

Curriculum, Learning & Assessment		Teaching and Professional Development		Behaviour, Attitudes and Ethos		Well-Being and Community		Recovery	
To realise a curriculum and assessment model that inspires curiosity, builds a love of learning and expects high achievement for all pupils including disadvantaged.		To nurture highly effective teachers with a passion for learning and an understanding of how to deliver high quality learning experiences for all pupils including disadvantaged.		To empower resilient, respectful, independent pupils, actively engaged in their own learning who uphold high standards of behaviour and conduct.		To work together to build a culture in which staff, pupils and parents feel part of a safe, caring and diverse community, where they are valued, celebrated and accepted.		To put in place and sustain all necessary provision to support pupils, staff and other stakeholders feel safe, confident and successful as part of WPS during and after the Covid pandemic.	
Key Objectives		Key Objectives		Key Objectives		Key Objectives		Key Objectives	
C1 Consistency in assessment of foundation subjects is embedded (impact)	Y1	T1 Frequent, planned opportunities for re-visiting learning leading to 'automaticity'. (Knowledge Organisers)	Y1	B1 Establish learning independence for all pupils particularly high prior attainers and middle prior attainers in reading	Y1	W1 Levels of parental engagement are increasing. Parents are supportive of the school and better understand the work of the school.	Y1	R1 Plans for addressing the loss of schooling and learning are established, implemented and checked for effectiveness, with a focus on pupil groups most at risk of 'learning loss'	Y2
	Y2		Y2		Y2		Y2		Y3
	Y3		Y3		Y3		Y3		
C2 There is clear progression and sequencing of subject knowledge and skills, cementing learning gains in pupils' memories (intent)	Y1	T2 AR is widely used to address gaps and improve outcomes in inference and organising thoughts and explanations.	Y1	B2 Home learning is used to practise key skills and concepts resulting in high levels of engagement and good progress in readiness for the next learning stage.	Y1	W2 Staff feel valued and supported in managing workload and their own and others' well-being.	Y1	R2 Embed staff and pupil well-being offer and use & monitor the effectiveness of the trainee clinicians service to support families	Y2
	Y2		Y2		Y2		Y2		Y3
	Y3		Y3		Y3		Y3		
C3 Curriculum implementation is reviewed, resulting in a rich pupil curriculum entitlement that is shared with stakeholders.	Y1	T3 All staff develop practice from being part of a purposeful and impactful network of colleagues in a similar role within the Cluster and Peer Coaching.	Y1	B3 SMSC and fundamental British and school values are at the heart of the curriculum	Y1	W3 There is a thriving Wheatfields Pre-School Provision on site	Y1	R3 Plans for ensuring pupils resume learning a broad and balanced curriculum are established, implemented and checked for effectiveness.	Y2
	Y2		Y2		Y2		Y2		Y3
	Y3		Y3		Y3		Y3		
C4 High quality coaching, mentoring and CPD opportunities enable foundation subject curriculum leaders to lead practice across the school.	Y1	T4 Distance Marking is effective in addressing misconceptions and driving needs based planning and teaching.	Y1	B4 All pupils know what they need to learn and have good strategies to apply in a range of contexts including planned and frequent periods to re-visit	Y1	W4 School Council members impact positively on the strategic development of the school.	Y1	R4 Review national risk and reflect this in the systems being used in order to maintain good practice developed during the pandemic and the recovery process.	Y2
	Y2		Y2		Y2		Y2		Y3
	Y3		Y3		Y3		Y3		
C5 We have an effective and impactful disadvantaged strategy embedded.	Y1	T5 CPD opportunities are well attended by staff and pedagogical approaches develop and are shared by staff.	Y1	B5 Incidents of poor behaviour are low. The revised behaviour policy 2019 is understood and adhered to by all stakeholders.	Y1	W5 An Eco – Committee is established that has a code that the whole school understands and actively adheres to.	Y1	R5 Barriers faced in managing the return to full education for pupils have been identified, with clear plans are implemented for mitigating against such barriers.	Y2
	Y2		Y2		Y2		Y2		Y3
	Y3		Y3		Y3		Y3		