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| **TEMPLE GROVE SDP OVERVIEW 2022/2023** | | |
| **School Message**  **To respect and show kindness to everyone at all times and to stay safe** | | |
| **Safety and well-being**  All our children will be safe and happy in school. Supported in a well maintained and age-appropriate environment and we will give equal priority to emotional, social, mental and physical well-being where they can succeed. | **Educational Excellence**  Every child can access high quality provision achieving to the best of their ability regardless of their location, prior attainment and background. | **Innovative Curriculum**  Our curriculum will cover all the areas of the national curriculum and be delivered in ways that excite, motivate, challenge and engage the children to want to learn more and that reflects both their developmental needs and their interests. |
| **1.QUALITY OF EDUCATION**  **INTENT: To ensure all children will be successful and engaged learners making excellent progress as a result of professional knowledge, skills and judgements of all practitioners to create and deliver a rich, varied and innovative curriculum. Where the children’s needs are at its core.**  *This will be monitored by the Coaching Curriculum Lead*  The quality of work in foundation subjects equals the good standards seen in core subjects and provides frequent opportunities for children to further develop their writing skills beyond their immediate experiences.  *Coaching Curriculum and Literacy Lead*  Themed days are very effective so that pupils are highly engaged in their learning, are independent and make excellent progress. DHT.  Teachers are supported to assess pupils’ learning across the curriculum so that learning builds on what pupils already know. DHT  To use the progression of skills document in all subject areas to facilitate assessment and planning, based on this assessment. DHT  To ensure synthetic phonics teaching is planned effectively using Letterland so that the needs of all the children are met. Phonics Lead | **2. BEHAVIOUR, ATTITUDES & PERSONAL DEVELOPMENT/WELL BEING**  **INTENT**: **to ensure attitudes to learning will be positive. Effective and supportive relationships, across all our community, help all our children feel safe, happy and included and to want to be in school, learning independently. We will foster well-being and enable all children to become resilient and active citizens of the future. Monitored by Inclusion Team**  To continue the whole school approach in regard to positive behaviour and attitudes ensuring children in school grow and succeed well rounded individuals ready for their next step in education using Zones of Regulation. AHT  Our creative curriculum and its delivery provide frequent opportunities for all children to develop spirituality, **awe and wonder** & cultural capital. *Coaching Curriculum Lead* | **3. OUTCOMES FOR PUPILS**  **INTENT: Through high expectations and an active engagement in their learning, the progress rate of all groups of pupils by 2023 will be strong and any gaps in attainment will be reduced.**    Progress in all foundation subjects is evident in pupils’ book and children’s work shows breadth, depth and variety in what they have learned and achieved. *This will be monitored by the Coaching Curriculum Lead.*  Children’s outcomes GLD, Phonics, KS1 and KS2 are at or above National - SLT  Pupil attainment in writing to be good, for all groups particularly for boys and vulnerable children. Literacy Subject Lead  Children’s understanding of key number facts supports the quality and quantity of the problem solving and reasoning in mathematics supports pupils have a deep mathematical understanding. Maths Subject Lead  **INTENT: To continue for SEND & disadvantaged & most able groups will be very effective in meeting a wide variety of needs**  Teachers actively drive the provision for SEND within their class with Quality First Teaching so that all children make progress similar to that of their peers. Staff carefully plan with the Assistant Head for Inclusion for SEND so that they are aware of their next steps in learning. Inclusion Team |
| **4. LEADERSHIP & MANAGEMENT**  **INTENT: To ensure effective communication and distributed leadership across the school creates a collegiate climate supporting strong achievement for all staff and pupils.**  To continue to strengthen the school community by embedding all routines and having high expectations for all. SLT  **Governance**  Robust succession planning and training sustains a skilled team of effective governors. SLT and Governors  **Safeguarding**  All staff are kept up to date with changes and developments in KCSIE.SLT  **Finance, Resources and Premises**  To ensure that the school is able to manage a balanced budget whilst still being able to manage school development. SLT /SBM | | **5. EARLY YEARS**  **INTENT**: **To ensure the EYFS curriculum provides no limits or barriers to the children’s achievements, regardless of their background, circumstances or needs. The high ambition it embodies is shared by all staff. EYFS Lead**  To continue to implement the statutory framework for Early Years ensuring that it provides no limits or barriers to the children’s achievements and has a strong impact on what children know, can remember and do. EYFS Lead  Planning and assessment will inform and drive ‘in the moment’ planning to meet the wider range of needs so all children can be successful. EYFS Lead  To ensure progress from pupils’ baseline assessments show substantial progress, especially in aiming to diminish the difference between disadvantaged and non-disadvantaged pupils nationally. EYFS Lead |