



VIRGINIA PRIMARY SCHOOL PRIORITIES

2024-2025



Our Values and Ethos

Inclusion - Growth - Empowerment - Adventure
Equalities and Rights Respecting Champions

Maths

To develop and strengthen our new maths team, empowering them to make strategic decisions and impact positively on children and adults

For children to become confident and numerically fluent mathematicians

Children to be able to select and use efficient strategies to solve a variety of problems

Children to enjoy the challenge of being stuck and use a growth mindset to support mathematical learning

To develop a mathematically rich language

To develop critical thinking and use creativity to approach mathematical problems and challenges

Participation and engagement

For all children to develop into “learning activists”

To create a whole school culture of growth, learning, problem solving and adaptive high performance

To develop high levels of independent learning and motivation

To secure the highest possible attendance

To review our homework practices in line with our ethos and values to enable greater participation and enjoyment



Our Foundations

The whole child



Be the best you can be

We will continue to develop these areas to ensure we build a solid foundation for our continued growth.

Our Curriculum

We are continuing to develop a broad and ambitious curriculum that enables all children to be the best they can be. Our curriculum will:

- Carefully develop skills, knowledge, and cultural capital in a coherently planned and sequenced way.
- Enable all pupils to make links, build on previous learning and reason with confidence.
- Be engaging, fun, inspirational and prepare children for life in the wider world.

English

We are working to:

- Provide our children with the building blocks of language and literacy not just for academic success, but for fulfilling careers and rewarding lives.
- Enable our children to become confident readers and writers
- Engage children in reading and writing, to help them see the purpose in doing so and the opportunities it gives for them to have a voice.

SEND

We are working to:

- Develop a clear agreed understanding of excellent classroom teaching to maximise access and progress for all
- Develop strong inclusive practice where individualised or differentiated provision is tailored to ensure children have equal access to opportunities, resources and experiences and are enabled to develop and progress to be the best they can be.
- Develop an excellent tailored SEND provision to support the children with the more complex needs.

Equalities and Rights Respecting

We are working to:

- Embed the principles of the United Nation's Convention on the Rights of the Child in our policies, practice, and culture
- Promote knowledge and understanding of the Convention throughout the school community.
- Ensure that children and adults have a thorough understanding of child rights, and rights respecting attitudes and language are embedded across the school.
- Support children to begin to see themselves as rights respecting global citizens and advocates for fairness and children's rights, both locally and globally.



How we will develop our priorities

The whole child



Be the best you can be

Maths

- Create a rich mathematical environment that demonstrates maths and its use in the real world and in a variety of contexts
- Model problem solving skills and strategies so that all children are given the opportunity to apply their maths learning
- Establish a secure understanding and application of adaptive teaching (interventions, within lessons) to ensure gaps in learning are identified and addressed.
- For all staff members to develop a secure maths subject knowledge and how to support children in their progressive learning
- For our CLIC programme to be fully embedded so that children achieve their progressive learning targets
- To use research such as the evidence from EEF 'Improving Mathematics' documents and the NCETM 'Teaching for Mastery' to base our maths strategic vision

Participation and engagement

- Becoming learning activists through:
 - Developing more independent learning habits
 - Using their voice to make positive changes in all aspects of personal and school life
 - Developing greater metacognition
 - Focussing on receiving feedback to shape their own learning
 - Providing feedback to improve their learning experiences
 - Designing and planning lessons that encourage children to take charge of their own learning
 - Encouraging children to step outside their comfort zone, take risks and enjoy the feeling of being stuck
 - Developing awareness of and use a growth mindset to tackle new and challenging learning
- Develop a new homework policy and practice to engage children in meaningful learning and to help parents support the children with home learning
- Design a policy and practices that enable attendance analysis and quick response to persistent absence or lateness
- Establish whole school climate that celebrates excellent attendance