**School Improvement Plan**

**2025 - 2026**

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| **Priority One: To develop teaching staff to use current, researched-backed pedagogical approaches to enhance learning opportunities**  **Rationale**: In previous years, time has been dedicated to developing the curriculum. As an SLT, we are now going to spend more time further enhancing teaching and learning across all areas of the school. "Every teacher needs to improve, not because they are not good enough, but because they can be even better.” Dylan Wiliam | | | | |
| **Assess** | **Plan** | **Do and Review** | | |
| **Autumn 2025** | **Spring 2026** | **Summer 2026** |
| 1.1 **Improve formative assessment strategies across KS1 and KS2** | To ensure teachers are able to make accurate judgements across foundation subjects.  Using retrieval approaches to intentionally retrieve knowledge at specified points within learning sequences - this will be around.  Speak to 6 children 4 weeks after the end of a unit - checking their knowledge against the substantive knowledge. If they are able to recall the information, this will support the teacher’s judgement.  To improve strategies around formative assessment within the classroom to enhance teaching and learning. | **Desired Outcomes** | **Desired Outcomes** | **Desired Outcomes** |
| Teachers explore the following approaches, auditing what is currently standard practice and the areas that need further development:  Asking open-ended questions during lessons: To gauge understanding and encourage deeper thinking.  Observing student work: To identify misconceptions or challenges.  Using exit tickets: To quickly assess student understanding at the end of a lesson.  Implementing quick quizzes or polls: To check for understanding in a low-stakes manner.  Providing targeted feedback: To help students address specific weaknesses or misconceptions.  Encouraging peer feedback: To foster collaboration and allow students to learn from each other. | Teachers are using new approaches, in addition to those that they were already confident with:  Asking open-ended questions during lessons: To gauge understanding and encourage deeper thinking.  Observing student work: To identify misconceptions or challenges.  Using exit tickets: To quickly assess student understanding at the end of a lesson.  Implementing quick quizzes or polls: To check for understanding in a low-stakes manner.  Providing targeted feedback: To help students address specific weaknesses or misconceptions.  Encouraging peer feedback: To foster collaboration and allow students to learn from each other. | Teachers consistently use the following approaches:  Asking open-ended questions during lessons: To gauge understanding and encourage deeper thinking.  Observing student work: To identify misconceptions or challenges.  Using exit tickets: To quickly assess student understanding at the end of a lesson.  Implementing quick quizzes or polls: To check for understanding in a low-stakes manner.  Providing targeted feedback: To help students address specific weaknesses or misconceptions.  Encouraging peer feedback: To foster collaboration and allow students to learn from each other. |
| **Chosen Action / Approach** | **Chosen Action / Approach** | **Chosen Action / Approach** |
| Support from school adviser around TWILIGHT training to enhance the teachers’ skills.  During WWW walks, identify what we can observe as subject leaders.  Staff meetings will drip feed content around the formative assessment strategies.  Use of staff voice to self assess confidence levels with the strategies we are focusing on. | Share good practice from WWW walks to support development of formative assessment strategies across the school.  Staff meetings will drip feed content around the formative assessment strategies. | Continue to observe during WWW walks and feedback to support staff.  Staff meetings will drip feed content around the formative assessment strategies.  Use of staff voice to self assess confidence levels with the strategies we are focusing on after an academic year of work around it. |
| **Measured Impact of Outcomes** | **Measured Impact of Outcomes** | **Measured Impact of Outcomes** |
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| 1.2 **Develop CPD opportunities for teaching and support staff to improve teaching and learning** | Map CPD opportunities across the year for TAs, subject leaders and SLT.  This CPD will enhance our staff’s skill set. | **Desired Outcomes** | **Desired Outcomes** | **Desired Outcomes** |
| Staff are fully aware of the CPD offer and links we have with SHARES.  Information from training sessions impact on staff meetings and good practice is shared widely across the staff team.  Plan of TA training to support children with SEND accessed by our TAs.  Safeguarding refresher training updated if needed.  Staff update CPD logs habitually to ensure there is high quality training and development within their subject area.  Proformas for subject leaders following a CPD session. | Staff are signing up to their own CPD, as there are no cost implications other than the membership fee.  Subject leaders’ expertise are improved further and develop more depth to their knowledge.  TAs accessing CPD, anyone who is not receiving training will need to be addressed. | Subject leaders have accessed high quality support that has impacted on their leadership role.  Fully completed CPD tracker and gaps analysed to inform next year’s CPD. This would link into the assessment of children’s attainment.  Staff meetings are filled with up-to-date, research-backed ideas that drive each subject forward strategically. |
