



Contents

Contents	2
School Development Process	3
The Big Picture	4
Vision	5
Long term development	5
Establishing priorities for the academic year	5
Timelines & Evaluation	5
Targets & Data	6
Key priorities summary 2024-2025 (from 3 year SDP)	Error! Bookmark not defined.
2025-2026 Objectives	6
Development Plans	Error! Bookmark not defined.
1. Curriculum Development	Error! Bookmark not defined.
2. Curriculum Refinement	10
3. Pedagogy	13
4. Wellbeing	16
5. Early Years Foundation Stage (EYFS)	19
Summary of 2024 Statutory Data	Error! Bookmark not defined.
EYFS & Year 1	Error! Bookmark not defined.
KS1	Error! Bookmark not defined.
KS2	Error! Bookmark not defined.

Ellen
Wilkinson
Primary
School

School Development Process





Vision

The vision of Ellen Wilkinson Primary School is '**Learning to Grow and Succeed Together**' this encapsulates our focus for all pupils to succeed at the highest possible level and underpins all aspects of our school community. In order to achieve our vision the school has adopted a set of core values around which school development is planned. These values are a result of consultation with all members of our school community and we expect everyone to embody them. Therefore everyone has the **right** and the **responsibility** to be:

- Inspired and inspire others
- Respected and respect everyone
- Successful and help others to succeed
- Resilient and help others to develop resilience
- Heard and cared for

We also expect all members of our community to uphold the 5 British Values of **Democracy, Rule of Law, Respect and Tolerance, Individual Liberty**.

Long term development

To ensure that as a school we are always striving for the best possible outcomes for our pupils, a three year strategic development plan is created. This strategic plan is reviewed at the end of every academic year as part of the school's self-evaluation cycle and is used to inform next steps for development. It is assumed that as the plan progresses, improvements from the previous year are maintained & embedded. The strategic plan is complemented by this School Development Plan (SDP), a shorter term more detailed operational plan extending over the course of an academic year.

Our Pupil Premium Strategy to support the best outcomes for our disadvantaged pupils runs alongside this and follows the same format of a 3 year strategy and one year operational plan: [EWPS Pupil Premium Strategy \(2025 to 2028\) 25/26](#)

Establishing priorities for the academic year

Priorities for the year are based on the school's self evaluation including pupil outcomes from the previous year and within the context of the ambitions outlined in the 3 year SDP. An appreciative inquiry approach that seeks to find the strengths in our provision and to use those strengths as a platform to create change, is implemented using our circles for change which can be found at the front of each objective.

Priorities for the year are grouped into 5 strands

1. **Curriculum Development** - this highlights area of significant curriculum development focus for the year
2. **Curriculum Refinement** - this is work or improvement from previous years which may need further focus to embed
3. **Pedagogy** - main improvements to learning and teaching needed
4. **Wellbeing** - ensuring our children, staff and parents are happy, valued, respected & supported is essential in being able to move the school forward
5. **EYFS** - although EYFS will obviously feed into other areas we recognise the importance of specific development needed in relation to EYFS pedagogy

This allows us to adopt an explore, prepare, develop and sustain approach to achieve long term improvement (see EEF research)

Timelines & Evaluation

The timeline for the plan is divided into 4 quarters throughout the year coinciding to link with the school Learning Fairs. These quarters are used to track progress towards each priority's success criteria (green = on track/ahead of schedule, amber = generally on track but may lack consistency, red = not on track). **This can be found in Steps to Success & Evaluation Document as this is a live document that is constantly being updated. Linked here: [EWPS SDP Steps to Success 2025-2026](#)**

Quarters

- Quarter 1 ends ...14/11/25
- Quarter 2 ends ...06/02/26

- Quarter 3 ends ...01/05/26
- Quarter 4 ends ...17/07/26

This is done through the agreed monitoring evidence which includes a series of quarterly reports & meetings from school leaders at all levels which are evaluated by the Head Teacher, GB Curriculum Committee and ultimately the full Governing Body. Priorities & progress towards achieving them are shared with staff via school development display in the work room. It is the responsibility of all staff to support development of whole school priorities in order to ensure the best outcomes for pupils.

