



Our Mission Statement:

At Highweek, we empower every individual to aim high and reach further. Together we work in partnership with our community to help every individual develop the skills needed to face their future and to help them to be well prepared for life in Modern Britain.

Our work on developing pupils learning dispositions continues into its third year with a final evaluation due in March 19. The Highweek Baseline statement for 2017 to 18 and beyond remains pertinent as we continue our work with Challenging Learning with a particular focus on developing our use of Feedback.

We have made rapid progress in creating a strong culture of Growth Mindset throughout our school community. Its impact is significant.

However, we have not 'yet' fully developed our use of feedback and systems to enhance and maximise progress for all children.

We now know that self-efficacy is an essential characteristic of successful learning.

We intend to focus on the importance of challenge in learning, its effort, risk and conflict, and develop more effective use of feedback, to strengthen our children's learning dispositions.

School Priorities for 2018 - 19

1. Continued development of Growth Mindset throughout the whole school community to develop and impact on learning to learn on meta cognition, self-regulation, learning styles, progress, attitudes, behaviour, pupil and family resilience by focussing on

- Keeping our work on Learning dispositions and GM at the core of our work.
- Ensure that all classes have developed a class ethos charter and to change the school golden rules boards to a school self-efficacy ethos.
- KS1 develop vocabulary and reasoning skills to further support progress in all subjects.
- Share good practice through peer triads with a special focus on Maths and GM.
- Develop conferencing of children as this continues to be a challenge but could have significant impact on underachieving pupils.
- Develop feedback that the children receive so that it is more specific and focused and adds greater progress.
- Ensure we are providing challenge in response to questions we use.
- Ensure that Solo taxonomy provides clear guidance and children can use it to reflect on their progress.
- Build links with other schools
- Feedback to adults

2. Targeted early years' intervention and support (Self-regulation, social and emotional, language and communication). Ensure that those pupils who did not

achieve GLD are targeted for rapid progress to reach ARE by the end of KS1. Track these pupils and ensure that they are receiving specific intervention through effective provision mapping.

- Continued improved attendance of most vulnerable groups.
- Further develop good mental health for all children.
- Develop a curriculum for pupils attending Preview Club that meets the needs of the pupils.
- Tighten the process of the graduated response for high need pupils.
- Pupil Progress meeting outcomes to look at the performance of vulnerable children, with a focus on the teaching of spelling and the progress Yr 3 and 4 are making
- Develop use of dialogue, reasoning and P4C with PP pupils

3. Continue to improve maths skills and outcomes by

- Continue to develop reasoning and problem solving in maths.
- Maintain peer triads in maths to provide coaching, with a particular focus on developing pupil feedback.
- Consider what interventions are available to support pupil's gaps in learning.
- Consider how progress data using the Puma maths test can be best used.
- Review the calculation policy to reflect the focus on developing the most efficient method to use mental calculations as well as more formal methods.
- Strengthening pupil's knowledge of tables to prepare them for the tables test that is due to be introduced to Yr. 4 next year.
Ensure that the more able are challenged

4. Improve pupils reading and writing skills and outcomes by

- Continue to improve language, vocabulary and reading comprehension for all pupils
- Develop whole class guided reading at KS2.
- Preparation/training for the role of RWI lead and having positive effect.
- Focus on closing the gap for PP pupils in phonics in Yr 1.
- Prepare chn at Yr2 for the reading comprehension testing.
- Review EYFS's approach to writing to increase number of children who are Yr 1 ready.
- Target Year 1 children who did not get GLD in literacy in Reception.
- Develop Yr 2 children's writing stamina and content to be able to be Yr 3 ready. Including Grammar.