| **Chosen Action / Approach** | **Chosen Action / Approach** | **Chosen Action / Approach** |
|  |  | Analyse any gaps in the CPD tracker to inform next year’s CPD. |
| **Measured Impact of Outcomes** | **Measured Impact of Outcomes** | **Measured Impact of Outcomes** |
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| 1.3 **Improve adaptive teaching strategies across the school (RD)** | Ensure the curriculum is broad and ambitious for disadvantaged children and children with SEND.  Adaptive Teaching - To work towards all subject leaders creating their own document with the EEF SEND 5 a day headings.    Staff to be confident with the whole school EEF style document. SENCO to ensure that all staff are planning for these opportunities.  SENCO to share vision of these being created for all subject and my ‘why’ behind this.  Subject leaders to be confident using this language and feel confident to look for these things when completing learning walks.  Subject leaders to be creating similar documents for own subjects.  Understand the curriculum diet of the children on the SEND register.  Transition from Reception to Year 1 and the curriculum expectations for children with SEND. | **Desired Outcomes** | **Desired Outcomes** | **Desired Outcomes** |
| Staff to be using the SEND five a day document.    Staff to be sharing own ideas for this document – a working document which has ownership of all staff and to support with sharing of good practice.    Document shared on website. | Subject leaders to create own SEND five a day document specific to their subject alongside SENCO (or consideration of completing each one as a staff team to ensure that all staff have ownership and can share ideas). First roll out to be within the subjects, Reading, Phonics, Writing, Maths and Science. | Same outcome as Spring, however for all other remaining subjects.    All documents to be shared on the school website.    Staff’s confidence and understanding to increase of adaptive teaching techniques for each subject. |
| **Chosen Action / Approach** | **Chosen Action / Approach** | **Chosen Action / Approach** |
| SENCO to complete staff meeting about SEND five a day document.  Learning walk to ensure this is occurring within practice.  Training opportunities built in / planned based on learning walks.  Document shared on website once confident this is occurring within practice. | Discuss with staff the next stage of the roll out of the SEND five a day document. Listen to staff and how they feel best would be to complete these.    Subject leaders of above subject to have created the documents.  Subject leaders of above subjects to share these with staff if not completed as a whole staff team.  Subject leaders of above subjects to complete learning walks and be looking for these techniques within the lessons.  Subject leaders to be referring to these and sharing these within own staff meetings.  Reflection between SENCO and above subject leaders, to understand which areas the school is stronger at, and which area further support is required. | Discuss with staff the next stage of the roll out of the SEND five a day document. Reflect with staff on how this worked within Spring term.    Subject leaders of all remaining subjects to have created the documents.  Subject leaders of remaining subjects to share these with staff if not completed as a whole staff team.  Subject leaders of remaining subjects to complete learning walks and be looking for these techniques within the lessons.  Staff questionnaire to see where further training needed, to plan effectively for the next year.  All documents to be shared on the website. |
| **Measured Impact of Outcomes** | **Measured Impact of Outcomes** | **Measured Impact of Outcomes** |
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| **Priority Two: To enhance children’s opportunities to engage in high quality interactions utilising the key vocabulary that they are being explicitly taught**  **Rationale:** Building on last year’s work around the writing curriculum, we want to ensure more structured talk takes place. We know that Oracy is the foundation to high quality interactions and we know that by broadening our children’s opportunities to engage in this, outcomes in other areas of their learning will be impacted positively. | | | | |
| **Assess** | **Plan** | **Do and Review** | | |
| **Autumn 2025** | **Spring 2026** | **Summer 2026** |
| 2.1 **To develop an Oracy program throughout the school (KT)** | Subject leader will make links with SHARES, who are leading accreditation in Oracy.  Subject leader will ensure processes around school are Oracy friendly and enable high quality talk and interactions.  Subject leader will link with English Subject Leader to ensure links are made within the English curriculum. | **Desired Outcomes** | **Desired Outcomes** | **Desired Outcomes** |
