



## TADCASTER PRIMARY ACADEMY: Development Priorities 2020-2021

PRIORITY 1: QUALITY OF EDUCATION		
Teaching and Learning	Curriculum	Outcomes for Children
<p><b>1.1</b> To further develop the use of IT across the curriculum to ensure that children are equipped to access a range of learning both in school and remotely.</p> <p><b>1.2</b> To ensure that challenge is embedded within all learning opportunities and that high expectations are evident within teaching and learning.</p> <p><b>1.3</b> With the support of the SENDco, the teaching team will implement a wider range of strategies to support SEND and lower ability pupils so that they are able to work with even greater independence. Provide appropriate, recorded interventions to ensure all children succeed.</p>	<p><b>1.4</b> Ensure that the curriculum is coherently planned and progressive, providing sufficient knowledge and skills for future learning.</p> <p><b>1.5</b> Measure the impact of the newly developed curriculum ensuring that there is evidence of quality teaching and learning across the curriculum and that curriculum plans have clear intent, implementation and impact.</p>	<p><b>1.6</b> Using the Government Catch Up Funding, address gaps in learning and provide a comprehensive catch up programme to ensure progress is made.</p> <p><b>1.7</b> Ensure the teaching and learning of early reading and phonics is effective and any gaps are closed to ensure all pupils make progress</p>

PRIORITY 2: BEHAVIOUR AND ATTITUDES	PRIORITY 3: PERSONAL DEVELOPMENT	PRIORITY 4: EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT	PRIORITY 5: EARLY YEARS
<p><b>2.1</b> Promote commitment to learning, so children know how to study effectively, be resilient to setbacks and take pride in their achievements.</p> <p><b>2.2</b> Continue to improve school's attendance to at least in line with national percentage by tracking pupil's attendance and supporting families who need greater levels of intervention.</p>	<p><b>3.1</b> Through guidance from the Pastoral Lead and SLT, teaching staff will implement Restorative Practice to enable pupils to identify how to resolve problems effectively and promote positive pupil wellbeing by encouraging pupils to express their feelings through daily check ins.</p> <p><b>3.2</b> To further develop pupils' confidence, independence and resilience throughout school by training them how to recognise that we learn from our mistakes and to persevere through challenges that they may face.</p> <p><b>3.3</b> Develop a relationship and sex curriculum which supports children's understanding and equips them to be responsible, respectful, active citizens who contribute positively to society.</p>	<p><b>4.1</b> Ensure all subject leaders are able to identify the attainment and progress of different groups in specific subject areas leading to making informed decisions around provision and accelerated progress.</p> <p><b>4.2</b> Support staff well-being by promoting a positive working environment in which staff feel supported, valued and listened to and have an appropriate level of autonomy.</p> <p><b>4.3</b> Governance to hold leaders to account by ensuring the vision for the curriculum is effectively implemented.</p>	<p><b>5.1</b> Address gaps in learning and provide a comprehensive catch up programme to ensure progress is made.</p> <p><b>5.2</b> Implement Restorative Practice to enable pupils to identify how to resolve conflict effectively and promote positive pupil wellbeing by encouraging pupils to express their feelings through daily check ins.</p> <p><b>5.3</b> Aim to increase the numbers of children joining school to improve overall class sizes over time.</p>