

**Sherington Primary School    Strategic Development Plan    September 21-24**

Aspire   Believe   Create   Achieve



Strategic Objectives			
	Priority	Maintenance	Preparation
The Quality of Education	<ol style="list-style-type: none"> <li>1. Teachers use assessment highly effectively to check understanding, provide feedback, and inform planning and teaching (<b>AB, GH, DO, GT, subject leaders</b>)</li> <li>2. Identification of gaps in learning and progress towards closing them in phonics, reading and arithmetic (<b>DO, GT</b>) (<b>CP, KC, CY</b>)</li> <li>3. Effective provision for pupils with SEND and vulnerable children (inc staff) (<b>GT</b>)</li> <li>4. Challenge and depth for prior high-attainers (KC, CY, KP, CP)</li> </ol>	<ol style="list-style-type: none"> <li>1. Broad, relevant and rich curriculum at all key stages (GH, AB)</li> </ol>	<ol style="list-style-type: none"> <li>1. Support staff integral to learning support (<b>AB, GH, DO, KP, GT</b>)</li> <li>2. Identify knowledge and skills to be taught in each unit of work and ensure acquisition and long-term memory retention (GH)</li> <li>3. Monitor and review implementation and outcomes in writing following a move from Talk 4 Writing (WT)</li> </ol>
Behaviour and Attitudes	<ol style="list-style-type: none"> <li>1. Pupils self-regulate at all times (all)</li> <li>2. Pupils love challenge of learning and thrive (all)</li> <li>3. Positive relationships across all groups in school community (all)</li> <li>4. PWB support pupils who struggle (<b>GT</b>)</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupils articulate knowledge and understanding (GH, AB)</li> <li>2. Pupils are safe and feel safe (all)</li> </ol>	<ol style="list-style-type: none"> <li>1. Ensure that a sense of fairness is experienced by all pupils and the school community (all)</li> </ol>
Personal Development	<ol style="list-style-type: none"> <li>1. Ensure mental and physical health and emotional wellbeing of pupils (GT) and staff (AB)</li> </ol>	<ol style="list-style-type: none"> <li>1. Pupils debate and discuss with respect for others (all)</li> <li>2. Positive Education underpins building of character (AB, GH)</li> </ol>	<ol style="list-style-type: none"> <li>1. Challenge stereotypes in order to ensure equality of opportunity, understanding, respect and acceptance (all)</li> </ol>
Leadership and Management	<ol style="list-style-type: none"> <li>1. Effective implementation of revised EY framework (<b>KP</b>)</li> <li>2. Highly effective professional development for ECTs, ITT, new</li> </ol>	<ol style="list-style-type: none"> <li>1. Leadership focused on ensuring implementation and impact reflects intent (<b>subject leaders</b>)</li> </ol>	<ol style="list-style-type: none"> <li>1. Leadership at all levels is focused on securing quality teaching through triangulation of intent, implementation and impact</li> </ol>

	<p>and identified staff (<b>GH,DO,KP,AB,GT</b>)</p> <ol style="list-style-type: none"> <li>3. Professional development for subject leaders new to role (<b>AB, GH</b>)</li> <li>4. Highly effective governance (<b>Govs</b>)</li> </ol>		<p>(leaders inc. subject leaders)</p> <ol style="list-style-type: none"> <li>2. Improving teachers' subject and pedagogical knowledge and use of assessment and feedback (<b>AB, GH, DO, GT, KP</b>)</li> <li>3. Increase and enhance links with parents and local community (<b>AB, GH, DO, GT</b>)</li> </ol>
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