| The subject leader to have a clear whole school vision, outlining how to embed ORACY across the school. | Pupils to understand what ORACY is.  Classroom talk is purposefully structured | Oracy skills are integrated into daily teaching.    Pupils take greater responsibility in structured talk.    Staff are confidently using oracy strategies |
| **Chosen Action / Approach** | **Chosen Action / Approach** | **Chosen Action / Approach** |
| KT to attend SHARES CPD session outlining how to achieve accreditation.    Staff CPD: Deliver whole-school training on oracy frameworks (e.g. Voice 21, or the 4 strands: physical, linguistic, cognitive, social/emotional). | Introduce Talk Rules: Display and use consistent ‘Talk Rules’ across classrooms.    Model Talk Structures: Teachers to embed sentence stems and talk roles in lessons. | Work with subject leaders to provide planning support: Build oracy strategies into planning (e.g. debate, drama, presentations, exploratory talk    In classroom practice: Regular use of partner talk, group discussions, and listening activities.    Cross-Curricular Tasks: Develop oracy-rich tasks in subjects like history, science, and PSHE. |
| **Measured Impact of Outcomes** | **Measured Impact of Outcomes** | **Measured Impact of Outcomes** |
| All staff to understand what ORACY is and why it matters.    All staff to know what the desired outcome for ORACY is at Eccleston. | Pupil engagement in talk tasks improves (learning walks).    Talk Rules observed in lessons across all year groups | Increased use of structured talk in lessons and planning.    Pupils can explain and apply talk rules and roles.    ORACY tasks are integrated into subject planning. |
| 2.2 **To introduce a tiered vocabulary system for Mathematics (GL)** | Teachers will use a wider range of vocabulary when teaching mathematics.  Staff meeting to introduce this took place in summer 2025. Further meetings will be led by the Maths Subject Leader to develop teachers’ skills around how to include more tier three vocabulary.  At the start of each unit the children will create a word bank with meanings and build on it ad the unit progresses.  When we adapt our White Rose, e should adapt the language to Tier 3 words to assess the children’s understanding. This will give the children exposure to language that will support their access to assessments and become better mathematicians.  Use staff meetings to implement training on what literacy maths is and how we can built this within our maths lessons.  Create tier1, tier 2 and tier 3 vocabulary.  Pupils to become confident with a wide variety of vocabulary within their maths lessons. | **Desired Outcomes** | **Desired Outcomes** | **Desired Outcomes** |
| Teachers will become used to the style of planning and teaching new vocabulary inline with White Rose Maths.    Teachers will observe the build up of new vocabulary being used by the children in class and also a greater understanding of the variety of meanings being used within their questions. | Maths lead will gain more training from the maths hub in supporting improvements to the use of vocabulary being used within school.  Maths lead will conduct a what’s working well walk.  Maths lead will conduct a pupil book study to see if children’s confidence around maths explanations and understanding has improved.  Any further development identified through learning walks will be addressed in a whole school staff meeting. | A clear consistent approach towards adding in a variety of vocabulary will be seen within lessons and worksheets.    Teachers PowerPoints will be adapted with new vocabulary.  Children’s books will showcase a variety of new vocabulary.  One page within the children’s books will showcase the improved impact of their understanding. Children will add new vocabulary to their vocabulary page to support them. |
| **Chosen Action / Approach** | **Chosen Action / Approach** | **Chosen Action / Approach** |
| A staff meeting will take place where collectively staff will create vocabulary which we would like to improve on and add in line with White Rose Maths.  Maths Lead will create a tiered Vocabulary sheet to be shared with staff so they can use whilst planning. | Time will be allocated for the maths lead to undertake maths learning walk and pupil book study.  Support will be given to teachers who require this around implementation.  Time will be allocated for maths lead to undertake training with the maths hub. | Time will be allocated to maths lead to undertake maths learning walk and pupil book study.    Time will be allocated for maths lead to undertake training with the maths hub. |
| **Measured Impact of Outcomes** | **Measured Impact of Outcomes** | **Measured Impact of Outcomes** |
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| 2.3**To embed and enhance Whole Class Reading in Key Stage 2 (GB)** | Whole Class Reading was changed and improved in the academic year 2024-25 across Key Stage 2.  Subject Leader to ensure that staff are delivering high quality Whole Class Reading sessions through drop ins, feedback, team teaching and opportunities to observe the Subject Leader.  Subject Leader to ensure planning is consistent and it is being delivered in line with the initial implementation, three times per week. | **Desired Outcomes** | **Desired Outcomes** | **Desired Outcomes** |
