

Priorities 2021/22 *'to be the best we can be (all children-all staff)*

We continue to stand in solidarity with colleagues of all ethnicities and minority groups, in our schools, across the education sector and around the world. We know that we will always have more work to do as a school to be effectively inclusive and representative. We continue to learn and reflect on our responsibilities as role models and educators, as a community and as influencers of the next generation, to challenge racism and other inequalities, in and out of our schools now and as global citizens of the future.

1. Self-improving Learning and Teaching:

Ryders Hayes Mastery Curriculum is uniquely designed to:

- inter-connect, using a range of bespoke harmonising teaching tools:
 - knowledge mats,
 - curriculum working wall,
 - mastery categories,
 - knowledge categories
 - GSuite
- bring learning to life and engage all learners through our drivers to: explore/create/build: possibilities, independence and resilience.
- to enable subject leaders to be curators of their subject curriculum.

The curriculum is underpinned by the EEF tiered methodology:

- **Whole-school approaches:** support the quality of teaching
- **Targeted approaches:** provide targeted academic support

1.1 High Expectations:

- Attainment: 90% age-related, with up to 35+% Greater Depth (secure fit) – closing the gap for every child; 80% Good Level of Development (GLD) at the end of Reception
- Progress: 100% (including vulnerable groups – where progress steps for SEND may be adjusted)
- Bringing forward Assessment for Learning (AfL) from the year of closure to ensure that all residual gaps in learning are filled.
- Learning through a mastery curriculum designed specifically for Ryders Hayes' children, with key drivers at the core of all teaching and learning, and ambitious developments in relation to cultural capital; STEM and skills for life; embedding of the RSHE curriculum.
- Assess and identify gaps in learning and provide responsive teaching, alongside focused tuition/ personal study to close the gap and restore lost skills and knowledge.
- High expectations throughout the day – making every moment count, across a broad and balanced, high quality, curriculum offer.
- Ensure fundamentals of teaching and learning.
- All staff to role model the school values.

1.2 Principles of Learning and Teaching

- Consistency in Principles of Learning and Teaching of a mastery curriculum – EYFS (effective implementation of EYFS reforms); KS1; KS2, bringing together best practice into a cohesive model as a seamless journey for a child
- Further develop Quality First Teaching of English and early language (Reading and Writing, EGPS) - NELI Advocate School
 - having a clear progressive and shared long term plan in all areas of English
 - closing the gap: boys; PP; SEND
 - fostering love of reading from EYFS – Y6
 - raise attainment of Writing as result of learning from home (due to restricted opportunities through the pandemic)
 - raise attainment in EGPS at KS2 to at least national average, by ensuring age-related attainment, and good progress in each year group.
 - embed the principles of MITA (Maximising Impact of Teaching Assistants)
- Ongoing review of SEND and Pupil Premium (implementation of external review findings). Early identification of SEN so that pupils and their families have appropriate levels of support from the onset. Provision of extended, tailored support to vulnerable families and children in need to safeguard children and families
- Child-led learning and independence through the development of Oracy used as a vehicle of learning beginning used as a vehicle for learning beginning with EYFS (*Black Country Voice 21*); Personal Study; peer support; pupil-facilitated learning, Talk Time in-school, challenge and discussion and continuous provision as well as personal challenge and reflection through home-learning. Oracy is used as a vehicle for learning.
- Dynamic assessment for learning; effective daily assessment (ALPs), effective internal assessment and strengthen moderation across the whole curriculum, with bespoke supporting software for: increased teacher confidence in assessment of pupil achievement against early years' expectations and the national curriculum end of year expectations; reduced data collection with improved analysis (workload reduction), and accuracy of data to inform next steps.
- Personal Study time used to develop independence; give in the minute feedback that is agile and responsive to individual needs as part of catch-up.

1.3 Developing Teachers and Staff

- Continued drive for workload reduction across planning and preparation; inputting and analysis of data and marking, using DfE toolkit and learning from our involvement in DfE Workload Reduction case-studies.
- Improved and rigorous coaching model: in-class coaching; data coaching and targeted outcome coaching (prior to data input for accuracy and to build teacher confidence, and post-analysis for next steps in teaching and learning.)
- Practitioner reflection as the key to improving practice: peer observation; coaching; impact of high quality PLD; sharing of research and evidence-based practice with colleagues. Individuals will be supported by the on-going development of a robust team of internal SLEs/specialist teachers (Maths linked to North Mids Hubs); English and Foundation subject leaders, as experts in their field, driving: Arts, Science and Life-Skills Curriculum Teams, alongside focused external expertise as required.
- In EYFS, all practitioners embed the *Language First principles* and Environmental Rating Scales and Sustained Shared Thinking Tools to ensure high quality indoor and enhanced outdoor environments, with irresistible contexts for learning and intentional teaching.

