

School Development Plan Contents 2022-2023

Tollgate Key Priorities 2022-2023

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 Tollgate's pedagogical approach to teaching the Lowest 20%.

- **A.1:** The Head teacher, senior leaders and the wider school community understand the importance of prioritising the teaching of children in the lowest 20%.
- **A.2:** All leaders speak the narrative of the pedagogical approach to teaching the lowest 20% - The Lowest 20% Toolkit.
- **A.3:** The Head teacher and senior leaders have developed a set of key strategies to teaching the lowest 20% that are embedded into every lesson across the curriculum.
- **A.4:** These specific teaching strategies will shape the Quality First Teaching in the classroom effectively, so that these children will meet the demands of the mastery curriculum.
- **A.5:** Staff are trained well, through carefully planned inset, so that they can use effective strategies to teach the lowest 20%.
- **A.6:** To ensure that our interventions meet the needs of individual/group of children and that teaching opportunities are personalised to enable accelerated learning.

To ensure that the Community Hub and Early Help Team respond to the needs of the community in terms of the Covid-19 pandemic and knife crime.

- **B.1:** Community Hub and Early Help Team to provide early intervention to improve outcomes for families and children
- **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 to have access to pastoral support in relation to the Covid-19 pandemic and needs of the schools local demographic.
- **B.4:** Maintain further learning opportunities and experiences beyond the classroom through enhanced extra-curricular provision.
- **B.5:** Children have an inclusive provision that has a positive impact on the overall academic and holistic process.
- **B.6:** Ensure staff and pupil wellbeing is a high priority with a particular focus on mental health. Have an inclusive provision that has a positive impact on the overall academic and holistic process.
- **B.7:** The School Mental Health Lead will continue to embed and develop strategies for improving the mental health and wellbeing of the children, staff and wider community.

To maintain exceptional curriculum provision across all year groups.

- **C.1:** All staff understand that at Tollgate Primary School we run a mastery curriculum that is built, sequenced and assessed using components and composite goals.
- **C.2:** All curriculum areas to be sequenced logically and progressively.
- **C.3:** 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.4:** 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.5:** Each half term the knowledge and understanding of the children, with regards to what has been taught, will be assessed in every curriculum area.
- **C.6:** Children are able to rehearse key knowledge and skills and fact and apply them to future learning in a variety of contexts.
- **C.7:** All subjects are monitored rigorously and robustly by undertaking work and planning scrutinise, lesson visits and most importantly discussions with children.
- **C.8:** Lessons and planning are monitored carefully, pupils know more and remember more through rehearsal.
- **C.9:** 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.
- **C.10:** All staff within the Resource Provision continue to ensure that planned learning opportunities are developmentally appropriate, meaningful and purposeful.

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.
- **D.8:** Staff within the Resource Provision continue to develop children's oracy skills by ensuring that functional and spontaneous communication is the highest educational priority.