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| **Measured Impact of Outcomes** | **Measured Impact of Outcomes** | **Measured Impact of Outcomes** |
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| 2.4 **To ensure a culture of safe behaviour online is embedded throughout our school community** | Online safety is covered within our PSHE curriculum and during Internet Safety Day.  Ensure at least one parental update is sent out via the newsletter every two weeks.  Find out what support around Online Safety our families would like through the Parent Forum.  Introduce an annual Parent Online Safety Meeting to share the current issues in education and support them.  Make more support and information available on the school website.  Explore the implementation of the no smart phone pledge. | **Desired Outcomes** | **Desired Outcomes** | **Desired Outcomes** |
| Parent Forum discusses the implementation of an annual meeting and no smart phone pledge.  At least one online safety parental update is sent out via the newsletter every two weeks. | Implement the no smart phone pledge and bring the community together.  Link in with other local schools who are also implementing the no smart phone pledge.  At least one online safety parental update is sent out via the newsletter every two weeks. | Parents meeting around online safety following feedback from the Parent Forum..  No smart phone pledge celebration assembly.  At least one online safety parental update is sent out via the newsletter every two weeks. |
| **Chosen Action / Approach** | **Chosen Action / Approach** | **Chosen Action / Approach** |
| Agenda item on Parent Forum set.  Newsletter pieces prepared and sent in advance | Share no smart phone pledge with staff and explain why we are doing this.  Newsletter pieces prepared and sent in advance | Agenda item on Parent Forum set.  Newsletter pieces prepared and sent in advance |
| **Measured Impact of Outcomes** | **Measured Impact of Outcomes** | **Measured Impact of Outcomes** |
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| **Priority Three: To ensure learning outcomes (and chosen learning tasks) reflect the key knowledge we want pupils to learn across our bespoke curriculum**  **Rationale:**  *Ofsted February 2023 ‘sometimes the activities chosen by teachers do not emphasise the important knowledge that pupils need to know and remember.’* We want to ensure children’s tasks link to the key knowledge to support retrieval practice. | | | | |
| **Assess** | **Plan** | **Do and Review** | | |
| **Autumn 2025** | **Spring 2026** | **Summer 2026** |
| 3.1 **To ensure high quality resources are used to support the children’s learning outcomes** | Through monitoring, working with children and sharing work during staff meetings, this will be maintained and improved upon. We will be focussing on high quality texts, images and practical resources. This will also be quality assured through our school advisor. | **Desired Outcomes** | **Desired Outcomes** | **Desired Outcomes** |
| High quality images are matched to units for science on the planning documentation. | High quality texts are matched to units for science.  Practical resources are effectively used to enhance learning and ensure skill progression in science. | High quality texts are matched to units for science. These texts are accessed effectively by the children to enrich learning.  High quality images are matched to units for science. These enhance learning and make more effective links to real life and embed learning.  Practical resources are appropriately mapped into units for science. This includes school based topic boxes and external loan boxes.  The use of technology, specifically VR headsets, enhance specific lessons within units (This is an aspirational goal for one year, however we will maintain high expectations). |
| **Chosen Action / Approach** | **Chosen Action / Approach** | **Chosen Action / Approach** |
| Subject leader for Science to quality assure all images used within units.  Science: Match key vocabulary to individual lessons. Visual images are matched to lessons when needed. Vocabulary with definitions identified. | Subject leader for Science to quality assure all texts used with units.  Subject leader for history and geography to identify physical resources that link to our curriculum that we have in school. Make it clear on plans when we are sourcing from FEPS or when we have the resources in school. | Subject leader for Science to ensure high quality practical resources are mapped into units. Where external resources are required these are clearly marked within unit plans and pre ordered to ensure they supplement the curriculum effectively. |
| **Measured Impact of Outcomes** | **Measured Impact of Outcomes** | **Measured Impact of Outcomes** |
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| 3.2 **To ensure the science curriculum enables children to demonstrate their learning through well-matched learning tasks.** | The curriculum for science will be reviewed and monitored throughout the academic year, work shared in staff meetings and through pupil consultations. | **Desired Outcomes** | **Desired Outcomes** | **Desired Outcomes** |
