**Edith Kerrison School Development priorities 2018 2019**

**Priority 1**

***Assessment information is understood by all and used to plan appropriate resources, teaching and learning enabling all learners to make good progress and achieve good outcomes***

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| 1a) Social play is further developed through well planned collaborative activities |
| 1b) Dialogic reading is embedded as a teaching strategy when sharing stories with children |
| 1c) Practitioners develop further expertise in the teaching of mathematics |
| 1d) Children are able to independently access appropriate resources which support a broad and balanced curriculum |
| 1e) All leaders use data about specific areas of learning to move children’s learning on |
| 1f) All adults use observations of children’s learning in the specific areas to plan provision that supports and challenges children’s learning |
| 1g) Understanding of Development Matters statements is consistent and applied accurately |

**Priority 2**

***Leaders at all levels understand and evaluate the quality of provision and outcomes through robust self evaluation, stronger partnerships and seeking excellent role models in other settings.***

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| 2a) The Governing Body know and are able to support and challenge aspects of the schools work |
| 2b) Coaching and mentoring for the leadership team is effective and ensures leaders are able to fulfil their roles and responsibilities effectively and efficiently |
| 2c) The Transition policy is embedded and managed effectively to ensure child and family well-being is high |
| 2d) The HT works in partnership with early Years Settings and schools in East London through Peer Enquiry And Learning (PEAL) and leads Assessment Moderation Meetings |
| 2e) Opportunities to share SEND expertise and professional development are identified and embedded |
| 2e) Safeguarding policies and practices are reviewed and kept uppermost is staff minds |