



SIDP
2021-2022

To raise outcomes in writing and SPaG across the whole school.

- Delivery of phonics and guided reading to be consistent across school
- Adapt and enhance teaching sequence to meet the needs of **all** children
- Monitoring of teaching and learning
- High expectations around quality of writing produced by children with an emphasis on writing for a purpose

To ensure any gaps in progression owing to lockdown are addressed across all subjects for all children.

- Continue regular intervention throughout the year
- Teachers to be aware of previous learning
- Ensure gaps are being addressed
- Continue to ensure the wellbeing and mental health of all pupils is a priority following lockdown

To embed effective leadership and delivery of the revised EYFS curriculum.

- Through strong leadership
- Use of effective assessment
- Consistent teaching of reading and phonics
- Ensure the curriculum is effectively covering all aspects of the EYFS framework
- Be aware of previous learning based on the new framework
- Improve knowledge of the new EYFS curriculum across the team

To develop high quality RE teaching throughout the school.

- Equip staff with knowledge and understanding of the new agreed syllabus
- Enable children to talk about prior and current learning in RE
- High quality engaging lessons across school

Induction and development of ECT's is in line with the new national framework.

- School to register and engage with the appropriate body
- Ensure mentors and Induction tutors are confident in their role
- ECTs fully supported throughout their two years of induction