Priority 1
To review and revise our approach to behavior management

- To adapt the language that is used around behaviour
- To prioritise restorative approaches when dealing with behaviour, including use of restorative sanctions
- To develop a culture that champions restorative and positive approaches
- To ensure all staff are addressing behavior in a consistent manner, in line with the school behaviour policy
- To participate in the VNET project Behaving Together in the Classroom
- To provide relevant CPD for frontline staff

Priority 2
To develop a whole school approach to oracy and vocabulary

- To review the key vocabulary that is included on the foundation subject progression grids
- To develop a system for learning key vocabulary
- To participate in the VNET project on Oracy
- To foster a culture of oracy by embedding the 4 strands: physical, linguistic, cognitive, social & emotional
- Oracy to be highly visible across all areas of school life
- Teachers to plan deliberate and strategic oracy opportunities to ensure skills develop
- Provide opportunities for staff CPD

Priority 3
To develop guided reading provision

- To survey the staff regarding preferred whole class guided reading sets
- To purchase whole class sets of guided reading texts
- To monitor the consistency of the use of VIPERS across guided reading across the school
- To reintroduce reading buddies across the school
- Encourage further reading for pleasure
- Establishing book talks
- Cross-curricular use of guided reading texts
- Teacher and TA training around guided reading sessions
- All guided reading sessions are delivered through Literacy Leaves adapted to suit each year group

Priority 4
Re-visiting and embedding 3 key areas of highly effective teaching and learning:
Collaborative learning
Feedback
Deeper thinking tasks

- To re-establish expectations and processes around collaborative learning
- To ensure collaborative learning takes place in each lesson
- To re-establish expectations and processes around giving in class feedback
- To establish a system of using Deeper Thinking Tasks (DTT) to allow the children who find learning easier to 'go deeper'