



Personal Values and Well-being



Key Priority:

To ensure that all children are here everyday, ready to learn, with the skills and resources to support themselves and others

To teach children how their brain works, how this helps and hinders them in their learning, their life and their relationships with others

To develop our outdoor spaces to support children's well-being and regulation

To develop high quality well-being/mental health support for all staff, children and carers, through child 'Well-being Champions' and the discrete teaching of 'life' skills

To ensure the underlying causes of fear, worry and anxiety are addressed through the development of the 'four domains of safety' and 'safe adults'

To know that we belong here, that it is OK to fail and how failure helps us thrive.

I am happy, I am confident, I am resilient, I am valued

I am #Proud



Respecting the Rights of Everyone



Key Priority:

To continue to engage, support and develop all members, and the opportunities they have, of our school community

To develop the children's sense of belonging and support transitions with the introduction of identity stories

To continue the development of the Governing Body through improved school visits and interactions and training, so that their actions are based on an accurate understanding of the school's performance

To develop our 'new child inductions' including full assessments (SEND, EAL, safeguarding and learning) of children joining mid-year and home visits for new SEND children

To improve MSA interactions at lunchtimes through the introduction, training and development of 'Playworkers'

To continue the development of all adult's interactions across the school, through increased training, increased opportunities and new support element to PRM

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Outcomes for All



Key Priority:

To continue to diminish the difference between where children are attaining at and where they should be, by accelerating progress for all children across the school

To ensure play is evident throughout our curriculum in all year groups and all subjects.

To develop further the SENDCO's interactions and impact on the curriculum and individual children, alongside the development and increase of EAL interventions

To introduce a 'Framework for Thinking' across the school, explicitly teaching strategies to help children plan, monitor and evaluate specific aspects of their learning

To continue to ensure LSA's skills and attributes are directed appropriately, that they are fully trained and have an impact with all learners at all times

To embed the program of tutoring across the school for our most vulnerable children and those that have fallen the furthest behind and 'quizzing' as a whole school tool

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Understanding our continued recovery



Key Priority:

To ensure that we identify, make plans for and find solutions to the continued consequences of the pandemic

To use the 'State of the Nation' report as a driver to explore 'social mobility' in our school community and how we can further help them with education, employment, enterprise and the economy

To continue to develop our identification of staff mental health difficulties and know how to support them in/out of school through supportive PRM discussions

To introduce a 'reading group' to develop our research based learning as a community, feeding back a wide base of information to our whole school staff

To continue to identify, support and close the gaps children have

To develop our sense of belonging and trust, unlocking our potential through interpreting the ancient code of togetherness for the community of LMS

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Developing teaching & Learning



Key Priority:

To ensure that everything any adult does in our school secures that children are engaged, supported and challenged at all levels

To develop our use of Termly Review Mornings (TRMs) to ensure there is a complete overview of year groups and plans/support in place to develop practice

To use 'Rosenshines Principles' as a framework for reviewing material, questioning, sequencing concepts and modelling and stages of practice (to include scaffolding dialogues)

Introduce 'Think, Talk, Do' into all lesson observations/visits to ensure that this underpins all of our curriculum and our interactions

To explore, revisit and implement research informed pedagogies for teaching to formalise what we already use and develop these further

To continue the next stage of our curriculum development including skill development, the use of other adults and play across all subjects

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