

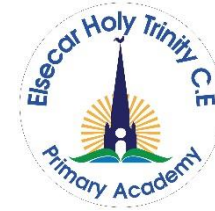
Elsecar Holy Trinity Primary Academy

SCHOOL DEVELOPMENT PRIORITIES

2022/2023



ST. MARY'S
ACADEMY TRUST





ST. MARY'S
ACADEMY TRUST



Elsecar Holy Trinity Primary Academy

School Development Priorities 2022/2023

OFSTED 2018 – What does the school need to do to improve further?

- *Continue to improve the quality of teaching and learning by ensuring that staff provide appropriate challenge to all pupils.*
- *Continue to improve pupils’ outcomes by: – increasing the proportion of pupils, including the most able pupils, who achieve the higher standards in writing at the end of Year 6 – ensuring that a greater proportion of pupils, including the most able pupils, achieve the standards in greater depth in mathematics at the end of Year 2.*
- *Continue to improve the quality of early years provision by ensuring that staff challenge most-able children as early as possible, so that a greater proportion exceed the early learning goals.*

The Main Priority Areas for development over the next twelve months are as follows:

<p>Priority 1: To ensure all children have access to a broad, balanced and well- resourced curriculum.</p>	<p>Rationale: Research undertaken by the EEF has found that high standards in literacy and numeracy are achieved by celebrating all subjects. A broad and balanced curriculum, especially for those children in lower socially mobile areas, is crucial, as a narrowed curriculum can restrict children’s life choices and opportunities. A rich diet of learning experiences is undoubtedly the best way for us to develop well-rounded, happy individuals. We also recognise that staff need access to high quality resources in order deliver our vision.</p>
<p>Priority 2: To ensure that all children can confidently and accurately recall the multiplication facts which are pertinent to their year group.</p>	<p>Multiplication is the main tool for many forms of maths such as algebra, calculus, equations and more. The ability to rehearse and understand multiplications up to and including 12 by the final year of</p>

	<p>primary school will enable children to tackle more complex mathematical subjects confidently and skilfully.</p> <p>It also helps children to familiarise themselves and feel confident with the teachings presented to them as they progress through education</p>
<p>Priority 3: To place reading at the heart of the curriculum.</p>	<p>The teaching of reading is integral to a child’s understanding and appreciation of the world around them; a platform that allows our children to see beyond what they know, share in cultural experiences and develop the vocabulary they need to effectively express themselves. Our reading curriculum strives to foster a lifelong love of reading. We cultivate the behaviours that they will need to be discerning readers as they read frequently and widely using a range of evidence-based strategies and discuss what they read.</p>
<p>Priority 4: To inspire, connect and enrich the learning and life experiences of all pupils.</p>	<p>Learning opportunities are far greater when children have the chance to experience something first hand. Not only does it allow children the opportunity to use all their senses when they are exploring a new object or experience, but it also increases motivation, can improve behaviour as the child is more engaged, helps to develop communication and language skills as experiences give children something to talk about, and consequently, further develops their understanding of the world.</p>

Priority 1: To ensure all children have access to a broad, balanced and well- resourced curriculum.

Intent <i>(What are we aiming to achieve?)</i>	Implementation activities/Outcomes
<p>To ensure that we have a 'knowledge rich curriculum' and that the children are at the heart of it.</p>	<ul style="list-style-type: none"> • To ensure that the children have a clear sequence of knowledge that they are learning throughout their non – core units of work. • Staff are to have a clear non – negotiable plan which includes what should be in books. Children to be 'assessed' on their non – core knowledge which they have learnt through mind – maps. This shows what the children know at the beginning of the unit and the knowledge they have learnt by the end of the unit.
<p>To ensure that we have clear and progressive knowledge in our subjects</p>	<ul style="list-style-type: none"> • Staff are to have a knowledge organiser which includes the key learning throughout their unit of work in Science, History and Geography. • This knowledge organiser can be shared with parents and children to ensure there are clear consistencies between staff and parents. • Staff can use the knowledge organisers to have a clear sequence to their lessons to enable to be more creative in their approach.
<p>To raise the profile and importance of science throughout school</p>	<ul style="list-style-type: none"> • Re – writing the long-term plan across school for science as well as ensuring we have a clear progression document which builds upon learning from EYFS. • To ensure that staff are teaching Science using the correct learning outcomes for their year group – this is being achieved through new knowledge organisers which are very clearly tailored towards our school and outcomes. • Ensure that our science links with our 'Scientist of the term / half term' by introducing the children to a Scientist who relates to the work which the children are learning. This links directly to our curriculum driver – possibilities. • Liaise with Kirk Balk – arranging sessions for Year 6 which links to the learning which the children are doing.

Priority 2: To ensure that all children can confidently and accurately recall the multiplication facts which are pertinent to their year group.

