



How We Are Making Meadows Even Better (SDP)

Quality of Education			Personal development	Behaviour and attitudes	Leadership & management	EYFS
Priority 1: Subject leaders ensure that the school's curriculum intent and implementation are embedded securely and consistently across the school 	Priority 2: Teachers consolidate and deepen pupils' retention of the knowledge and skills 	Priority 3: Provide targeted support for identified groups of children to give them the best opportunity to reach ARE. 	Priority 4: In their role as global citizens pupils will be empowered to affect changes that can make a difference. 	Priority 5: To ensure that our school provides a safe, comfortable and caring environment where exemplary behaviour is at the heart of productive learning 	Priority 6: Enhance sustainable leadership capacity for school self-improvement 	Priority 7: Continue to strengthen EYFS curriculum, assessment and practice to improve outcomes for all children and close the gap for disadvantaged children
deep dive	Cognitive overload/ Retrieval	Embedding the use of provision map to inform intervention planning	Pupil leadership	Active & purposeful playtimes	Academy status	objective led planning
Sequences of learning		Assessment procedures	Global Citizens	Researching behaviour linked to TISUK	Collaborative work	Phonics & reading
Key Knowledge & vocab identified	AFL	SMART targets & interventions				Parent engagement
Assessment of curriculum areas		Little Wandle – phonics/reading across the school	Rights Respecting re-accreditation	scholarpack- incident log	Staff CPD leadership	
knowledge organisers		PP SEN				Curriculum progression that feeds into school

