

Handford Hall Primary School Curriculum Priorities for 2025/2026

HH strengths: outstanding progress for all groups across the whole school, supportive, highly cohesive learning community where children reach and exceed their potential, innovative (creative/outdoor) curriculum design that allows for pupils to constantly share and reflection their own experiences.

Attendance target – 97%; to improve whole school attendance and PA (focus: identified groups and pupils between 92%-95%)

Oracy, Phonics, Reading,

- Mobile, poor attendance pupils and new arrivals
- Phonics/Early Reading – Years 1, 3, 5 and 6
- Greater Depth pupils

- RWI
- Early Readers in KS2
- EYFS – non - negotiable Literacy through play incl. T4W
- Reading Fluency
- Guided Reading
- Accelerated Reader
- Duolog Readers
- Reading Conferences
- Oracy
- Lesson Study and Pupil Book Study
- **AFL**

Writing – whole school

- Mobile, identified poor attendance pupils and new arrivals
- Greater Depth pupils

- Lesson study
- Pupil Book Study
- Handwriting
- EYFS – non - negotiable Literacy through play
- EYFS/KS1 and Years 3, 5 and 6
- Cross curricular writing
- Writing Conference
- **AFL**

Mathematics – whole school

- Mobile, poor attendance pupils and new arrivals
- EYFS – number and number patterns
- Greater Depth pupils

- Lesson study
- Mathematical enquiry /differentiation/maths in context
- Focus on basic skills and arithmetic and KIRFs - HH core skills
- Non - negotiable Maths through play in EYFS (focus: number and number patterns)
- **AFL**

HH Curriculum

To evaluate non-negotiable knowledge, vocabulary and skills in HH Expressive Arts Curriculum and RE (Focus: building blocks and retention of Key Facts)

- Prior knowledge and progression of knowledge, skills and vocabulary
- Lesson Study
- Pupil Book Study
- Retrieval and recall
- **AFL**

Adaptive teaching and learning for All

Handford Hall Primary School Curriculum Priorities for 2025/2026

In 2025/26, the following areas are a focus to sustain high quality provision:

Teaching and learning

- To continue ensuring assessment for learning is used systematically to monitor understanding, identify misconceptions and provide clear, direct feedback in order that teaching is responsive and adapted to children's needs.
- To ensure pupils identified with SEND have precise received provision that ensures strong progress from starting points.
- To ensure adaptive teaching and learning accelerated progress of high standard and GDS students.

Leadership and management

- To ensure effective operational leadership is sustained with enough capacity to facilitate excellent outcomes for pupils through internal development and external partnership.
- To ensure that teacher workload is managed and ensure policies offer efficiencies whilst maximising impact on pupil learning following an increased number of mobile students as well as students with additional needs.
- To ensure that statutory health and safety responsibilities are effectively managed and that the school estate is maintained to a high standard following new recruitment.
- To continue to manage falling rolls projections within Westgate area through strategic place planning.
- To ensure that Governance continues a risk focussed methodology that supports strong knowledge of Trust structures and futures thinking.
- To minimise potential financial risks and ensure continued financial stability.

EYFS

- To continue to ensure pitch of teacher led and independent learning for key groups, including disadvantaged pupils and boys in EYFS enables pupils to make rapid progress from baseline.
- To ensure that an increased percentage of children achieve the Early Learning Goals (ELG) for Literacy, Mathematics and Personal, Social and Emotional Development.