



<p style="text-align: center;"><b><u>Priority 1: Mathematics</u></b></p> <p><b>Strengthening Mathematics Outcomes:</b></p> <p>To fully implement the Hertfordshire County Council Fluency Project across Early Years, Key Stage One, and Key Stage Two, ensuring that all teachers have received targeted training and consistently using fluency strategies in mathematics lessons. Throughout the year, establish a rigorous monitoring and assessment system to track pupils' mathematical fluency and conceptual understanding. Inclusivity will be evident in our focus in identifying and closing gaps for Pupil Premium and SEND pupils. By the end of the academic year, we will have significantly improved the quality and consistency of mathematics teaching using CPA (Concrete-Pictorial-Abstract) approaches and enhanced TA deployment, resulting in improved outcomes in the Mathematics Times Tables Check (MTC) and internal fluency measures.</p>	<p style="text-align: center;"><b><u>Priority 2: Assessment for Learning</u></b></p> <p><b>Enhanced Assessment for Learning:</b></p> <p>To enhance staff development in Assessment for Learning (AfL), with the aim of raising the quality of teaching within lessons across all subjects. Throughout the autumn term, Ben Fuller, the county's assessment lead, will deliver targeted training, conduct classroom observations, and work closely with teachers to embed effective AfL strategies into everyday practice. This initiative is designed to ensure that all teachers are equipped to use formative assessment confidently and consistently to identify misconceptions, adapt teaching in real time, and close knowledge gaps swiftly. As a result, pupil progress will be accelerated, particularly for those at risk of falling behind. This work also addresses a key Ofsted action point by strengthening teachers' ability to progress learning within lessons and fostering a sustainable culture of reflective, assessment-informed teaching..</p>
<p style="text-align: center;"><b><u>Priority 3: Effective Adaptations</u></b></p> <p><b>EAL and SEN Adaptations:</b></p> <p>To improve consistency and effectiveness in adapting teaching for EAL and SEN learners, ensuring that all pupils can access learning and make sustained progress, in line with Ofsted recommendations Use of Flash Academy consistently and effectively by teachers to support progress. Leaders will ensure continuous professional development to support and develop teaching strategies and skills to support with adaptations for learners. External validation confirms adaptations meet pupils' needs effectively.</p>	<p style="text-align: center;"><b><u>Priority 4: Writing</u></b></p> <p>To improve writing outcomes for all children through effective instruction, leaders will ensure the English curriculum provides high-quality, systematic teaching of the writing process—planning, drafting, revising, and editing—using clear modelling. Scaffolding tools like graphic organisers will support planning, with support gradually withdrawn as independence grows. Writing tasks will be linked to real audiences, such as peers or school publications, to enhance purpose and engagement. Self-assessment checklists will encourage reflection and ownership. Targeted vocabulary instruction will equip students with the language needed to express ideas clearly. Writing will also be meaningfully connected to curriculum content, enabling students to draw on prior knowledge and deepen their written expression.</p>
<p style="text-align: center;"><b><u>Priority 5: SEND</u></b></p> <p>Teachers will consistently use the outcomes from pupils' EHCPs to plan, adapt, and resource lessons, ensuring provision meets individual needs. Learning Plans will be created by carefully cross-referencing EHCP outcomes, providing clear strategies to support progress towards targets. Teaching staff will ensure that both lessons and the learning environment reflect pupils' specific needs, enabling access, engagement, and success. The SEND team will work collaboratively with teachers to review Learning Plans and ensure support remains effective and responsive.</p>	<p style="text-align: center;"><b><u>Priority 6: Reading (Including Early Reading, Phonics, and the Lowest 20%)</u></b></p> <p>To ensure all pupils, including the lowest attaining 20%, those with SEND and EAL, become fluent, confident readers through the consistent implementation and fidelity to the school's chosen SSP Monster Phonics. Children are regularly assessed, enabling timely regrouping and targeted interventions. Provision is responsive and inclusive, ensuring all pupils secure the phonics knowledge and early reading skills they need to access the full curriculum successfully.</p>