| What’s Working Well Walk and Pupil Conferencing completed by the Subject Leader.  Feedback provided to staff 1:1 and the Headteacher/Deputy Headteacher updated.  The Subject Leader has worked through the planning documents to ensure the science curriculum enables the children to demonstrate their learning through well-matched learning task. | The Subject Leader has worked through the planning documents to ensure the science curriculum enables the children to demonstrate their learning through well-matched learning task.  Staff meeting led by Subject Leader, updating staff on progress and next steps. | The science curriculum enables the children to demonstrate their learning through well-matched learning tasks. |
| **Chosen Action / Approach** | **Chosen Action / Approach** | **Chosen Action / Approach** |
| WWW quality assurance organised by Subject Leader.  Release time for subject leader to enable planning to be amended. | Release time for subject leader to enable planning to be amended.  Time in staff meeting to feedback and update on actions to date. | Release time for subject leader to enable planning to be amended. |
| **Measured Impact of Outcomes** | **Measured Impact of Outcomes** | **Measured Impact of Outcomes** |
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| 3.3 **Ensure that foundation subjects are concept driven and explicitly referenced throughout each lesson** | Curriculum Leader will map this out, spending time across September to ensure this is all in place. | **Desired Outcomes** | **Desired Outcomes** | **Desired Outcomes** |
| Teachers referencing previous concepts across the different year groups. Teachers explain each concept and link new learning to the concept. Working walls reflect new learning through concepts.  Art, History, Geography,  DT and RE to have concepts headline.  Lessons to begin with what the concept is.. |  |  |
| **Chosen Action / Approach** | **Chosen Action / Approach** | **Chosen Action / Approach** |
| Deputy Head to map this out across the chosen subjects.  Deputy Head to communicate expectations with staff around lessons to reinforce the concepts. |  |  |
| **Measured Impact of Outcomes** | **Measured Impact of Outcomes** | **Measured Impact of Outcomes** |
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| 3.3 **To work towards achieving the Lancashire Sexual Orientation Equality badge as part of the series of badges in the Equality Mark program**. | Audit the curriculum to ensure a wide, diverse coverage of key individuals, cultures and texts are included. Reflect and improve on this through staff meetings and working with other schools. Subject leaders to take responsibility to ensure that their subject reflects a wide range of key people, cultures and texts. | **Desired Outcomes** | **Desired Outcomes** | **Desired Outcomes** |
| To have identified meaningful priorities in order to achieve the Equality Badge.  School to have established a link with a contrasting school. | To have implemented actions in line with the audit.  For our school and a contrasting school to communicate and celebrate similarities and differences. | School to have achieved the Equality badge.  School to have an effective class link with a contrasting school.  Our English curriculum has a wide range of diverse texts. |
| **Chosen Action / Approach** | **Chosen Action / Approach** | **Chosen Action / Approach** |
| Use the Lancashire audit tool to evaluate provision as SLT. | Work through the actions from the audit, selecting the most appropriate priorities.  Apply for the accreditation through Equality Mark. | Ensure regular communication takes place between schools, establishing priorities and actions for the following academic year.  English subject lead to have mapped selected texts ensuring they are rich and diverse. |
| **Measured Impact of Outcomes** | **Measured Impact of Outcomes** | **Measured Impact of Outcomes** |
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| 3.4 **To embark on the No Outsiders journey** | To develop our children’s understanding of diversity at all levels using the No Outsiders training and philosophy: inclusive education, promoting community cohesion to prepare young people and adults for life as global citizens. | **Desired Outcomes** | **Desired Outcomes** | **Desired Outcomes** |
| Parent forum introduces the idea of No Outsiders to see how this would land at our school | Whole staff training from No Outsiders during staff meeting.  Parents informed about the content of No Outsiders and feedback shared at Parent Forum.  Regular No Outsiders assemblies led by SLT. | No Outsiders School award. |
| **Chosen Action / Approach** | **Chosen Action / Approach** | **Chosen Action / Approach** |
| Organise Parent Forum with an agenda item of No Outsiders. | Organise assembly overview to include No Outsiders.  Ensure this remains an item on Parent Forum to receive continuous feedback. | Organise assembly overview to include No Outsiders.  Work on criteria to be a No Outsiders school. |
| **Measured Impact of Outcomes** | **Measured Impact of Outcomes** | **Measured Impact of Outcomes** |