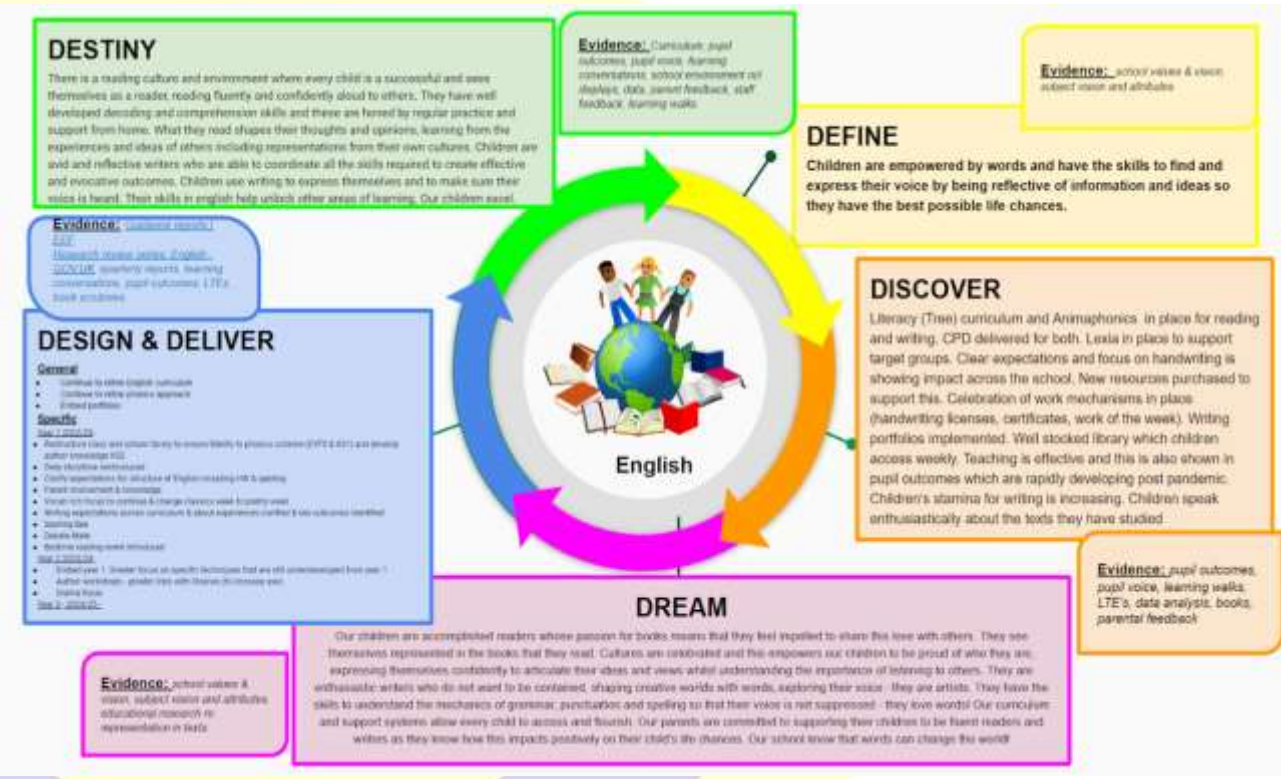
Targets & Data

A data summary for the previous year and the targets for the current one can be found at the back of this document for reference, as improving pupil outcomes is always the main focus.

[2024-25 Data summary \(internal\)](#)

2025-2026 Objectives		
1	Curriculum Refinement	To continue to raise standards and attainment in greater depth writing and combined (see targets). • GDS writing and combined • Access for low 20%
2	Curriculum Development	• a) To ensure all subjects have clear progression and showcase explicit knowledge and skills of the subject taught. • b) Create a supportive learning environment that gives access for all with opportunities for children with an SEND profile including those awaiting assessment.
3	Pedagogy	• To enhance Pedagogy through Executive Function strategies that support pupils' <u>working memory</u> by focusing on long term memory, organisation and time management and planning to prioritise learning steps.
4	Wellbeing	• To continue to evolve the 3 strands of the wellbeing approach (pupils, staff & parents) - to empower members of the community to reach their full potential.
5	Early Years Foundation Stage (EYFS)	• To continue to raise standards in Communication, Language and Literacy

