

Quality of Education	SEND	Behaviour and Attitudes	Attendance	Personal Development	Leadership and Management	EYFS
<p><b>Adaptive Teaching: Ensure that all staff</b> Through the training, a clear and consistent understand and – in turn – shared approach to adaptive practice. Focusing on the 5 core areas identified within the REAch2 centralised roll out (<i>Planning, In the moment adaptations and consistent school pillars expected across all classes</i>).</p> <p><b>Early Reading (Phonics) + Whole Class Reading:</b> Ensure that all staff use their Professional fidelity in planning, teaching and assessing within the Little Wandle Scheme and school specific approach. -Ensure there is a sharp <b>focus on Assessment for Learning.</b></p>	<p>Develop <b>community Understanding</b> of varying need / <b>contrasting diagnosis across the school.</b></p> <p>Continue to work proactively on <b>Class teacher and Parent relationships</b> for SEND pupils.</p>	<p><b>Behaviour Policy:</b> Fully implement and embed the first ‘full year’ of the behaviour policy where all year groups are consistently implementing the behaviour Pathway, Sanctions Grid and applying all other strands of the policy.</p> <p><b>Opal Play and Learning:</b> The successful training for all staff + implementation of Opal – outdoor learning / play.</p>	<p><b>Whole School Approach:</b> Continue to embed a heightened awareness of attendance and whole approach to supporting and championing positive attendance for all pupil groups.</p>	<p><b>EDI Strategy (Equality, Diversity and Inclusion):</b> making sure that all corners of our community feel seen and heard where all children are fully represented across the curriculum.</p> <p><b>PSHE and RE Curriculum:</b> Embed the REAch2 PHSE Curriculum to ensure all pupils are suitably ready for a place in Modern Britain.</p>	<p><b>Learning Culture,</b> The Eastbrook Way and Fostering Collaboration at all levels.</p> <p>Continue to build and <b>forge exceptional relationships</b> with parents and carers.</p> <p>Leaders continue to set a <b>clear direction</b> for the school showcasing the <b>strengths and areas of opportunity within the Trust.</b></p>	<p>Ensure the <b>learning environment is fully fit for purpose</b> and meets the need of all learners.</p> <p>A strong curriculum design that supports an <b>ambitious, coherently planned and sequenced curriculum.</b></p>
<p><b>Social Justice</b> ‘Relentless responsibility for dignity, fairness and fulfilment’</p>		<p><b>Sustainability</b> ‘Upholding responsibility for our shared future’</p>		<p><b>Digital Transformation</b> ‘Creating a future where we learn, work and connect better’</p>		
<p><b>11B411:</b> To ensure all 11B411 promises are being implemented in all schools</p>		<p><b>Sustainability Curriculum:</b> For targeted schools to develop and embed an effective sustainability curriculum in Science and Geography</p>		<p>To review the use of all IT programs + Teaching staff to be fully trained to teach Promethean IWBs.</p>		
<p><b>Oracy:</b> To identify any particularly strong practice in the teaching and development of oracy in schools</p>				<p>Ensure all relevant programs have Data Protection Impact Assessments to comply with KCSIE</p>		