



# 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 implement our new Behaviour Curriculum  
-LMS Success- across the whole school  
( including Parents and Carers)

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

To recruit, train and embed a new School Crossing Patrol Officer, to ensure our community is safer when crossing the road before and after school

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 through a bespoke 'Fail Week'

*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 our behaviour systems further with the introduction of targeted discussions and action following 'Red' behaviours

To continue the development of the Governing Body through improved school visits, interactions and training, so that their actions support our post-Ofsted journey

To increase the opportunities and impact of pupil, staff and parent/carer voice, that drive school improvement throughout the year

To improve MSA interactions at lunchtimes through the introduction, training and development of the 'Play Team' and Playworker Qualifications

Having a redefined focus on School attendance, implementing new DfE Guidance and supporting and challenging our community for the best attendance possible

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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 subjects in the second year of the Learning Outdoors Project

To further develop assessment across the school, ensuring we have the best, accurate systems in place, which lead to high quality evidence and judgements

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 develop the journey of writing across the school ensuring children get the highest quality progression possible and attain in line/above other core subjects

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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**

Continuing our LSA Appraisal system and introducing Teacher Led Development work as the key driver for Teacher appraisal

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

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 introduce OPAL lunchtimes across the whole school, with staff training, parent/carer involvement and the development of the school site to enable this

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

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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 continue 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 design and create a WAGOLL  
(What A Good One Looks Like) Classroom to support our learners in the best way possible every day

Getting 'Back to basics' with reading, writing and maths  
including a focus on  
handwriting, spelling and times tables

To introduce and embed new LMS Learning behaviours  
and what these look like day to day in our classrooms

To continue the next stage of our curriculum development  
including writing across the school and a focus on Greater  
Depth pupils and their understanding of curriculum stories

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