



SIP OVERVIEW for Academic Year: 2021-22

Quality of Education	Behaviour & Attitudes	Personal Development	Leadership & Management	EYFS
<ul style="list-style-type: none"> •Further develop the schools curriculum intent for reading, developing children’s love of reading, understanding of challenging vocabulary and their access to challenging text. •Provide a well planned and tailored curriculum and rapid catch up in core subjects for disadvantaged and those with SEND. •Develop the schools writing curriculum through the use of ‘Write Stuff’ and ‘The Spelling Book’ •Consolidate improvements to intent and implementation in History, Geography, RE and Science. •Develop teacher’ subject knowledge and subject specific pedagogy in art, music and design technology 	<ul style="list-style-type: none"> •Develop staff understanding of the needs of SEMH, improving the outcomes for those at risk of exclusion •Eradicate low level disruption in learning and during lunchtime provision. Ensure a consistent approach is taken to behaviour management across the school so that children understand what ‘Ready, Respectful and Caring’ look like for them •Instill learning behaviours into everyday routines. 	<ul style="list-style-type: none"> •Develop a clearly planned and sequenced offer which builds pupils’ character, physical and mental health and promotes active citizenship. •Ensure mental well-being is strong for all children so that they can learn well •Develop and implement the MAT citizenship and character award, with a particular emphasis on disadvantaged pupils. •Further develop the curriculum to support healthy relationships (including RSE) and social and emotional learning to support positive mental health. •To embed THRIVE practices in to our everyday routines 	<ul style="list-style-type: none"> •Further develop the evaluation and monitoring roles of subject leaders, particularly of those new to the roles •Support link governors to oversee and challenge leaders in the development of link curriculum areas •To secure positive mental well being for staff 	<ul style="list-style-type: none"> •To ensure the EYFS reforms are understood and embedded in provision, •To ensure that children are well prepared for the Year One curriculum, identifying key knowledge, language and skills at each stage