

DEVELOPING EXCELLENCE PLAN

2024-2025



THE
DIOCESE OF
SHEFFIELD
ACADEMIES
TRUST

Overarching Aim

Flanderwell's curriculum is ambitious and designed to give all pupils the knowledge and cultural capital they need to take advantage of opportunities, responsibilities and experiences in later life. Through the expert delivery of the curriculum, any barriers to success will be overcome enabling all children to succeed.

Key Focusses: If memory is the residue of thought, how can help our children think deeply about what they are learning? Challenge, Active Participation, Practice (CAP)

Subject Knowledge: deepen learning through critical thinking

Subject leaders
Enquiry questions
Task design provides children to articulate their learning
Questioning and feedback
Adapting the curriculum enabling all to gain success
Assessment of the curriculum
Vocabulary
Oracy Progression

Pedagogy: deepen learning through critical thinking

Rosenshine Principles- Small step teaching
Task design (generative learning)
Questioning and feedback (no hands up)
Adapting the provision enabling all to gain success
Data led instruction
Vocabulary
Oracy progression

Engineering Success for All: the power of 'I see you'

Parental Engagement
Routines
Emotional/Physical regulation
Progress and attainment, Attendance and behaviour
Assess/plan/do/review: IEP's
Vocabulary
Oracy progression

| Linked to the Priority | Aims |
|--|--|
| Priority 1: The Quality of Education | <p style="text-align: center;">The quality of education will be outstanding</p> <ul style="list-style-type: none"> ✓ Outcomes at the end of key stage 2 will be above national outcomes ✓ Writing progress and attainment will be accelerated across school ✓ Outcomes in the Y4 Multiplication check will be above national ✓ All children will make at least expected progress across the school year ✓ The school's curriculum intent and implementation are embedded securely and consistently across the school ✓ To use assessment to check pupils' understanding to inform teaching and ensure all pupils achieve highly, particularly the most disadvantaged. ✓ To develop children's knowledge of language and vocabulary to enhance their learning across the curriculum ✓ To implement the oracy curriculum across school |
| Priority 2: Behaviour and Attitudes | <p style="text-align: center;">Behaviour and Attitudes will be outstanding</p> <ul style="list-style-type: none"> ✓ Pupils consistently have highly positive attitudes and commitment to their education. They are highly motivated and persistent in the face of difficulties. ✓ Pupils make a highly positive, tangible contribution to the life of the school and/or the wider community. Pupils actively support the well-being of other pupils. ✓ There is demonstrable improvement in the behaviour and attendance of vulnerable pupils (PP and SEND). |
| Priority 3: Personal Development | <p style="text-align: center;">Personal Development will be outstanding</p> <ul style="list-style-type: none"> ✓ Flanderwell will provide rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities. The most disadvantaged pupils consistently benefit from this work. ✓ The equality objectives thread through the culture, ethos and curriculum across school and leads to embedding equality for all in our school. Children will demonstrate high levels of respect and tolerance as a result. ✓ Progress will be made towards achieving the silver award for being a 'Rights Respecting School' |
| Priority 4: Leadership and Management | <p style="text-align: center;">Leadership will be outstanding at all levels</p> <ul style="list-style-type: none"> ✓ Leaders ensure that teachers receive focused and highly effective professional development. Teachers' subject, pedagogical and pedagogical content knowledge consistently build and develop over time (data led instruction/coaching support). ✓ Leaders seek to engage parents and their community thoughtfully and positively in a way that supports pupils' education ✓ Subject leaders effectively monitor the progress and attainment within their subject ✓ The development of a staff culture which leads to high levels of support for well-being. ✓ Flanderwell has a strong, robust culture of safeguarding with all effective arrangements in place and implemented. |
| Priority 5: EYFS | <p style="text-align: center;">EYFS will be outstanding</p> <ul style="list-style-type: none"> ✓ The EYFS curriculum provides no limits or barriers to the children's achievements, regardless of their backgrounds, circumstances or needs (particularly any children with SEND). ✓ The curriculum is coherently planned and sequenced. It builds on what children know and can do to ensure all children have the sufficient knowledge required to succeed in their future learning. ✓ Children display a high level of personal, social and emotional development ✓ Children routinely display the characteristics of effective learning in each area of the provision ✓ Children have highly developed vocabulary and understanding of language across the 7 areas of learning. ✓ Children will demonstrate and increased level of independence when completing tasks when interacting with the provision through |

- ✓ Get writing, oracy development and language acquisition is successfully implemented into the curriculum leading to increased Tier 2 vocabulary knowledge and improvements in transcriptional skills.