

Overview of our priorities for 2022–2023

Hovingham's pillars	Objectives for 2021 – 2022 to move us closer to being a great school where everyone aims high in all we do.	How are we going to do this?	What will it look like when we get there?	Leader responsible – Governor/committee
 <p>Great Team</p>	Develop our middle leaders, so that leaders can ensure the curriculum is effectively realised in every classroom.	By developing our middle leaders so that they are secure in their subject and pedagogical knowledge and know how to lead both subject and teams.	All middle and subject leaders will be able to articulate what should be taught and why it should be taught, know how subjects are being taught and the impact.	Kellie Halliday Principal and Victoria Thompson Vice Principal. Governor:
	Ensure that all adults consistently apply the behaviour code of conduct so that our behaviour principles are upheld and children feel safe and happy.	By creating a whole school culture where Hovingham's behaviour principles are well known and behaviour polices are effectively applied by everyone.	Children and staff will talk positively about restorative practice and relationships, school will be calmer and children will tell us that issues are dealt with consistently by all adults.	Kellie Halliday Principal and Victoria Thompson Vice Principal. Governor:
	Develop Hovingham's attendance team so that the attendance strategy can be swiftly put into place and attendance can rapidly improve.	By investing in the attendance team, improving systems and processes so that there is much earlier parent engagement identification of barriers and intervention so that attendance improves.	Parents, children and staff will talk positively about the whole school change towards improving attendance, they will know attendance is everyone's business and attendance will have improved.	Kellie Halliday Principal Chair of Governors:
 <p>Ambitious Curriculum</p>	Ensure that Maths, Science, Geography, History and ICT are given the highest priority so that children catch up to curriculum end of year expectations.	By developing subjects leads so that they influence teachers to know what should be taught, why it should be taught and how it should be taught so that children know and remember more in these subjects.	Children's work, in the widest sense, will show improved outcomes, more children will be achieving end of year expectations and children will be able to articulate what they have remembered and know.	Kellie Halliday and Victoria Thompson Governor
	Embed our EYFS and Year 1 curriculum, ensuring it is effectively sequenced so that children are quickly catching up to end of year expectations.	By bridging the gap between EYFS and year 1, through ensuring progression flight paths are mapped out and there is a systematic approach to early intervention and catch up.	More children will be achieving end of year expectations and progress measures from children's progress from their starting points will be significant.	Alison Scott
	Ensure that Hovingham's Curriculum, including a behaviour curriculum, is coherently planned, progressive, with clear end of year end points so that our children know and remember more as they journey from Nursery – Year 6.	By ensuring that Hovingham's curriculum leaders know how to long and medium term plan mapping out substantive and disciplinary knowledge, so that teachers can sequence lessons which they can effectively deliver.	Our children will have embedded key concepts & knowledge into their long-term memory (sticky knowledge) they will be excelling against the odds. Our children will have positive dispositions and attitudes towards how they approach their learning.	Alison Scott, Laura Martin, Victoria Thompson

Overview of our priorities for 2022–2023

Hovingham's pillars	Objectives for 2021 – 2022 to move us closer to being a great school where everyone aims high in all we do.	How are we going to do this?	What will it look like when we get there?	Leader responsible – Governor/committee
 <p>Great teaching & learning</p>	<p>Ensure that oracy is effectively taught, within English, Maths and Science, so that children use vocabulary effectively, learning through talk and to talk.</p>	<p>By developing subject leads so that they can influence teachers to develop their teaching of oracy through subjects.</p>	<p>Our children will be confident and be able to articulate their learning through the lens of Mathematician, Scientist and a reader and writer.</p>	<p>Laura Martin</p>
	<p>Ensure that Hovingham's agreed approach to the implementation of the curriculum is consistently used by teachers so that our children know and remember more as they journey from Nursery to Year 6.</p>	<p>By ensuring teachers are consistently applying Hovingham's teaching and learning policy and Assessment and feedback policy.</p>	<p>Our teachers will create a supporting environment, maximise our children's opportunities to learn, activate hard thinking and help our children to understand the content they are learning.</p>	<p>Laura Martin, Victoria Thompson, Alison Scott</p>
	<p>Develop a whole school approach for early identification and intervention so that there is a consistent and graduated approach for children with SEND.</p>	<p>By refining and improving internal systems and processes for early identification and intervention and equipping teachers with wave 1 SEND teaching and learning strategies.</p>	<p>Our most vulnerable children will have much quicker access to a graduated response, pathways of support will be evidenced through a more robust plan, do, review approach and Hovingham's inclusion team will be working with parents quicker.</p>	<p>Laura Martin</p>
 <p>Wider opportunities and experiences for our families and children</p>	<p>Develop and refine our communication with parents so that we can work together to improve outcomes for children.</p>	<p>By introducing a structured communication plan which involves use of Arbour app, face to face communication and electronic communication.</p>	<p>Parents will tell us that there has been an improvement in communication and there will be much greater engagement with curriculum events, home reading, compliancy around expectations and attendance.</p>	<p>Kellie Halliday</p>
	<p>Improve our overall attendance and PA, so that more children are attending school, thriving and accessing education.</p>	<p>By establishing an attendance team to put into practice the systems and processes that underpin the Attendance Policy and grow a whole school culture where attendance is everyone's business.</p>	<p>There will be a more efficient and focused approach to our tiered approach to attendance, greater early identification and positive shifts and improvements in overall attendance and PA.</p>	<p>Kellie Halliday</p>