

## Lightyear Federation 3 Year Priorities – Caring, Dreaming, Thinking Bigger:

### Safeguarding

- 1a) Children are able to recognise, reflect and assess degrees of risk (digital and real world) and take a proactive approach to protecting themselves and engaging with appropriate risk
- 1b) Preventative safeguarding offer and increased proactive pastoral support for families increases earlier engagement for all families

### Behaviours & Attitudes

- 2a) All families are enabled to positively support learning and development through relevant and effective communication and guidance systems.
- 2b) Children are confidently emotionally literate and equipped with empathetic skills to contribute to excellent community ethos.

### Personal Development

- 3a) All stakeholder groups are mentally wealthy in their approaches to work, reflection and play.
- 3b) The federation ensures children's good physical health knowledge base, diverse school offer and promotes positive individualised behaviours.

### Leadership & Management

- 4) The Lightyear Federation embeds a universal leadership culture that:
  - 4a) promotes strengths
  - 4b) nurtures shared ownership and accountability
  - 4c) grows creativity
  - 4d) is child-centred

### Quality of Education

- 5a) Outcomes for children (Attainment / Progress) is top 20% of similar schools
- 5b) Children, Staff and Parents have a precise evaluation of each individual's developmental abilities- short and long-term steps and how best to take them.
- 5c) All children regularly experience exciting, memorable, real life learning that is embedded in their school journey and curriculum
- 5d) The knowledge base and skills of staff and the community is celebrated and shared to enrich our federation offer
- 5e) Our federation values all-encompassing strengths of children's abilities and builds on these for wider achievement
- 5f) A highly inclusive and nurturing approach to all stakeholders ensures a commitment to collaborative success.

## Greatstone 2022/23 Key priorities for the School Plan:

### **Safeguarding** (Govs: )

- 1a) All stakeholders are confident in their role, recording and access to support in safeguarding and pastoral care.
- 1b) To ensure children know and practice safe digital behaviours in and out of school.

### **Behaviours & Attitudes** (Govs: )

- 2a) Increase parental confidence and understanding in the academic and personal development of their child.
- 2b) Improve children's understanding of emotional responses and build capacity to manage their own behaviours

### **Personal Development** (Govs: )

- 3a) Establish an agreed developmental approach to children's personal development.
- 3b) Improve levels of physical activity, fitness in school offer and our understanding of impact on happiness and achievement.

### **Leadership & Management** (Govs: )

- 4a) Leaders embed consistently high expectations of our school in the community and with all stakeholders.
- 4b) Leaders at all levels, identify and disseminate best practice from within and beyond the school.

### **Quality of Education** (Govs:)

- 5a) To secure high quality teaching methodology of further reading following secured early reading success.
- 5b) To embed a consistent, high quality whole school approach to the development and teaching of writing.
- 5c) To ensure a secure mathematical understanding through the multiple teaching strategies but consistent vocabulary.
- 5d) Teaching teams know and demonstrate, each child's stage of development and next steps for age related expectations (and beyond) EFA.
- 5e) Staff plan and deliver an agreed graduated approach to the mainstream core standards.
- 5f) Children are exposed to a rich and exciting approach to the full range of curriculum subjects.

## Repton Manor 2022/23 Key priorities for the School Plan:

<b><u>Safeguarding</u></b> <ul style="list-style-type: none"><li>• 1a. To improve children's independence with risk management and keeping themselves safe (including online safety and in their play).</li><li>• 1b. To ensure a seamless transition of appropriate pastoral and safeguarding information between staff for transitions.</li><li>• 1c. To minimise the impact on the cost of living to children's development and learning.</li></ul>	
<b><u>Behaviours &amp; Attitudes</u></b> <ul style="list-style-type: none"><li>• 2a. To improve children's intrinsic motivation of pro-active learning behaviours (autonomy and growth mindset).</li><li>• 2b. To improve the attendance of vulnerable groups.</li></ul>	<b><u>Quality of Education</u></b> <ul style="list-style-type: none"><li>• 5a. To further develop and enhance our broad and ambitious curriculum with high-quality real-life experiences and targeted resources (e.g. peer observations / outdoor classroom).</li><li>• 5b. Staff are equipped with pedagogical knowledge and teaching strategies to secure substantive knowledge (sticky knowledge).</li><li>• 5c. <i>To improve outcomes so that they are above national average in all areas (attainment and progress):</i><ul style="list-style-type: none"><li>○ Reading – To ensure highly successful and targeted teaching beyond early reading.</li><li>○ Writing – To ensure that all staff are fully versed in the storytelling approach so that each section is highly effective.</li><li>○ Maths - To develop children's conceptual understanding through a Maths mastery approach across the school.</li></ul></li></ul>
<b><u>Personal Development</u></b> <ul style="list-style-type: none"><li>• 3a. To improve the physical activity of our children throughout the school day.</li><li>• 3b. To ensure equality of access across school life (Nurture, ILE, cultural diversity, cultural capital).</li></ul>	
<b><u>Leadership &amp; Management</u></b> <ul style="list-style-type: none"><li>• 4a. To increase parental knowledge of age expected outcomes and strategies to support their children's learning through accessible information for all.</li><li>• 4b. To raise pupil and staff confidence in developing their own leadership strategies.</li></ul>	