Intent <i>(What are we aiming to achieve?)</i>	Implementation activities/Outcomes
Children have a desire and are motivated to learn their multiplication facts.	<ul style="list-style-type: none">• As a school we will host a TT Rockstar/Numbots Day to promote the learning platforms across school.• Create a rewards system that will reward children for learning their multiplication facts.• Purchases rewards to present to children in school• Give the learning of multiplication facts high priority within all classrooms.• Provide support and training for parents and carers.• Invest in CPD for teachers and support staff.• Provide children access to Chromebooks within school• Provide Chromebooks for Pupil Premium children to use at home who are classed as digitally excluded.

Priority 3: To place reading at the heart of the curriculum.

Intent <i>(What are we aiming to achieve?)</i>	Implementation activities/Outcomes
To promote reading for pleasure throughout school.	<ul style="list-style-type: none"> • Provide staff and children with recommended reading lists and begin purchasing books from these lists in school. • Staff to read key texts that link to their topic at the end of each day. • Work with Y6 Librarians about starting some lunch time reading clubs. • Have the scholastic book fair come back to school. • Hold a 'Books for Breakfast' event to encourage parents to come into school, have breakfast and read with their children. • Look into enabling children to have a trip to Hoyland Library to see what services they offer. • Develop each classroom's reading areas so they present high-quality reading texts.
To ensure that all children are reading high-quality books suitable for their reading level.	<ul style="list-style-type: none"> • Audit the current reading books we have in our Library. • Train Y6 Librarians to ensure reading books are placed in the correct places so they are easily accessible for all children. • Order new reading books that cover the range of reading levels we use within school through Gemma books. • Regularly listen to children read to check they are reading the correct books for their level.
To monitor the teaching of Whole Class Reading from Year 2-Year 6.	<ul style="list-style-type: none"> • Work alongside new members of staff to ensure they have a strong understanding of how we teaching reading at Elsecar. • Ensure teachers are using challenging texts to teach reading through and that questions are pitched to enable all children to make progress. • Have discussions with the children to ensure they are understanding the key skills required to answer different style comprehension questions.

Priority 4: To inspire, connect and enrich the learning and life experiences of all pupils.

Intent <i>(What are we aiming to achieve?)</i>	Implementation activities/Outcomes
Pupils are beginning to think about what they would like to do in the future (Aspirations)	<ul style="list-style-type: none"> • Identify parents and carers that can come into school to give talks about their professions. • Within our wider curriculum look at the jobs that pupils can aspire to e.g. working with animals as a Vet linked to our animals including humans topic. • Invite external groups into school to talk to children. • Develop links within the community and secondary schools • Display information around school which promotes aspirations
Pupils have the life experiences that are beyond most children.	<ul style="list-style-type: none"> • Children in Y6 will participate in a residential visit. • Children will have the opportunity to watch a professional sport team at a stadium/arena. • Children will have the opportunity to watch a stage musical linked to our work in music. • Children will have the opportunity to engage with people from other ethnicities and religions. • Children will have the opportunity to learn a musical instrument. • Children will have the opportunity to participate in theme days in school such as Spanish
Children experience the curriculum beyond the classroom.	<ul style="list-style-type: none"> • Class teachers and curriculum leaders to identify trips and visits that can be used to enhance and enrich the curriculum. • Children will have the opportunity to participate in competitive sport within their locality. • Children will undertake visits within the local area e.g. Elsecar Park, Elsecar Heritage Centre • Children in Y6 will have the opportunity to visit a recycling centre to learn about sustainability

Priority 5: To build upon the new foundation stage statutory guidance.

Intent <i>(What are we aiming to achieve?)</i>	Implementation activities/Outcomes
Children to be independent learners	<ul style="list-style-type: none"> • Continuous provision and enhancements to provision allows children to choose and challenge their learning through play. • Routines are in place so that children understand that they need an apron on when painting or to wash their hands before having snack. • Adults act as facilitators, encouraging children to think through and solve problems independently.
To foster and encourage positive attitudes to learning	<ul style="list-style-type: none"> • Children have a positive mindset. • Children persevere in their learning. • Children celebrate and are proud of their success. • Children have good relationships with each other and staff.
To develop an enabling environment- indoors and out	<ul style="list-style-type: none"> • Open-ended resources are carefully chosen to develop and build on previous learning. • The resources and areas outdoors are equal in quality to the indoors. • Weekly Muddy Puddle Club develops children’s learning, relationships and well-being.
To develop early mark-making and writing skills	<ul style="list-style-type: none"> • Children have the strength and fine motor skills needed to write – dough disco, threading and fine motor activities. • Children enjoy writing. They are not afraid to have a go at writing. • Children use their knowledge of phonics to attempt to write words, captions and simple sentences.
To develop strong relationships with parents/carers	<ul style="list-style-type: none"> • Weekly newsletter to share learning and activities. • Coffee mornings and workshops throughout the year. • Invitations to join in with fundraising activities.