

St. John's C of E Primary School (VA), Cliviger

School Improvement Plan 2025-2026

SIP 2025-2026		
Priority: To ensure teaching is as effective as possible through a consistent and shared approach across school.	Year 2025-2026 Senior Leader: Rob Klee and Leanna Moran Governor:	Finance Plan - How much will the plan cost -
Success criteria:	Focus on outcomes. Specific, measurable impact on pupils. • Teachers and teaching assistants are clear about what they want pupils to learn within a lesson; this is articulated and understood by teachers. Long term, children can remember the core identified outcomes set out by Subject Leaders in their yearly overviews. • Teachers and teaching assistants are able to break this down into succinct clear core knowledge. Pupils are enabled to achieve this core knowledge. • Teachers and teaching assistants are able to harness attention (cold calling, probing questions and think pair shares among other devices). • Pupils are challenged to be Active Learners within lessons and will become more adept at demonstrating their understanding through a range of choral responses, partner talk and catch (ask a pupil to repeat an answer that has already been said). • Assessment for learning of all pupils occurs at regular intervals throughout the lesson using the Checking for Understanding technique. Feedback is timely including live feedback marking for teachers and teacher assistants.	

- Teachers and teaching assistants will have clear, unified expectations around agreed non-negotiable standards, such as letter formation and punctuation.
- The coaching model will be established throughout school as a vehicle for implementing and driving change.
- Teachers will identify what they want children to know by the end of the lesson and plan tasks to assess this at the end of the lesson.

Measurable targets:

Pupils will be able to demonstrate the key learning through whiteboard work, articulating what their partner has said and others in the classroom, thereby evidencing their engagement and attentiveness.

There will be a clear correlation between the training provided and classroom practise with teachers and teaching assistants supporting one another in implementing the approaches to harnessing attention.

Pupil's development from feedback within lessons will demonstrate the effectiveness of the feedback provided. A range of feedback strategies will be evident both in books and in lessons including use of mini whiteboards, cold calling, probing questions, live marking and exit tickets.

The quality of the work within every child's book will show development across the year, with specific regard to letter formation, correct use of punctuation and self-editing.

It will be part of everyday classroom practice for previous learning to be reviewed and discussed in order to aid pupils' long term memories.

Each teacher will give and receive coaching linked to harnessing attention over the course of the academic year.

Intent	Lead person accountable for the action (IMPLEMENTATION)	Time Scale Start and End dates	Training/CPD needs	Resources/Costs/Time
Senior Leaders will deliver Professional Development reviewing the previous year's training (cold calling, think, pair, share and developing independent learners through removing scaffolding) and assess where further input is needed.	Rob Klee Leanna Moran	Autumn 1 – reviewed in Spring	Professional Development Meetings	Education Endowment Foundation Effective Use of Teaching Assistants Walkthrus

'Love one another as Jesus loved us' John 13 v 34-35

Senior Leaders will lead a session with teaching assistants on what high quality teaching looks like to provide clarity, clear outcomes and establish mechanisms to achieve the outcomes.	Rob Klee Leanna Moran	Autumn term- reviewed in Spring	Professional Development Meetings	Professional Development Meetings
Senior Leaders will lead Professional Development focussing on the teaching of handwriting.	Rob Klee Leanna Moran	Autumn term – reviewed in Spring	Professional Development Meetings	Handwriting Association Guidance
Senior Leaders will deliver Professional Development on harnessing attention through choral responses, guided partner talk through expectations of each speaker, such as specific roles like speaker and listener. This will be modelled by staff so that expectations are clear for children.	Rob Klee Leanna Moran	Autumn 2 – reviewed in Spring	Professional Development Meetings	Walkthrus Teacherhead.com getting talk partner right
Teachers will be involved in Professional Development via coaching of each other using WalkThru materials, focussing on an aspect of harnessing attention.	Teachers	Autumn - July	Professional Development Meetings Time within lessons Coaching time	Coaching guidance
Teachers will use their subject leader time to team teach with other staff members to share knowledge and expertise and develop harnessing attention techniques.	Subject Leaders	Autumn - July	Subject Leader Time	Walkthrus
Monitoring – to feed into the weekly timetable				
Who	What	Where	When	External Validation
Senior Leaders and all staff	Instructional coaching sessions, Professional Development Meetings and bite-size teaching assistant meetings, Walkthrus, team	Across the school during lessons, subject leader time, designated PD time.	Time will be allocated in Professional Development Meetings to feed back how training to teaching assistants is embedding. Within Management Time, teaching assistants will be	School Advisor Governors

	teaching, descriptive data and pupil voice.		trained with pupils from a class.	
Impact: <i>What will the outcomes be?</i>		Update <i>How close are you to the stated outcomes?</i>		Final Evaluation <i>Have the intended outcomes been achieved?</i>
• All children include those that are pupil premium and or have special educational needs or disabilities will make good or better progress. • Teachers and teaching assistants develop skills and a range of techniques to harness the attention of all pupils. • The coaching model becomes more effective as teachers become more adept at delivering feedback through the coaching model leading to clearly identified next steps, which will further impact on pupils' learning. • Feedback will be purposeful and effective, addressing errors, misconceptions and enforcing higher standards for pupils. • Pupils will develop their speaking and listening skills making them more active learners and ensuring participation from all. • Children will know more and remember more over time. • Pupils will apply their learning in different contexts and link their learning across the curriculum.				

Evaluation of impact of the School Improvement Plan 2025-2026 For the Head teacher's report to Governors		Staff Member Responsible for the plan: Mr Klee and Miss Moran
Actions and impact		Next Steps
Autumn 2025		•
Spring 2026		•
Summer 2026	•	•

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Respect-Joy-Love-Trust-Hope-Kindness-Forgiveness-Truthfulness