

AIM	Priorities		
<p>Section 1 Quality of education</p> <p><i>We will provide to ALL pupils knowledge and skills at each stage to ensure they are exceptionally well prepared for the next stage of their education</i></p>	<p>English: Oracy and writing Further development of the oracy curriculum (Voice 21) and explicit teaching of oracy to support pupils to have a strong command of the spoken word so that pupils learn to talk and through talk so they can improve reading and writing outcomes.</p>	<p>Principles for Teaching and Learning: Implementation of trust teaching and learning principles using cognitive science, ensuring classrooms are conducive for learning, with quality instruction, adaptive teaching so that children make connections, build secure mental models and know and remember more.</p>	<p>Principles for Assessment: Quality implementation of agreed trust principles for assessment ensures that teachers consistently use assessment to check pupils' understanding to inform teaching, prioritising feedback and retrieval practice.</p>
<p>Section 2 Behaviour and Attitudes</p> <p><i>Behaviour and attitudes to all aspects of school life are exceptional</i></p>	<p>Attendance Further develop consistent school systems for absence data so it is shared widely and informs regular, honest, action focused conversations with school staff and parents. Identify target interventions and effectively implement these to improve overall attendance to support PA children to attend school more regularly. Absence in line with national averages. PA no greater than national average (MAT assurance framework section 5)</p>	<p>Consistent application of behaviour policy: (with an emphasis on unstructured times of the day) Improve provision at unstructured times of the day and transitions to ensure a well-ordered learning environment throughout the whole school day. This includes meeting the needs of pupils with behavioural issues so they academically and emotionally thrive. (MAT assurance framework section 3)</p>	
<p>Section 3 Personal Development and Mental Health</p> <p><i>Support pupils to develop qualities needed to actively engage with the school and wider community to flourish as future adults.</i></p>	<p>Wider opportunities: Plan experiences and opportunities that go beyond what is expected so that pupils access a strong offer so they can pursue their interests and talents and develop aspiration for their future. SEND and disadvantaged pupils have equity of access and good take-up.</p>	<p>PSHE Further develop a deep and age appropriate understanding of healthy relationships and of the protected characteristics so children understand how to be responsible, respectful and active citizens that contribute to school life and beyond.</p>	<p>SMSC and BV Consistent implementation of the curriculum to develop a broader understanding of SMSC and British Values to prepare children for life in modern Britain. Children demonstrate an age-appropriate understanding of democracy, rule of law, individual liberty, mutual respect and celebrate different faiths and beliefs.</p>
<p>Section 4 Leadership and Management</p> <p><i>All leaders have a clear and ambitious vision for providing high quality education, underpinned by shared values, policies and practice.</i></p>	<p>Governance Develop clear and well articulated strategy for the future of the trust and a detailed plan to deliver this. This includes plans to build governance, leadership and school improvement capacity. (MAT assurance framework section 6)</p>	<p>Subject leadership Through networks support shared professional learning and development through subject hubs, peer to-peer coaching and observations and reflections on classroom practice linked to the LINK's curriculum and quality of education priorities (MAT assurance framework sect. 3)</p>	<p>Curriculum Hubs: Training on implementation of the trust's agreed T&L principles so that there is consistent implementation in each subject so that children make connections, build secure mental models and know and remember more in each subject.</p>