







## Outline plans for Wicklea Academy Improvement Plan 2023 - 2024

 <p><b>Quality First Teaching &amp; Outcomes</b> (Aim 1 - Strategic Objective 1) [QofE]</p>	 <p><b>Curriculum</b> (Aim 1 - Strategic Objective 1) [QofE]</p>	 <p><b>Learning Support</b> (Aim 1 - Strategic Objective 1) [QofE]</p>
<ul style="list-style-type: none"> <li>Staff have a good understanding of sequencing lessons to build on prior learning</li> <li>Range of questioning used by all to check for understanding and further learning</li> <li>Retrieval strategies used effectively to elicit prior learning and reduce cognitive load</li> <li>Learning environments are purposeful and support the learning journey and independent learning</li> <li>Children meet individual targets</li> </ul>	<ul style="list-style-type: none"> <li>High quality planning, teaching an assessment across whole curriculum builds on prior learning and supports children</li> <li>Reading and Phonics curriculum is well delivered with maximum impact on pupil progress</li> <li>Writing curriculum is well planned and delivered across the school, including the teaching of spelling</li> <li>Science curriculum is further developed and engages the children</li> </ul>	<ul style="list-style-type: none"> <li>Range of learning support interventions have a positive impact on pupil progress</li> <li>Adaptive learning is used by all staff to meet the needs of all children</li> <li>TA deployment is effective and has a positive impact on all children</li> <li>Inclusive practice is evident throughout the school</li> <li>MELSA is beginning to impact on pupil progress</li> </ul>
 <p><b>Enhance Leadership</b> (Aim 2 - Strategic Objective 2) [Leadership]</p>	 <p><b>Behaviour &amp; Culture</b> (Aim 1 - Strategic Objective 2) [B&amp;A]</p>	 <p><b>Pastoral Support</b> (Aim 2 - Strategic Objective 2) [PD]</p>
<ul style="list-style-type: none"> <li>Leaders at all levels understand their contribution to school improvement</li> <li>Core and Phase leaders have a detailed understanding of their subject/phase</li> <li>Subject leaders have the skills and confidence to further develop their subject</li> <li>Regular and robust monitoring takes place with effective feedback driving improvements</li> </ul>	<ul style="list-style-type: none"> <li>New values launched and beginning to embed throughout the school</li> <li>New behaviour policy shapes school expectations and culture</li> <li>Behaviour curriculum is in place and expectations taught regularly</li> <li>Work with the Attendance Network drive school practice to improve attendance and reduce persistence absence</li> </ul>	<ul style="list-style-type: none"> <li>Range of pastoral interventions have a positive impact on pupil wellbeing and their ability to engage in learning</li> <li>School is able to support parents in times of difficulty (signposting/pantry/uniform/food bank)</li> <li>PSHE curriculum is adaptive to reflect the current needs of children</li> <li>Mental health work is proactive and leads to timely support</li> </ul>