

## Three Key Areas of Development

### Pillar One

To develop our writing provision across all year groups at HCFS to improve outcomes for all learners

#### Quality of Education:

- Consistent and effective use of new writing curriculum across the whole school (writing, spelling, handwriting)
- All staff are confident delivering lessons following the implemented schemes and relevant resources
- Teachers feel confident to assess and moderate writing using a set criteria and understand how to use this to improve outcomes
- Increased links between reading and writing for all pupils

#### Behaviour and Attitudes:

- Staff are confident with the delivery of new schemes and identifying appropriate intervention for those not making expected progress
- The new scheme enthuces children to love writing and take ownership over their next steps

#### Leadership and Management:

- Leaders ensure appropriate CPD is available to develop sufficient expertise in:
  - the teaching of writing/handwriting/spelling
  - assessing attainment of writing TAF (specially in KS2) to allow gaps to be addressed systematically and robustly
- Leaders monitor, review and support colleagues through the implementation of the new schemes to ensure they are being used to the greatest effect
- Monitor the impact the scheme is having on progress

#### Personal Development:

- All pupils have access to a wide range writing experiences through the use of appropriate texts and stimuli to support their progress of writing based skills, taking into account pupils' talents and interests

### Pillar Two

To integrate the Thrive® approach fully into the everyday life at HCFS & ensure the environment embodies a more nurturing and homely feel

#### Quality of Education:

- The use of the Thrive® approach is integrated and embedding within class timetables and within all interactions with children
- The new Thrive® space is developed with all-aged children in mind and caters for a variety of nurture based intervention groups
- Classrooms and work spaces are created to ensure children feel as if they are in a 'home away from home'
- Children are able to take more risks within their learning leading to greater progress due to social and emotional needs be met

#### Behaviour and Attitudes:

- Staff use the protected Thrive® sessions within their timetables to build relationships with their children and gain a deeper understanding of their needs and wellbeing
- Staff are aware of barriers and gaps in children's emotional development and use strategies in place to support

#### Leadership and Management:

- Leaders ensure appropriate CPD is available to develop sufficient understanding of the Thrive® approach and a child's emotional development
- Leaders monitor the impact of the new approach to Thrive® through observation and the collation of staff and pupil voice

#### Personal Development:

- Pupils have access to a wide range of Thrive®-based experiences that allow them to further understand their own emotions and needs
- Pupils develop a bank of strategies to support them through times of dysregulation and challenge
- Pupils feel a sense of belonging and comfort thanks to a calming and homely environment. This then impacts progress within learning

### Pillar Three

To ensure all curriculum mapping is coherently planned, sequenced progressively for all pupils and monitored robustly

#### Quality of Education:

- Each curriculum area is well structured and progressive, with full coverage of the National Curriculum
- Relevant documentation is used to support teachers understanding of each subject so that they are able to provide appropriate and exciting experiences which cater to the needs of all learners
- To ensure all curriculum subjects are well mapped, planned and delivered and that their impact on children's learning and progress is monitored

#### Behaviour and Attitudes:

- Through coaching and collaborative working, Subject Custodians will have a deeper understanding of their subject and how it progresses from EYFS to Year 6
- All staff will be confident to teach all curriculum content due to access to appropriate documentation

#### Leadership and Management:

- Leaders provide clear direction and support to all staff in the development of each curriculum subject
- Leaders plan for regular opportunities to develop subject and pedagogical knowledge for teachers
- Leaders ensure monitoring of curriculum coverage and documentation to ensure pupils are successfully completing programmes of study which successfully build on previously learnt skills and knowledge

#### Personal Development:

- All pupils receive a curriculum that is well thought through and progresses in a way which allows them to deepen knowledge and understanding