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| 3.5 **To refine retrieval approaches across school and implement a consistent approach** | Engage in current research with EEF and Kate Jones’ work on retrieval practice. Embed this into teachers’ practice to ensure intentional retrieval is planned into sequences of work. | **Desired Outcomes** | **Desired Outcomes** | **Desired Outcomes** |
| Two year overview mapped out by Deputy Headteacher (Curriculum Lead) and Headteacher (Assessment Lead) to ensure intentional retrieval is planned in.  Key points for retrieval questioning will be planned in, this will support the teacher judgements in subjects. |  |  |
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| **Priority Four: To implement a behaviour curriculum, underpinned by relational practice.**  **Rationale:** Following on from our Trauma Informed work in 2024-25, we will embed this into our practice and make time to explicitly teach our behaviour expectations. | | | | |
| **Assess** | **Plan** | **Do and Review** | | |
| **Autumn 2025** | **Spring 2026** | **Summer 2026** |
| 4.1 **To implement a new behaviour curriculum** | Using the Behaviour Curriculum, which has been developed across the previous academic year, support children with the routines, strategies and restorative | **Desired Outcomes** | **Desired Outcomes** | **Desired Outcomes** |
| Staff will be trained in the new behaviour curriculum and are confident in delivering the material. | Take feedback from families at the Parent Forum and make any amendments that may be needed. | After nearly a year of the new approach, conduct a policy review with staff. Make necessary changes as SLT to inform the policy for 2026 - 27. |
| **Chosen Action / Approach** | **Chosen Action / Approach** | **Chosen Action / Approach** |
| Staff meeting.  SLT support in use of the new approaches.  Curriculum time at the start of each PSHE unit will be dedicated to the behaviour curriculum and explicit teaching of the content. | Parent Forum agenda idem.  Make amendments to the policy if required. | SLT review of behaviour policy and adapt curriculum to suit, following feedback from staff.  Share updates for governor approval. |
| **Measured Impact of Outcomes** | **Measured Impact of Outcomes** | **Measured Impact of Outcomes** |
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| 4.2 **To support children with their self regulation** | Use the language of Zones of Regulation. Train staff to develop their understanding. Build toolkits for children to support their regulation. | **Desired Outcomes** | **Desired Outcomes** | **Desired Outcomes** |
| Staff to develop their understanding of Zones of Regulation.  Staff will have Zones of Regulation on their lanyards to support them when helping the children regulate. | Staff to increase their knowledge and support the children with the use of Zones of Regulation language.  Restorative 5 embedded. | The language of Zones of Regulation is effectively used throughout the school. |
| **Chosen Action / Approach** | **Chosen Action / Approach** | **Chosen Action / Approach** |
| Staff meeting training staff on the concepts and practical use of the Zones of Regulation. | Assembly content around Zones of Regulation so that the children understand the concepts.  Displays will be used in key areas of the school to help the children self-regulate.  Lanyards referred to when dealing with incidents, ti support the restorative conversation | Revisit the Zones of Regulation in assembly.  Staff and pupil voice around knowledge and support that use of the Zones may have given. |
| **Measured Impact of Outcomes** | **Measured Impact of Outcomes** | **Measured Impact of Outcomes** |
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| **Key Priorities** | | **Autumn 2025 Governor Summary** | **Spring 2026 Governor Summary** | **Summer 2026 Governor Summary** |
| **Priority One: To develop teaching staff to use current, researched-backed pedagogical approaches to enhance learning opportunities**  **Rationale**: In previous years, time has been dedicated to developing the curriculum. As an SLT, we are now going to spend more time further enhancing teaching and learning across all areas of the school. "Every teacher needs to improve, not because they are not good enough, but because they can be even better.” Dylan Wiliam | |  |  |  |
| **Priority Two: To enhance children’s opportunities to engage in high quality interactions utilising the key vocabulary that they are being explicitly taught**  **Rationale:** Building on last year’s work around the writing curriculum, we want to ensure more structured talk takes place. We know that Oracy is the foundation to high quality interactions and we know that by broadening our children’s opportunities to engage in this, outcomes in other areas of their learning will be impacted positively. | |  |  |  |
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| **Priority Four: To implement a behaviour curriculum, underpinned by relational practice.**  **Rationale:** Following on from our Trauma Informed work in 2024-25, we will embed this into our practice and make time to explicitly teach our behaviour expectations. | |  |  |  |