



Reading:

To ensure greater consistency in the delivery of reading lessons across the school, particularly in terms of text choices, whole class reading approach and EYFS / KS1 reading carousels.
 To raise the profile of reading for pleasure across the school with continued investment in high quality texts to inspire reading.
 Review the reading practices in EYFS and KS1 to ensure a strong foundation is in place that allows for progression into a whole / class guided reading approach at KS2.

Writing:

To improve and raise the attainment of writing across the school, particularly in non-reporting year groups and for those children at Greater Depth Standard.
 To improve and refine the teaching of core skills to incorporate a greater focus on sentence structures and spelling.
 To ensure staff are well equipped to deliver a high-quality writing curriculum through effective pedagogical practices and high-quality CPD.

Phonics:

To maintain at least a Phonics screening pass rate of >80% through consistently high-quality teaching
 To provide additional support and intervention teaching for the lowest 20% of the Y1 & 2 cohort
 To continue to provide RWInc training for identified staff and ensure that phonics remains a strength of the school in the subject leaders' absence.

Maths:

To ensure core skills is taught effectively and consistently across all classes with children being able to recall and retain facts for their NC year.
 To make greater use of assessment data and the tracking programme, Insight, in order to analyse class data and plan and refine classroom practice.
 To evaluate the equality and entitlement of maths provision for SEND pupils.

Science:

Develop STEM / Working Scientifically practices across the school through enhancing staff knowledge and understanding and creating more opportunities for STEM projects
 To refine the school's approach to assessment in Science at the end of each unit to ensure staff can demonstrate children meeting end points and curriculum milestones.
 To ensure our school Science Curriculum is rich in diversity, is inclusive and is visible across the school.

History:

To ensure clear progression in knowledge and skills from History from EYFS to KS2 and that this is implemented across school using appropriate teaching strategies.
 To further develop and refine the approach to assessment in History so that intent and implementation is clear.
 To further develop staff awareness of support for the delivery of history and make greater use of a wider range of historical sources across school -EYFS to KS2.

Geography:

To ensure there is effective coverage of the Geography curriculum taught across EYFS, Key Stage 1 and Key stage 2.
 Ensure Geography knowledge and skills are progressive from EYFS to KS2
 To further develop opportunities for deeper learning and teacher assessment in Geography (BAD)
 To successfully achieve and obtain the PGQM

Music:

To successfully achieve and obtain the Music Mark Status within school.
 To review and implement a new long-term plan for Music at KS1 linked to Model Music Curriculum and gradually build this progressively across school.
 To review the OFSTED report into High Quality Music Curriculums in schools and review and refine approaches to reflect best practice.

Design & Technology:

To explore further opportunities for staff CPD across the year to enhance classroom practice.
 To enhance and develop the school DT curriculum offer by engaging with TCAT STEM support
 To further refine the approach to assessment in DT using the subject end points and BAD approach and ensure staff are confident with this in the context of DT.

PE:

To ensure all pupils are engaged in regular physical activity
 To engage with initiatives to further promote PESSPA
 To further develop staff knowledge, confidence and skills in the delivery of PE particularly within the EYFS.

Computing:

To establish a clear and refined curriculum for computing at EYFS that ensures progression into KS1
 To further develop evidence gathering & assessment to establish the impact of computing using subject end points and refined curriculum expectations.
 To further enhance the computing offer at GSP through staff CPD and curriculum enhancement; TCAT Stem Support.

Art:

To establish a school Arts' Council to raise the profile of the creative arts across the school.
 To review the school medium- and long-term plans for art to condense the coverage of the seven aspects of art with more of a focus on depth and progression.
 To continue to gather evidence toward successfully achieving the National Arts Mark award.

MFL:

To ensure there is effective curriculum implementation across KS1 and KS2 for French and that impact of this can be seen through lesson monitoring.
 To embed the new curriculum schemes of learning following with the TCAT lead practitioner and be able to articulate the impact on standards against end points.
 To continue to provide high quality CPD to support staff subject knowledge and pedagogy.

RE:

To ensure that the new scheme for RE is fully established and embedded across the school.
 To ensure staff are well supported through high quality CPD to support high quality curriculum delivery.
 To explore wider opportunities to enrich the RE curriculum across school.

PSHE:

To review the PSHE LTP to ensure that greater thought is given to equality, diversity and the 'economics' aspect of the curriculum.
 To develop the role of the Welfare Warriors – My Happy Mind Group across the school.
 To ensure that mental health and wellbeing remains a priority for pupils and staff at GSP.