

AIM	Priorities				
<p>Section 1 Quality of education</p> <p><i>We will provide to ALL pupils knowledge and skills at each stage to ensure they are exceptionally well prepared for the next stage of their education</i></p>	<p>Curriculum: Design trust curriculum with the following underlying principles for each subject:</p> <ul style="list-style-type: none"> ➤ Useful relevant content ➤ Logical progression ➤ Connects new with existing knowledge ➤ Effective assessment ➤ So that pupils acquire the intended knowledge and skills at the agreed end points with embedded knowledge and fluency ➤ Systematic and explicit ➤ Retrieval embedded <p>(MAT assurance framework section 4)</p>	<p>Pedagogy: Ensure LINK's approach to teaching and learning is underpinned by core principles informed by a wide evidence base of proven practice. LINK's principles of learning provide a common language that facilitates conversations about teaching and learning across both schools.</p> <p>(MAT assurance framework section 3)</p>	<p>Assessment: Development of common age related expectations for each year group across the trust.</p> <p>Ensure that LINK intentionally uses assessment and systematically reviews and shares the impact of different assessment tools and approaches used by both schools.</p> <p>(MAT assurance framework section 4)</p>	<p>Reading: To continue to develop teaching practices that support pupil's fluency while learning to decode and once pupils can read words at a glance</p> <p>Identify pupils who need the most support at the earliest opportunity and provide consistent high-quality catch up support at all stages</p>	<p>Writing: Continue to develop high quality teaching of writing through a text-based approach to raise outcomes in writing at KS1 and KS2</p> <p>Increase opportunities for application of SSP (SoundsWrite) through guided groups within continuous provision in EYFS</p>
<p>Section 2 Behaviour and Attitudes</p> <p><i>Behaviour and attitudes to all aspects of school life are exceptional</i></p>	<p>Policy: Review the trust's Communication and Behaviour policy to:</p> <ul style="list-style-type: none"> • ensure a shared understanding (staff, pupils, parents and governors) of clear expectations and systems for a well-ordered learning environment. • consistently applied policy by all staff. • meet the needs of pupils with behavioural issues so they academically and emotionally thrive. <p>(MAT assurance framework section 3)</p>		<p>Attendance: Further develop consistent school systems for absence data so it is shared widely and informs regular, honest, action focused conversations with school staff and parents. Identify target interventions and effectively implement these to improve overall attendance to support PA children to attend school more regularly.</p> <p><i>Target:</i> to continue to see a reduction in PA absence of specific vulnerable groups (FSM/ SEND- Including SEND support and those with an EHCP)</p> <p><i>Target:</i> to improve overall attendance from 94.9% in 2022-23</p> <p>(MAT assurance framework section 5)</p>		
<p>Section 3 Personal Development and Mental Health</p> <p><i>Support pupils to develop qualities needed to actively engage with the school and wider community to flourish as future adults.</i></p>	<p>Wider opportunities: Develop and increase pupil links across the schools in, sport, competition, shared events, PSHE lessons to develop confidence and resilience and preparation for the next phase of education and life in modern Britain.</p>	<p>Curriculum development: <u>Enterprise / aspiration</u> Develop curriculum opportunities linked to preparation for next stage and adulthood, including extending wider club offer to pupils across the school</p> <p><u>Rights Respecting:</u> Achieve the Gold Rights Respecting Award</p>	<p>Community Well-being: Achieve the Sandwell Well-being award.</p>	<p>PSHE curriculum: Further develop an understanding of healthy relationships by prioritising the following aspects of the PSHE curriculum: consent, digital safeguarding, sexualised behaviour (safeguarding culture and non- acceptance) understanding of 'what is respect?'</p>	
<p>Section 4 Leadership and Management</p> <p><i>All leaders have a clear and ambitious vision for providing high quality education, underpinned by shared values, policies and practice.</i></p>	<p>Embed the new Leadership structure: Ensure the executive team and new school leadership teams focus on school/ trust improvement activities as their core business, developing a strong culture of scrutiny and challenge around school improvement at all levels.</p>	<p>Subject Leadership Develop networks to support shared professional learning and development through curriculum subject hubs, peer to-peer coaching and observations and reflections on classroom practice linked to the LINK's curriculum and quality of education priorities</p> <p>(MAT assurance framework sect. 3)</p>	<p>Governance: Ensure the Trust board and its committees (including Academy Councils) are provided with a clear picture of school performance across the trust (based on performance data and qualitative information included in the KPIs) and regularly challenge leaders securing a strong culture of scrutiny and challenge around school improvement at all levels</p> <p>(MAT framework section 6)</p>		<p>Governance: Further develop clear and well-articulated aspirations for growth and a detailed plan to deliver them. This includes plans to build governance, leadership and school improvement capacity</p> <p>(MAT assurance framework section 6)</p>

