Priority 1
To enhance specific elements of the CARES curriculum

- Strengthen retrieval practice (daily, weekly and half termly reviews)
- Monitor and embed the CARES progression more effectively
- Monitor and enhance Deeper Thinking Tasks
- Re-invigorate the Wish List, including a relaunch of Now Press Play
- Continue to secure sequencing of learning through the MTP's
- Ensure that updated progression grids attract the awareness of teachers and find their way to the classroom
- Quality assure the impact and effectiveness of the curriculum using the criteria set up by CUSP Schools
- Ensure that subject adaptations are routine
- Develop use of mastery approaches across the curriculum
- Adapt timetables to allow for regular story time.

Priority 2
To develop and enhance science provision across the school

- Embed the new Science scheme of work (Plymouth) across the school.
- Monitor use of scheme throughout the school
- Ensure that any adaptations are in line with the school CAREs curriculum
- Update the school progression grid to be in line with the Plymouth Scheme.
- Resources to be monitored and additional ones sourced as curriculum progresses.
- Measure the impact of the Science curriculum across the school.
- CPD to develop staff confidence and competency.

Priority 3
To sustain the development of the Oracy and Speech and Language provision in the school.

- Ensure that children talk about, and link, their learning
- Scaffolding and modeling of 'sentence stems' is evident in lessons and interactions throughout the school
- Ensure CLIPS are fully embedded within lessons and are of a high oral standard
- All stakeholders are aware of drive in this area
- An effective assessment tool is developed e.g. Oracy ladder, Wellcom
- Continue CPD for all staff around Oracy and Speech and Language
- Ensure Tier 2 and 3 words are fully embedded across the whole school and specific subject areas

Priority 4
To ensure consistency and effectiveness of intervention therapies across the school.

- Continue to develop and monitor Read, Write Inc tutoring
- Ensure regular PiXL therapies are being used and are effective
- Monitor use of effective Scoop sessions
- Develop and embed Nurture therapies
- Monitor SEND Support Plan specific interventions
- Additional training for TAs (Performance Management points)
- Monitor effective use of Learning Champions
- Develop a new system for recording interventions and scoop work.