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| **Key focus** | **Overview**  |
| To maintain exit attainment in Reading, Writing and Maths ensuring all children, including SEND, make good progress and attain or exceed their end of year targets | * Ensure all children receive quality first teaching through effective planning which meets the needs of groups and individuals.
* Where children are not on the correct trajectory, put in extra support (adult support, interventions targeting more able children etc) so that they achieve their target.
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| To ensure new practices to develop the curriculum are embedded | * Class teachers work with subject leaders to adapt the chosen curriculum that is ambitious and designed to give all learners the knowledge and cultural capital they need to succeed in life.
* The work in pupil books follows the coherently planned and sequenced MTPs.
* Workbook across year groups and the phase provide evidence of delivery towards cumulatively sufficient knowledge and skills.
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| To ensure that behaviour is well managed throughout the phase and expectations are of a consistently of a high standard | * The whole phase has high expectations for learners’ behaviour and conduct both in and outside of school.
* Staff apply the behaviour policy consistently and fairly. This is reflected in learners’ behaviour and conduct at all times.
* All leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread.
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| To ensure that all learning opportunities are used effectively by all practitioners in order to achieve 24/7 learning | * Google classroom used for homework and to share ideas/documents within the lesson thus cutting down on reprographics.
* Enrichment clubs available to the phase in a range of subjects extending beyond the academic, providing learners’ broader development, enabling them to develop and discover their interests and talents.
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**Upper Key Stage Two Priorities 2021/22**