- 2-4 years old provision of EYFS to further develop the Key Person Approach to enhance the impact of pastoral support and broaden the curriculum offered by enabling the environment. Each child is assigned a key person in EYFS. Parents and/or carers are informed of their child's named key person, and their role explained, when a child starts attending the setting. In partnership with the EY Teachers, the key person ensures that every child's learning and care is tailored to meet their individual needs. The key person actively engages and supports parents and/or carers in guiding their child's development at home. They also help families engage with more specialist support if appropriate.
- Effective development of the school's ambitious programme of continuous improvement with remote learning through use of GSuite/and Seesaw (EYFS), both within the classroom and for learning at home.
- Enrich the quality of teaching and learning in the classroom using Google Workspace and develop further collaboration.

2. Giving our children the best possible start in life:

Ryders Hayes' overriding aim is to foster a positive, safe and happy learning environment, where our children can flourish, with a Growth Mindset, both academically, spiritually and socially, to be the very best they can be.

This is underpinned by EEF tiered methodology:

- **Wider strategies:** tackle non-academic barriers to success in school

2.1. Well-being and Mental Health

- To create the best conditions for learning for every pupil (safe; happy; engaged and resilient learning community for pupils and staff) so that all children are ready to learn in school through a relationship-based approach to reignite their love of learning.
- To ensure a holistic recovery of social interaction; relationships; sense of self-worth and self-concept within the dynamic of their peer group – identity as a Ryders Hayes pupil to promote positive mental health. To build a personalised response to every child who has experienced loss.
- Overcome barriers to learning as a result of COVID; dealing with loss of routine; friendship; opportunity and freedom causing anxiety; trauma and bereavement responses. Increase pastoral offer and signpost rapidly to supporting agencies as required. Re-launch the Peer to Peer Bereavement Help Point.
- Provide layered, tailored mental health support for children acting to repair and protect those experiencing more severe symptoms, either as a direct or indirect result of COVID (DV; young carer; attachment; deterioration of adult relationships; economic hardship; vulnerable child)
- Support staff with their own mental health (2 adult Mental Health First Aiders); build collegiate supporting networks and signpost as appropriate to other agencies.
- Engage with all staff to monitor and support positive mental health through pulse surveys; well-being pyramids; line management structure and creation of team-building opportunities.
- Reinforce routine and infrastructure of school day along with behavioural expectations for pupils; parents and staff.

- Begin work with our mental health practitioner and pastoral lead to design a bespoke pro-active programme of whole-class sessions; group and individual support for the needs of our whole school community to prevent the need for referrals to CAMHS/adult mental health services.

2.2 Holistic child development

- School readiness and effective transition into school, between key stages, and into secondary school, including home-visits and visits to previous settings for EYFS pupils, new to Ryders Hayes.
- Engaging parents in our research-led practice at the earliest opportunity: modelled sessions for parents in EYFS onwards. Promotion of Family Learning; parental involvement and partnership in their children's education both in and out of school and use of activity passport
- Inclusion – early intervention for and accurate assessment of those pupils who require it, promoting maximum independence at all times. Early identification of SEN so that pupils and their families have appropriate levels of support from the onset. Provision of extended, tailored support to vulnerable families and children in need to safeguard children and families
- Early identification of social need with appropriate pastoral support for all children.
- Creation of the optimum learning environment incorporating evidence-based approach to classroom layout and opportunities for continuous provision (within budgetary constraints).
- Development of stimulating outdoor provision onsite, including a school allotment, Forest Schools; as well as external opportunities for residentials in Yr2, 4 and 6 (extended) and bespoke curriculum for those children who need it most.
- Developing cultural capital for all children through a rich, purpose-designed curriculum, as well as our leaders of tomorrow through the strengthening of our Pupil Leadership Team (PLT); lead learners in classrooms and opportunities for children to lead community projects and programmes of their choosing.
- Promote the use of Oracy skills to enable successful discussion, inspiring speech and effective communication for all children.

2.3 Wider Curriculum

- Achievement of Arts Award (KS2 - Discover & Explore Level – Individual Pupil Award by Trinity College, London with a cross-curricular focus.)
- Develop a progressive programme for First Aid across the school
- Achievement of the ECO Award
- Targeted support for PP+ Vulnerable pupils through the use of the allotment, daily mile, instrumental lessons and extra-curricular sporting activities etc...
- Using P.E. and our healthy living approach to educate and involve children in creating healthy lifestyle habits and improved mental health; including personalised specialist sports coaching.
- Embedding of a Primary Careers' Curriculum for all our children, through our work as lead school in Black Country for Primary Careers 2030, to raise aspirations and deepen children's understanding of:
 - the soft skills required for the world of work and how to develop them;
 - challenging stereotyping

