

LONGSTONE PRIMARY SCHOOL – A SUMMARY OF SCHOOL IMPROVEMENT PRIORITIES 2022 – 2023

<p>Key Area 1</p>	<p>Refine the whole school approach to the teaching of writing by:</p>	<ul style="list-style-type: none"> ➤ Ensure the writing curriculum is planned and sequenced so that the end points it is building towards are clear and that pupils have the knowledge and skills, building on what has been taught before, to reach those end points. ➤ Ensure the writing curriculum intent and implementation is embedded securely and consistently across school. ➤ Ensure the writing curriculum is purposeful, ambitious and designed to give all pupils, including the disadvantaged and SEND, the knowledge they need. ➤ Using a whole school teaching sequence for writing based on recent pedagogical research that supports the principals of quality first teaching. ➤ Ensuring teachers understand the art and science of writing within the English curriculum and leaders provide effective support. ➤ Teachers and leaders using assessment well to embed knowledge, check understanding, inform teaching and to understand gaps. ➤ Using high quality structured intervention to target specific needs of pupils with writing (using the TARGET model). ➤ Making links with the school’s approach to teaching whole class reading.
<p>Key Area 2</p>	<p>Refine the whole school approach to assessment by:</p>	<ul style="list-style-type: none"> ➤ Continue to refine clear end points for foundation subjects so that staff are clear about the knowledge and skills that children need. ➤ Teachers are able to accurately assess against these end points. ➤ Teachers and leaders using assessment well to embed knowledge, check understanding, inform teaching and to understand gaps. ➤ Teachers using assessment to target support. ➤ Teachers carefully assessing impact of high-quality structured intervention. ➤ Ensuring that systems for formative assessment are purposeful, accurate and coherent.
<p>Key Area 3</p>	<p>Meeting the needs of all pupils by:</p>	<ul style="list-style-type: none"> ➤ Ensure the curriculum is purposeful, ambitious and designed to give all pupils, including the disadvantaged and SEND, the knowledge they need. ➤ Teachers providing high quality daily teaching. ➤ Teachers and leaders using assessment well to recognise the needs of different groups of children. ➤ Teachers being able to recognise and share indicators of different needs and leaders providing effective support. ➤ Using high quality structured intervention to target specific needs of pupils (using the TARGET model). ➤ Teachers carefully assessing impact of high-quality structured intervention. ➤ Implementing a range of wider strategies to remove non-academic barriers to attainment.