

Loseley Fields School Priorities 2023-2024

In foundation subjects, teachers do not always incorporate effective assessment opportunities into lessons. This means teachers do not consistently check for understanding and ensure that knowledge and skills build securely over time. Leaders need to refine their approach to assessment, so it is systematically checking understanding and supporting pupils to use knowledge fluently so they can remember more.

Ofsted: July 2022

The quality of Education

To work with the Literacy Hub to embed the **PHONICS PROVISION** across KS1 to further improve outcomes in both early reading and early spelling

To accelerate **OUTCOMES IN ALL YEAR GROUPS** across all core areas so that the children are well prepared for the next stage of their education. Focus will be particularly given to:

To improve pupils' accuracy when **PROBLEM SOLVING IN MATHS**. This will include:

- professional development of problem-solving strategies used in mastery for maths
- participation in the Early Years Fluency for Mastery Programme

To develop systems and processes which effectively **ASSESS OUTCOMES ACROSS THE WIDER CURRICULUM**

To deliver a **HIGH-QUALITY CPD PROGRAMME** which further embeds our teaching staff's understanding of a variety of **PEDAGOGY** principles designed to refine teaching and learning.

Behaviour And attitudes

Continue to ensure that whole school **ATTENDANCE** remains above national standards, recovering to pre-pandemic levels

To fully embed our new school **VALUES** across all school life, using our **CITIZENSHIP PROGRAMME** to facilitate a bridge between school, home and community

To ensure high quality planned activities are fully available to all across **LUNCHTIMES** and to ensure that the **DINING EXPERIENCE IN THE SCHOOL HALL** supports this.

Personal Development

To revisit our **PSHE CURRICULUM** to ensure that it explicitly teaches our new school values so that these are genuinely lived by the children.

To continue to strengthen the children's ability to successfully **SELF-REGULATE** so that they can name and articulate their emotions.

To expand our **THERAPEUTIC OFFER** in order to provide support for a wider range of needs.

To develop a programme to support our community of **YOUNG CARERS**.

To continue to develop the **PERFORMING ARTS** provision across the school to improve self-esteem, confidence, and engagement.

Leadership & management

To continue to prioritise a culture of **SAFEGUARDING** in all that we do.

To continue to strengthen **CURRICULUM LEADERSHIP** so that it further impacts positively on outcomes where well- embedded monitoring procedures drive standards and where **YOUNG LEADERS** continue to promote pupil engagement and participation.

To embed our school five-year **SUSTAINABILITY STRATEGY** so that it impacts all areas of school life.

To build leadership capacity **FOR INCLUSION** as the school grows to full and two form entry.

To develop a high-quality programme of **INDUCTION** to support those new to our school or at the start of their teaching careers.

To develop the **SCHOOL INFRASTRUCTURE** in order to ensure that the school is fully prepared to be full and two form entry.

Early Years

To ensure that our **PHONICS** teaching ensures good outcomes for children in early reading.

To strengthen the opportunities for the children to apply their phonics knowledge in **EARLY WRITING**.

To participate in the **EARLY YEARS FLUENCY FOR MASTERY PROGRAMME**.

To ensure that **HIGH QUALITY CONTINUOUS PROVISION** enables children to make good progress from baselines across all areas of the EYFS curriculum, leading to improvement in GLD at end of Year R.