



## Tadcaster Primary Academy Key Priorities 2021-22

<b>PRIORITY 1: QUALITY OF EDUCATION</b>		
<b>Teaching and Learning</b>	<b>Curriculum</b>	<b>Outcomes for Children</b>
<ul style="list-style-type: none"> <li>● Implement and embed a consistent and systematic approach to the teaching and learning of phonics, ensuring this is effective in closing any gaps and enables all pupils to make significant progress</li> <li>● Provide all children a solid base in reading upon which to build as they progress through school and help children to develop the habit of reading widely and often, for both pleasure and information</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure implementation of curriculum intent is embedded and evidenced</li> <li>● Ensure the curriculum learning opportunities based on the long term curriculum plan are progressive and effectively build on prior learning throughout school, deepening children's skills, knowledge and understanding to support future learning.</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure good or better progress for all children and rapidly close the gaps for those pupils who may not have retained as much as a result of the 18 months of disruption to learning, focussing specifically on vulnerable groups.</li> <li>● Through prompt identification of pupils who are not at the stage they are required to be, quality 'keep up' phonics intervention sessions will ensure pupils make significant progress</li> <li>● Further support SEND and lower ability pupils so that they are able to work with even greater independence by delivering specific interventions which are closely monitored and where impact is measured.</li> </ul>

<b>PRIORITY 2: BEHAVIOUR AND ATTITUDES</b>	<b>PRIORITY 3: PERSONAL DEVELOPMENT</b>	<b>PRIORITY 4: EFFECTIVENESS OF LEADERSHIP AND MANAGEMENT</b>	<b>PRIORITY 5: EARLY YEARS</b>
<ul style="list-style-type: none"> <li>● Continue to foster a culture of high expectations by using a consistent approach to behaviour through adopting a shared language and routines</li> <li>● Implement restorative practice throughout school to enable pupils to identify how to resolve conflict effectively and promote positive pupil wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>● Develop pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy, equipping them to become responsible, respectful and active citizens</li> <li>● Ensure learners' attitudes to their education are positive. Promote commitment to learning, so children know how to study effectively, be resilient to setbacks and take pride in their achievements</li> <li>● Develop a clear relationship and sex curriculum which supports children's understanding and equips them to be responsible, respectful, active citizens who contribute positively to society</li> </ul>	<ul style="list-style-type: none"> <li>● Ensure subject leaders drive their area of the curriculum, improving outcomes and closing gaps to enable children to apply their understanding, knowledge and skills effectively in all curriculum areas</li> <li>● Governance to hold leaders to account by ensuring the curriculum vision and intent is effectively implemented.</li> </ul>	<ul style="list-style-type: none"> <li>● Embed new Early Years curriculum following children's interests and whole school themes.</li> <li>● Implement a new phonics SSP ensuring a consistent approach is used in the teaching and learning of early reading and phonics and any gaps are closed to ensure all pupils make progress.</li> <li>● Through the adoption of the NCETM Mastering Number programme ensures that children's understanding of numbers enables pupils to develop fluency with, and understanding of, numbers that is crucial to future success in maths and academic progress more generally.</li> </ul>