

Key Priority Development Areas 2016 -17

PD1: Ensure that pupils' spelling skills are fully developed to the same high standard as grammar and punctuation in all aspects of their writing

- 1.1 Re-define and develop the role of literacy leader to devise, deliver and monitor the impact of highly effective CPD (especially for NQT's and RQT's) aligned to a revised scheme of work for SPAG
- 1.2 Ensure that spelling is taught consistently strongly across the curriculum in all classes
- 1.3 Make certain that pupils' homework and home study promotes good spelling strategies and that parents understand age-related expectations for spelling
- 1.4 Ensure that outcomes for pupils in spelling are in line with grammar and punctuation and that progress of SEND pupils is broadly in line with other pupil groups
- 1.5 Refine core spelling strategies across all areas of learning in Early Years so that more children exceed literacy ELG's and KS1 provision becomes more advanced

PD2: Sustain pupils' outstanding attainment and progress through further development of elements of curriculum provision

- 2.1 Focusing professional development specifically to emerging needs of RQT's and NQT's to shore up middle management
- 2.2 Make certain that teaching remains consistently strong through continued rigorous monitoring of teaching, learning and assessment
- 2.3 Strengthen pupils' awareness of fundamental British values systematically from year to year so that SMSC remains outstanding
- 2.4 Refine highly quality cohort Raising Achievement Plans (RAPS) to address any issues arising from external (local and national) validation of pupil data, especially for Y5 and for SEND pupils
- 2.5 Maintain the high proportion of children attaining a GLD and ensure that, from top average starting points, a greater number exceed a GLD

