81%	Writing	22%
SPAG	76%		
Combined	79%	Combined	13%

TO BE CHANGED/AMENDED/UPDATED

Areas for development	Actions	Impact	Next Steps
<p>1. To ensure that all children are given appropriate and positive opportunities to develop and enhance their learning in an inclusive environment, with a particular focus on children who have English as an additional language (EAL)</p>			
<p>2. To better develop oral communication for all learners, so that all pupils can demonstrate understanding, express feelings and ask questions</p>		<ul style="list-style-type: none"> ● Lesson observations ● Performance information is more reliable and shows less variability ● Book looks have resulted in improvement in marking in specific year groups ● Staff confidence in delivering Maths has improved 	
<p>3. To further develop staff pedagogy around differentiation and embed strategies within whole class teaching and small group teaching, to ensure that all learners have every opportunity to succeed.</p>	<p>CPD on specific subject disciplinary knowledge , sequencing and progression within the subject is supporting class teachers with planning. Modelling within CPD of a variety of teaching techniques that support pupils discussions and knowledge sharing within lessons.</p>	<ul style="list-style-type: none"> ● 	

<p>4. To enhance the organisation and provision of phonics and reading for pupils in EY and KS1 in order to secure excellent progress and outcome and to develop a rigorous CPD programme for staff.</p>	<p>Autumn 2: Year 1 roll out of RWI</p> <p>Spring 1: Reception RWI rolled out. Reception teachers visited London Fields Weekly Training with TLAs with reading leads on Friday's Constant changing of groups</p>		
<p>5. To address areas for development in Maths learning, particularly maths journaling, tackling misconceptions, understanding prior knowledge and providing appropriate challenge</p>			
<p>6. To further develop the intent, implementation and impact of additional support and interventions and develop appropriate and effective systems for tracking the progress of SEND pupils overtime so that leaders can show the impact of the enhanced and additional provision</p>	<ul style="list-style-type: none"> ● P Level target sheets in books to track progress in core subjects ● Induct new SENCo to ensure consistency of reporting ● Embed interventions at age-phase level ● Further enhance quality of SEND in-school provision ● LSAs and TAs receiving bespoke training from range of agencies including EP service, Maths Lead and Literacy Lead 	<ul style="list-style-type: none"> ● Teachers and LSAs more knowledgeable about next steps ● Teachers and LSAs are more involved in the review and evaluation of SEND pupil progress ● Consistent interventions and small group support show pupils making good progress ● Support staff report through appraisal meetings that focussed CPD is having an impact on their 	<ul style="list-style-type: none"> ● Small group/individual meetings with SLT to review targets ● Timetable regular meetings with SENCo to review provision ● Review tracking system and good practice from neighbouring schools

	<ul style="list-style-type: none"> • Further develop relationships with a wide range of external agencies 	daily practice and the child's learning	
7. To continue to review the intent, implementation and impact of the curriculum provision, to ensure cultural competence and capital, experiential opportunities, outdoor learning experiences, educational visits and the creative arts are embedded			
8. To ensure the PHSE curriculum is developed to include the specific teaching of mental health and first aid and the programme is timetabled and organised to clarify coverage and expectations	<p>Staff have been trained in the First Aid units and the units have been timetabled into each term.</p> <p>CPD sessions will be planned to share and develop further MH strategies and a tiered approach to collaboration around pupil MH needs</p>		