

Riverside Primary Targets 2021-2022

School Development Plan Summary

Key Priorities	
	2021/22
The Quality of Education	<ul style="list-style-type: none"> To revise and embed a sequenced Cornerstones curriculum, which builds upon prior learning equipping learners with detailed knowledge and skills, enabling them to remember more in the long term. To improve comprehension skills for Early readers to build confidence in fluency, which enables them to access a broad and balanced curriculum preparing them for the next stage of education. To implement an ambitious curriculum which enables learners to integrate existing and new knowledge into larger concepts to obtain mastery in maths.
Behaviour and attitudes	<ul style="list-style-type: none"> To implement a fair and consistently applied behaviour and engagement policy throughout the school.
Personal development	<ul style="list-style-type: none"> To support our learners to develop their character and increase their confidence and ability to keep physically and mentally healthy. To provide our learners with meaningful opportunities to discover and develop their interests and talents, preparing them for a successful life in modern Britain.
Leadership and Management	<ul style="list-style-type: none"> Leaders have a clear and ambitious vision which equips staff with the subject, pedagogical and pedagogical content knowledge required to deliver a high quality inclusive education to all learners. Leaders to implement a range of strategies to improve the well-being for all members of the school community.
EYFS	<ul style="list-style-type: none"> To support staff and equip them with the skills required to plan a tailored curriculum, addressing the high level of needs within EYFS. To implement a high quality EYFS curriculum, which provides learners with the opportunities to develop and apply knowledge and skills gained, with increased confidence and independence.

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Key Actions		
1. To revise and embed a sequenced Cornerstones curriculum, which builds upon prior learning equipping learners with detailed knowledge and skills, enabling them to remember more in the long term.	2. To improve comprehension skills for Early readers to build confidence in fluency, which enables them to access a broad and balanced curriculum preparing them for the next stage of education.	3. To implement an ambitious curriculum which enables learners to integrate existing and new knowledge into larger concepts to obtain mastery in maths.
<ul style="list-style-type: none"> To map out a sequence of lessons that are built on prior knowledge for the individual Cornerstones subjects. To provide high quality CPD so that all staff are competent and confident to deliver Cornerstones lessons. To ensure learners are able to recall key learning concepts. 	<ul style="list-style-type: none"> RWI and DSR is taught consistently and rigorously by highly trained staff To adapt RWI to ensure it meets the needs of the bottom 20% of early readers in each class. Develop a scheme of learning for year 1 which promotes enjoyment, fluency and comprehension. 	<ul style="list-style-type: none"> To provide high quality CPD so that all staff are competent and confident in using the CPA (concrete, pictorial and abstract) approach. To review and disseminate a calculation policy. To encourage and increase the use of manipulatives to support and secure mathematical understanding.
4. To implement a fair and consistently applied behaviour and engagement policy throughout the school.	5. To support our learners to develop their character and increase their confidence and ability to keep physically and mentally healthy.	6. To provide our learners with meaningful opportunities to discover and develop their interests and talents, preparing them for a successful life in modern Britain.
<ul style="list-style-type: none"> To deliver CPD on the new policy. To ensure a consistent approach in the implementation of the behaviour policy by all staff. To ensure that children are reflective of their behaviour choices. 	<ul style="list-style-type: none"> To ensure that the skills delivered by specialist staff are part of everyday practice. To increase pupils understanding of well-being and ability to deal with emotions. To increase the amount of opportunities pupils are given to be physically active. 	<ul style="list-style-type: none"> To provide the opportunity for children to experience specialist workshops to prepare them for life beyond education. To raise the aspirations of disadvantaged children by exposing them to further and higher education experiences. Expose children to interests beyond their social economical background.
7. Leaders have a clear and ambitious vision which equips staff with the subject, pedagogical and pedagogical content knowledge required to deliver a high quality inclusive education to all learners.	8. Leaders to implement a range of strategies to improve the well-being for all members of the school community.	9. To support staff and equip them with the skills required to plan a tailored curriculum, addressing the high level of needs within EYFS.
<ul style="list-style-type: none"> To develop a coaching policy To ensure that coaching policy is used in accordance with the school teaching and learning policy. To ensure that coaching sessions are of a high standard, regular and positively impact teaching and learning. 	<ul style="list-style-type: none"> To equip learners with a range of strategies to independently improve well-being. Informing parents and carers of the range of strategies used within school to support their children's well-being. To support staff in maintaining a good work life balance, which promotes staff well-being. 	<ul style="list-style-type: none"> To identify children with additional needs through early assessment. Ensure that staff have access to Specialist CPD in order to support the teaching and learning of pupils with additional needs.
10. To implement a high quality EYFS curriculum, which provides learners with the opportunities to develop and apply knowledge and skills gained, with increased confidence and independence.		
<ul style="list-style-type: none"> To develop an EYFS curriculum which prepares children for their next stage of learning. To personalise activities that reflect the interests of the children. To provide opportunities for child led enquiry. To extend learning by building strong home school relationships. 		



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