

School Development Plan Contents 2020-2021

Tollgate Key Priorities 2020-2021

The school has undertaken a thorough Self Evaluation and as a result of this we have identified 4 key priorities to raise attainment further.

To prioritise the catch up and rehearsal of basic skills

- **A.1:** The Head teacher, senior leaders and the wider school community are all committed to ensuring the knowledge, progress and attainment gap is diminished for all children in the core subjects.
- **A.2:** The teaching of basic skills in reading, writing and mathematics is embedded strategically across the school from nursery to year 6.
- **A.3:** All children will be benchmarked through rigorous teacher assessment and testing in reading, writing and mathematics in early Autumn 1.
- **A.4:** Wave 2 and 3 Interventions will be mapped out across the school for all learners including More Able.
- **A.5:** The Head teacher, senior leaders and Intervention lead will track the impact of interventions through a rigorous half termly monitoring cycle.

To support positive behaviours for learning and pupil well-being

- **B.1:** Maintain further learning opportunities and experiences beyond the classroom through enhanced extra-curricular provision.
- **B.2:** SMSC, British Values and PSHE, including Relationships Education and Mental Health are embedded across the curriculum and all children are enabled to become confident, resilient and independent learners.
- **B.3:** Children have an inclusive provision that has a positive impact on the overall academic and holistic process.

To maintain exceptional provision across all year groups.

- **C.1:** All curriculum areas to be sequenced logically and progressively.
- **C.2:** All Leaders speak the narrative of each curriculum area and can explain how and why the curriculum is sequenced to meet the needs of the pupils.
- **C.3:** Each subject area is written so that teaching build on previous learning. Skills and knowledge are repeated and rehearsed - A progression model curriculum ensuring knowledge and skills build and enter into long term memory through automaticity.
- **C.4:** Children are able to rehearse key knowledge and skills and fact and apply them to future learning in a variety of contexts.
- **C.5:** All subjects are monitored rigorously and robustly by undertaking work and planning scrutinise, lesson visits and most importantly discussions with children.
- **C.6:** Lessons and planning are monitored carefully, pupils know more and remember more through rehearsal.
- **C.7:** CPD builds and secures teachers' subject leaders knowledge to sustain Quality First Teaching to ensure high standards in progression in learning for all pupils and gaps in learning are diminished.

To maintain the love of reading to ensure all pupils access the full curriculum offer.

- **D.1:** The Head teacher and senior leaders understand the importance of the teaching of phonics and reading on standards across all subjects.
- **D.2:** All staff understand the importance of sharing their love of reading with the children.
- **D.3:** The phonics programme has a clear structured and rigorous progression from Nursery to year 2. The teaching of phonics starts on day 1.
- **D.4:** All children have access to a wide range of home/school reading books that are not only challenging but match their correct reading ability.
- **D.5:** Clear intervention strategies are put in place across the school for those children who fall behind in their phonics learning.
- **D.6:** Staff are trained well, through carefully planned Inset, so that they can use effective strategies to teach phonics and reading.
- **D.7:** Ambitious vocabulary is modelled in context prior to pupils rehearsing and practising vocabulary across the curriculum.