

Behaviour objectives			
Objective	Key actions	Who	SC
Create a memorable rule of 3 to promote positive behaviour	- be your best, be a team, be kind and safe - aim high, work together, do the right thing - ready, responsible, respectful - work hard, be kind	AK, RM, BW	Staff and pupils know, use and understand the language and how it supports learning
Embed the golden 5 strategy	Launch assembly and follow up Rewards and consequences On call/ walking the corridors	AK, RM, BW	Staff use the language of the golden 5
Consistent routines are embedded throughout the school	Develop a shared understanding amongst all adults Embed routines through coaching	AK, RM, BW	Reduce number of behaviour incidents Routines maximise learning time throughout the school
Reduce the number of incidents through more well-structured unstructured times	Zone the playground Create a rota for activities Introduce playground/game rules Playground leaders Lunch hall expectations Review wet playtimes guidance	AK, RM, BW	Reduced behaviour incidents at break/lunch
Develop and embed a behaviour curriculum that explicitly teaches expected behaviours	Behaviour curriculum - Modules/topics - Assemblies – with class follow up - Display / visual presence in the school SEMH / wellbeing module	AK, RM, BW	Pupils know what is expected of them and can articulate what is expected and why it is important.

Maths Objectives			
Objective	Key actions	Who	SC
Staff use explicit instruction when teaching new knowledge and skills.	Through coaching and staff meetings ensure that: - Learning is broken down into small steps - Teachers use checking for understanding to adapt lessons - Practice moves from guided to independent - Opportunities for retrieval and overlearning are planned into the timetable.	AK, JS, YS	Evidence of pupil progress through book looks and summative assessments.
Embed ready to progress	Staff meetings – subject knowledge Coaching Monitoring cycle Review impact of foundational knowledge curriculum	JS, YS	The curriculum enables pupils to make good progress.
Improve fluency in multiplication and times-table strategies	Review and refine planning documents QA sessions Rigorous assessment used to identify gaps in learning and inform teaching Home learning strategy UKS2 interventions	AK, JS, YS	Pupils demonstrate fluency in their times tables and apply this in their learning.
Summative assessment data informs curriculum, teaching and interventions	Data is used to inform teaching PPMs ensure assessment data is acted upon KS2 arithmetic tracker Interventions in place for pupils working below expected	AK, JS, YS	Children's progress and attainment improves over time.

Coaching Objectives			
Objective	Key actions	Who	SC
Develop a shared understanding of teaching and learning through the T&L playbook	Teaching and Learning framework (playbook) Bulletin – teaching and learning section Staff meetings Weekly SLT reading	AK, RM, IT, JS	Coaching and feedback is based on the T&L playbook. There is a coherent approach to T&L throughout the school.
Coaching calendar	Allocate coaches to teachers Build in protected time for coaching Weekly coaching meeting with all coaches to discuss progress and next steps	AK	Coaching is prioritised and takes place weekly.
Coaching CPD	CPD for coaches Use coaching insights to inform staff CPD Create a coaching proforma	AK	Coaching improves the quality of teaching and learning