

School Priorities 19/20



To maintain high attainment across school in the core subject areas in the light of reduced staffing, with a particular focus on improving pupil outcomes and enjoyment in reading.

In Maths:

introducing Cuisenaire to provide further practical ways of giving children the opportunity to experiment with the properties of number and how numbers are related.

In Writing:

a continued focus on Handwriting with correct formation practise – joined script to be introduced once individuals are ready and given 'permission' to use in all writing other than handwriting books so as not to detract from composition.

In KS1 Targets shared with pupils using post-it on front of book

In Phonics:

continue precise, rigorous and targeted intervention for those at risk of not meeting expected standard e.g. the lowest 20% through a programme of fun, practical and scaffolded activities, including increased parental support

In Reading:

Dyslexia training for all staff

River of reading analysis - for each child at start of year

Use of library increased

Visiting author during WBD week

Reader of the week/ month or term

Book reviews – chdn to write a recommendation for publication in school newsletter

Guided reading – review of current practice

Independent reading sessions/ story sessions/ story club/ drama club based around stories

Working walls to promote Author of the week/half term

Expectations/ ideas for support shared with parents through parents' eve/ workshops/ newsletters/ topic letters

To continue to embed a nurturing culture across school by focusing on emotional well-being of both pupils and staff to create a whole school environment where excellent academic learning can take place.

Creating and making explicit a nurturing environment and ethos within the classroom e.g. class identity – all aspects in place, feelings chart, calm down boxes, worry eaters

Consistent use of daily visual timetable

Consistently promote Reinwood High 5 Rules to reinforce behaviour expectations through use of Class Dojo in KS1 and Smiley face system in EYFS

Ensure weekly Golden Time is chosen by pupils, takes place consistently and is linked to Class dojo in KS1/ accumulator in Reception

Ensure use of nurturing language is used consistently

Contribute to whole school expectations e.g. challenging inappropriate behaviour and reinforcing positives ie: Dojos for smart walking on corridor

Working with SMT to continue to look for ways of reducing workload