

- a. To implement and deliver a mastery curriculum in Maths that is accessible to all pupils, including those who are disadvantaged or have special educational needs and/or disabilities ensuring equitable learning opportunities and promoting high standards for all learners.
- b. To develop and implement a coherently planned and well-sequenced curriculum that systematically builds pupils' background knowledge, ensuring they are adequately prepared to engage with and successfully complete learning activities. *
- c. To enhance SEND (Special Educational Needs and Disabilities) practice by providing targeted professional development, ensuring effective implementation of SEND strategies, and fostering collaboration with staff, parents, and external agencies to improve support for students with additional needs.

- a. To facilitate outdoor learning experiences that encourage children to take managed risks and face challenges, supporting their physical development and active engagement through play and exploration in a safe environment.
- b. To develop links between our feeder pre-schools and other professionals to ensure children joining us in the early years transition smoothly and confidently and that good practice and expertise is shared

- a. To implement and embed our Behaviour and Relationships Curriculum, ensuring a consistent whole-school approach that incorporates Trauma Perceptive Practice to promote positive relationships and emotional well-being for all pupils.
- b. To further develop and implement effective strategies aimed at improving pupil attendance and punctuality, fostering a positive school culture that supports regular and timely participation in learning

5.The Early Years

1.Quality of Education

2.Behaviour and Attitudes

Great Bardfield Primary School Development Plan 2024-25

4.Leadership and Management

3.Personal Development

- a. To develop a strong subject leadership team within school and enhance partnerships by fostering improved collaboration with local schools and cluster groups, sharing best practices and resources to strengthen teaching and learning across the curriculum.
- b. To be aware of and take account of workload pressures on the small team of teaching staff and to seek out different ways of working which are realistic and constructive in improving wellbeing and mental health

- a. To prioritise and enhance mental and physical health and well-being across the school by implementing comprehensive support systems and initiatives that promote a healthy and supportive environment
- b. To cultivate proficiency in emotional intelligence, self-awareness, empathy, and emotional regulation in both children and staff.