- career exploration across 8 sectors in the Black Country in 2030, apprenticeship, FE/HEI routes into world of work
- broadening horizons (rather than narrowing career choices)
- Building ever stronger partnerships with industry, commerce, local agencies, volunteers and community organisations to bring new experiences, skills and expertise into school.
- Embed the eight essential skills of the world of work through involvement in the Skills Builder Accelerator+ programme.
- Develop cultural capital by being involved in the Commonwealth project; STEM; Classics Project; music projects.
- Develop a community radio station to support local needs and encourage family time outside the school.
- Involvement in RotaKids, working collaboratively with the Aldridge Rotary Club
- Increase pupil involvement in the Schools Games Mark in competitive sport and a range of sporting events.

3. Developing our role as innovators and collaborators and in the new school-led system

3.1 Strategic Partners for Manor Teaching School Hub:

- Influence and deliver on the DfE's *golden thread* of world-class teacher development from ITT through to senior leadership as members of Strategic Board and strategic partners.
- Promote the Manor TSH offer to all Walsall schools and signpost to appropriate PD through the relationships developed with our key stakeholders, supporting teacher development and retention in the locality.
- Launch and grow the Primary School Centred Initial Teacher Training (SCITT) as primary partner for Barr Beacon School with our first cohort, including: the implementation of all statutory requirements and programme design; retention and successful completion by 90% + Cohort1; quality assurance; evaluation and recruitment for Cohort2 of 20+ trainees.
- Develop the QTS, assessment only route as another pathway into teaching.
- Train and deploy a team of trained facilitators to deliver on the *golden thread*.
- Recruit to and deliver on a 2-year Early Careers' Programme for Early Careers Teachers (ECTs), with Ambition Institute as our chosen lead provider, in collaboration with Manor TSH, offering bespoke high-quality PLD for ECTs in the area by our own facilitators (Visiting fellows.)
- Sustain and increase reach as support lead for Appropriate Body on behalf of Manor TSH, developing robust systems for quality assurance and statutory checks.
- Deliver a range of the new National Professional Qualifications, through our own Visiting Fellows in collaboration with Manor TSH, including 3 new middle leader programmes and senior leaders programme.
- Deliver on the TSH Wider Offer utilising our specialisms, to meet local need within the TSH, and evaluate with 90%+ satisfaction and completion rates.
- Support subject networks across the TSH utilising the expertise of our middle and senior leaders.

3.2 Leadership of collaborative projects

- Develop role as Hub School for Walsall for *Voice Black Country (Voice 21 Oracy project)* through local network; membership on Voice Black Country Strategic Board and development of new transition project for Vocabulary gap.
- Further develop offer for *Primary Careers 2030* to ensure sustainability of curriculum and experiences and share careers curriculum more widely.
- Continue to lead and develop *Language First* Programme in line with new framework and local demand: assess potential to enrol, support and develop a Cohort 4 for *Language First*, creating a sustainable model for the Black Country/TSH.
- Strengthen links with North Mids Maths Hub: specialist Maths Mastery Leader and EYFS Lead for new NCETM materials; seat on Maths Hub Strategic Board; further development of new role as Primary Head Teacher Associate to spread the mastery model in Lichfield, Tamworth and Walsall cold spots; take on Maths support role for new mentors of ECTs and work group lead for Mastery Readiness.
- Support LA EYFS Lead in delivery of Walsall EYFS Strategy.
- Train lead facilitators for STEM with Science Learning Partnership and for Computing Hub.
- Support Birmingham City University with undergraduate and post-graduate expertise in phonics and placement of post-graduates.
- Partnership working with St Giles Hospice to develop both a remote and face to face 'train the trainer model' for teachers in order to deliver a Peer Mentoring programme for children in KS2 to deal with loss and bereavement. To co-deliver the programme with volunteers from St Giles after testing, evaluation and review.
- Continue our offer of bespoke support for schools upon request, including senior leadership coaching.

3.3 Research and development using evidence-informed practice

- Continue our ethos of evidence-based practice; strengthening linking with Billesley Research School (currently EYFS) with our Evidence Lead in Education (ELE);
- Accreditation and recognition of 2 more ELEs for History/Teaching and Learning and STEM
- Explore opportunities with the Education Endowment Foundation (EEF) to engage schools having received Nuffield Early Language Intervention (NELI) training to apply principles across the setting.
- Incorporate research findings (Oxford University Press (Reading) and EEF Peer Assisted Learning Strategies for Reading (PALS-UK) into daily practice.
- Consider opportunities with EEF for further research
- Explore opportunities for further research and development with Ed-Tech Demonstrator School and Google.
- To continue to contribute to papers and articles for the History Association.