



## Highfield 3 Year Strategic Plan



At Highfield we strive to provide each child with the tools they need to become their very best selves. We aim to instil within them the skills and values which will enable everyone to positively contribute to the diverse world we live in. Through our 3 year strategic plan we aim to ensure that pupils at Highfield continue to access an exceptional education that will equip them with the skills, knowledge and values that will enable them to lead successful lives.

We will;

- Ensure that pupils at Highfield continue to access an exceptional education that will equip them with the skills, knowledge and values to lead successful lives.
- Support children to feel confident in critically analysing the amazing and diverse world we live in.
- Develop children who are independent thinkers, who are resilient and curious to learn and are aware of the impact of their interaction with, and responsibility for, the immediate and wider environment.



## Highfield 3 Year Strategic Plan

- Offer all pupils equity of opportunity; to reflect and value cultural diversity that the school has and use it to enrich children's experience and understanding; to help recognise and counter discrimination and prejudice of all kinds.
- Promote and celebrate our Core Values of Respect, Cooperation and Kindness.

We do achieve this by;

- Having a curriculum that is focused on giving children the knowledge, skills and values they need to lead successful lives.
- Through engaging teaching that effectively uses questioning, feedback and retrieval so that all children are engaged in their learning and what they have learnt is embedded in their long term memory.
- Providing a stimulating learning environment to encourage investigative and meaningful engagement with the learning process.
- Providing excellent learning opportunities beyond the classroom.
- By knowing each child well and as a result being able to effectively provide the support and challenge that each child needs to succeed.
- Raising self-esteem and self-worth through celebrating all of our children's success, not only in their academic achievement but also in how they show the values of our school through how they treat others.
- Promoting a high standard of behaviour in our school community through our curriculum that enables children to understand our values and live by them. We are proactive in speaking to children and parents about their views of behaviour in the school and addressing their concerns.
- Understanding the role that the school has in showing our children the positive role that they can have in the wider community.
- We work in close partnership with parents, carers and community.
- We celebrate the diversity of our school and local area and play a central role in our local community.

In an environment which is;

- Safe and nurturing
- Fun, exciting and purposeful
- Respectful and inclusive
- Well resourced



# Highfield 3 Year Strategic Plan

	21-22	22-23	23-24
<p><b>Embedding Curriculum – For there to be a highly effective implementation of a bespoke curriculum that meets the needs of Highfield Children</b></p> <p><b>Children understand the choices that have been made with regards to the Curriculum.</b></p>	<p>Embedding cyclical curriculum (Knowledge organisers, vertical and horizontal learning)</p> <p>Further deepening teachers' understanding of how each subject progresses from year to year so the previous knowledge and skills are built upon and learning is retained.</p> <p>Teachers are explicit to children about why we have made the choices we have made on the Curriculum. And a greater focus on the key figures within our Curriculum and their life stories.</p>	<p>Children are able to critically evaluate the Curriculum and discuss and suggest what is being taught when.</p> <p>Making explicit/further promoting to parents what we teach and when and why.</p>	<p>An embedded process of evaluating the Curriculum.</p>
<p><b>Keepup/Catchup – To reduce gaps between groups and ensure children do not fall behind</b></p>	<p>Targeted catchup for children who have fallen behind as a result of Covid. Further developing the whole school reading strategy so that children keep up with the reading standard required to successfully access their learning.</p> <p>Other related Documentation</p> <ul style="list-style-type: none"> <li>- 3 year plan of support using PP funds to improve the attainment of disadvantaged children.</li> </ul>	<p>Review the success of the reading strategy introduced and see if adjustments need to be made.</p> <p>Successful implementation of a comprehensive Systematic Synthetic Phonics Programme(Little Wandel)</p>	<p>Data - Significant increase in percentage of chn working at (or above) Age Related Expectations.</p> <p>Review the success of the Systematic Synthetic Phonics Programme and take further actions related to the outcome of the review.</p>
<p><b>Use of technology - Ensure that all Highfield children have regular access to devices and that teaching and learning are further</b></p>	<p>Moving to google cloud.</p> <p>All teaching staff have their own ipads. Ipad linked to smart boards to enable teachers to have greater opportunities</p>	<p>Continue with CPD for staff on use of technology.</p> <p>Further increase the number of ipads available to children.</p>	<p>All children to have access to an ipad and teachers have their own ipad.</p>



## Highfield 3 Year Strategic Plan

<p><b>enhanced by the use of technology</b></p>	<p>to use technology to enhance children's learning. Training for staff on using apps that will benefit children's learning.</p>	<p>Continue with CPD for staff and link opportunities for using technology (use of apps) to planning.</p>	<p>Teachers are confident in using various apps and technologies to enhance children's learning and this is consistently seen in lessons. As a result there is a positive impact on children's learning experiences.</p>
<p><b>Implement evidence informed teaching strategies across the school (Walkthrus)</b></p>	<p>Focus on key areas relating to the needs of the school (CPD). Teachers to become familiar with specific Walkthru strategies and successfully implement them in classroom practice. Focus on questioning and feedback and practice and retrieval</p>	<p>Review the successes and areas of development, move increasingly to a model by which training, support and monitoring is initially carried out by SLT but increasingly moves towards peer to peer support as teachers develop expertise.</p> <p>Modelling and Scaffolding will be focused on – Review before introducing any other Walkthru Strategies.</p>	<p>All teachers to be confident in implementing Walkthrus strategies and Lead Practitioners within the staff have been developed to support members of staff</p>

Approved by the Governing body: 23rd November 2021