SIAMS foci

Enable staff to recognise spiritual opportunities across the curriculum and to explore them more deeply with pupils.

 Expand opportunities for pupils to deepen their understanding of living in a multicultural and diverse world.

Provide opportunities for pupils to use their knowledge and understanding to plan, lead and evaluate collective worship as true spiritual partners.

Personal Development

Increase opportunities for taking responsibility in all year groups

Ensure that we achieve a Silver for PE Sports mark to support physical health and mental health in school

Create and embed a SMSC calendar

World of work – further develop the children’s understanding of the world of work

Increase awareness of diversity with link to another school

EYFS (+Y1)

Further embed phonics scheme and reading scheme into EYFS

Embed the new curriculum in EYFS

Focus on assessment following changes to the curriculum

Vocabulary taught explicitly with NELI programme for those with speech and language difficulty

Update of resources where needed to ensure access to all play areas

Behaviour and Attitudes

Focus on Government guidance for children around safeguarding and sexual harassment and add to relevant policies.

Review of pupils with behavioural difficulties and the use of Ordinarily Inclusive Practise document to meet the needs of pupils.

Zones of Regulation to be further embedded to help pupils manage their behaviour

Focus on high expectations for all pupils across the curriculum

**Learning Environment**

Complete trim trail and track to link with Healthy Lifestyles and have an impact on playtimes

History timeline through school to support chronology in History curriculum and develop subject knowledge

Staff wellbeing – Designated wellbeing lead established and having impact on staff wellbeing

Support outdoor learning with Reading Shack, sails and learning areas.

ST MARY’S CofE (AIDED) PRIMARY SCHOOL, PULBOROUGH

2021 - 2022

Leadership and Management

Focus on tailored support for Middle Leaders – supportive observations by subject leaders to create a culture of shared CPD and know the impact of middle leaders

Strong induction of new DHT

Middle leaders to articulate provision and adaptations for SEND in their subject area.

Ensure any remaining gaps in learning as a result of the pandemic are identified and allow catch up

Development of subject handbooks for disciplinary knowledge in the curriculum to provide the depth of the curriculum for all learners

Quality of Education

Curriculum focus - Further develop the progression in key knowledge alongside vocabulary in foundation subjects

Improve outcomes in writing and further develop writing stamina across all foundation subjects

Improve mental maths facts and quick recall of these facts to apply in Mathematics

To develop children’s spoken language with Oracy 21 project across all foundation areas

Further embed Rosenshine’s methodology into our teaching and learning within out

SEND – Use of Ordinarily Inclusive Practise document to adapt the curriculum for SEND learners

Using the Reading Framework to further enhance reading and ensure pupils are accessing high quality texts at home.