SECTION 1 – GB/SLT Five Year Plan Overview
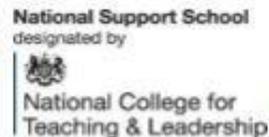
Five Year Plan

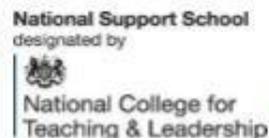| To have inspiring teachers with the capacity to enhance children's lives	To have a 21st Century curriculum Next steps...	To be outstanding …Next steps	How are we going to address the growing poverty divide for the children in our School?	To have a culture of collaboration and engagement with all stakeholders

To have inspiring teachers with the capacity to enhance children's lives

- Sharing ideas – observing each other
- Flexible use of TAs to support administration, giving teachers more time
- Staff wellbeing (review wellbeing policy)
- Review PPA and Management time
- Good-quality CPD
- Teaching what you love – choice of tasks – styles of teaching
  o Staff strengths
  o Sabbaticals
- Choice and trust?
  o Swap roles – internally and externally
  o HT – DHT learning walks with Teachers and support staff
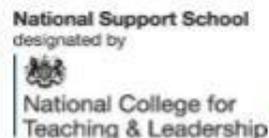- Collaboration between schools to source improved speakers
- Work/life Balance

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To have a 21st Century curriculum
Next steps…

- Gender equality and diversity
- To ensure all learners are equipped with lifelong skills – resilience
- Staff training to keep up with new technology
- Independence
- Taking risks – planning in the moment
- Balancing formal learning with creative development of the curriculum
- Teamwork / Skills based curriculum / Better links with High School / Curriculum adapted to the needs of pupils / Adaptability and flexibility / Engagement for learning
- Enhancement of life skills – using and applying core skills
- Alternative homework challenges
- Parents on board, understanding how to help and support
- Cultural and religious tolerance in education
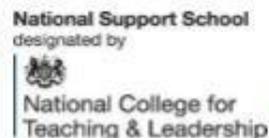
Have a separate IT development strategy

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To be outstanding
…Next steps

- Outward thinking / Consistently keeping up with changes occurring nationally / Lead the way in educational change / Accurate monitoring and evaluation / Safeguarding / Subject leadership
- Attainment and Progress maintaining outstanding elements
- Clear USP for Moorside
- To continue to be mindful of PP pupils and their progress
  - Monitoring gaps
  - Teachers to be aware of this each time tested
- To ensure changes in 2018 curriculum are included in planning/ teaching
- Inter-phase collaboration / observations
- Keep doing what is right for the children despite the data
- Teachers and lessons to meet needs of the more able and ensure challenge in lessons
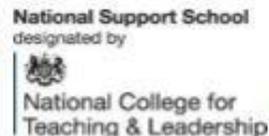- Links and visit to other schools

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How are we going to address the growing poverty divide for our children in our school?

- To improve engagement of hard-to-reach families – breaking down barriers caused by life circumstances
    - School to be proactive in engaging identified families
    - Continue to bridge life experiences through curriculum delivery – use learning to develop a level playing field
    - Finding the right communication tool for identified families
- Funding trips
- Food banks
- Healthy snacks
- Breakfast club
- Early intervention – external support
- Drop in for welfare and debt advice, money management
- Parent classes / Literacy – job skills / Form filling / Engaging with children
- Review of homework policy and communication policy / Improve IT links – IT provision

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To have a culture of collaboration and engagement with all stakeholders

- Forest School events for parents
- Organised walks – outward bound activities for identified classes
- Twitter
- Orienteering days / Outward bound days / Mum days / Dad days
- Classes for parents
- Encouragement for disengaged parents
- More fun – Parents Vs Teachers
- Marketing plans / Pupil views / Taking groups to other schools for ideas
- SLT visibility (am/pm)
- Drop in sessions – Engagement lead teacher
- Survey Monkey usage
- HT & C of G coffee mornings (Musical afternoon)
- School parent working groups

Communication Out

- Quality over quantity
- Wider community
- Bums on seats
- Newsletters

Communication In

- Informal lines of communication
- Text – Email – See-Saw
- Consistency across phases

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