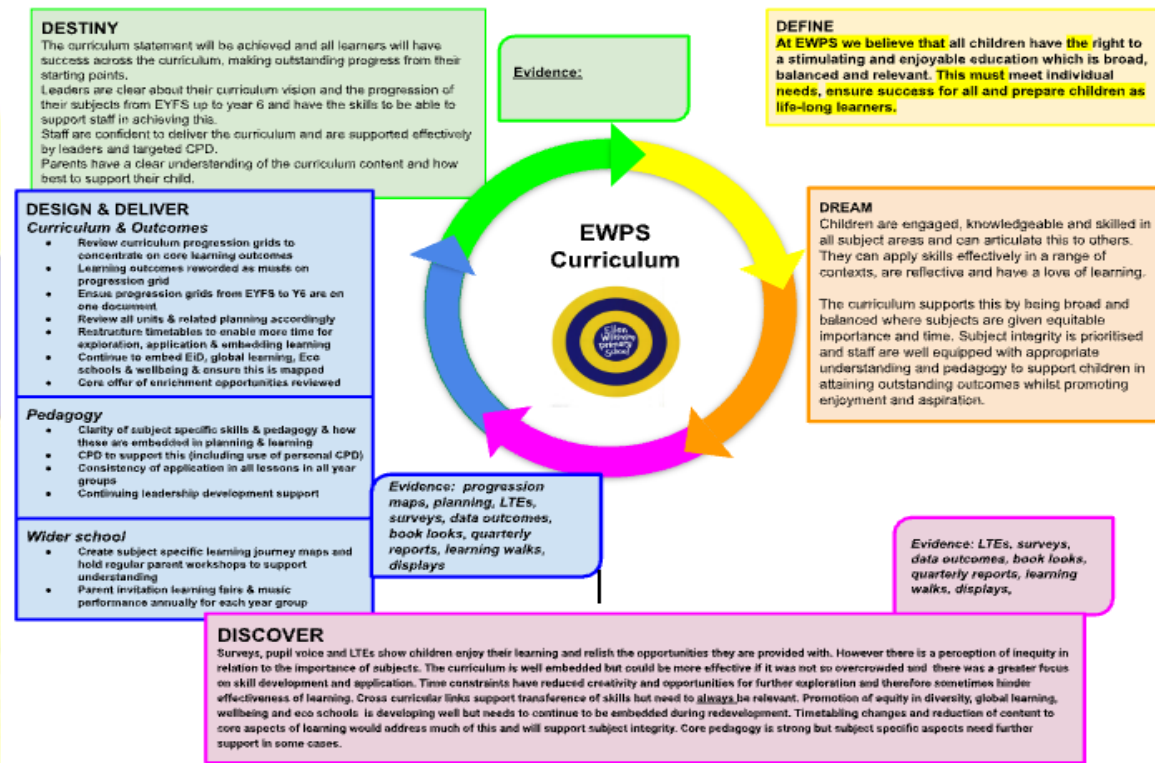
1. Curriculum Refinement

Objective (INTENT)		Circle for Change (CFC)	
To continue to raise standards and attainment in greater depth writing and combined (see targets). - GDS writing and combined - Access for low 20%		 DESTINY There is a reading culture and environment where every child is a successful and sees themselves as a reader, reading fluently and confidently aloud to others. They have well developed decoding and comprehension skills and these are honed by regular practice and support from home. What they read shapes their thoughts and opinions, learning from the experiences and ideas of others including representations from their own cultures. Children are avid and reflective writers who are able to coordinate all the skills required to create effective and evocative outcomes. Children use writing to express themselves and to make sure their voice is heard. Their skills in English help unlock other areas of learning. Our children excel. Evidence: Curriculum audit outcomes, pupil work, learning conversations, school environment roll displays, data, parent feedback, staff feedback, learning walks. DEFINE Children are empowered by words and have the skills to find and express their voice by being reflective of information and ideas so they have the best possible life chances. DISCOVER Literacy (Tree) curriculum and Animaphonics: in place for reading and writing, CPD delivered for both. Lexia in place to support target groups. Clear expectations and focus on handwriting is showing impact across the school. New resources purchased to support this. Celebration of work mechanisms in place (handwriting licenses, certificates, work of the week). Writing portfolios implemented. Well stocked library which children access weekly. Teaching is effective and this is also shown in pupil outcomes which are rapidly developing post pandemic. Children's stamina for writing is increasing. Children speak enthusiastically about the texts they have studied. Evidence: school vision & vision subject vision and attributes DESIGN & DELIVER Goal: - Continue to raise English outcomes - Continue to refine shared approach - Improve progress Success: - Readers who are confident to read fluently to previous outcomes (YFTE & DHT) and showing author knowledge - Clear objective achievement - Clear expectations for structure of English reading and writing - Parent involvement & knowledge - Children who are confident to write fluently and to previous outcomes - Writing expectations across curriculum to show improvement in writing (YFTE & DHT) outcomes - Learning data - Quality Mark - Bookmarks reading/writing outcomes Success criteria: - Children who 1. Greater focus on specific techniques that are still underdeveloped from year 1 - Author knowledge - greater depth with shared approach - Quality Mark Success: school vision & vision subject vision and attributes DREAM Our children are accomplished readers whose passion for books means that they feel inspired to share this love with others. They see themselves represented in the books that they read. Cultures are celebrated and this empowers our children to be proud of who they are, expressing themselves confidently to articulate their ideas and views whilst understanding the importance of listening to others. They are enthusiastic writers who do not need to be contained, shaping creative worlds with words, exploring their voice - they are artists. They have the skills to understand the mechanics of grammar, punctuation and spelling so that their voice is not suppressed - they love words! Our curriculum and support systems allow every child to access and flourish. Our parents are committed to supporting their children to be fluent readers and writers as they know how this impacts positively on their child's life chances. Our school know that words can change the world! Evidence: pupil outcomes, pupil voice, learning walks, LTE's, data analysis, books, parental feedback	
Link to values	Successful, Inspire, Resilient	Evidence base for approach	https://assets.publishing.service.gov.uk/media/68bec95444fd43581bda1c86/The_writing_framework_092025.pdf https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-2 https://www.gov.uk/government/publications/the-writing-framework
SLT Lead	English Leads & DHT	Link to EIF for SEF	Quality of Education, Personal Development, Leadership & Management, EYFS
Links	English Circle for Change		

(INTENT)	(IMPLEMENTATION)				(IMPACT)
Aspect	What we will do	Lead(s)	Costings	CPD Support	Evidence & Monitoring
1.1 Statutory and supporting guidance legislation	- Writing framework - audit tool from DfE - English Lead to audit across the school to create a baseline - Stronger foundations in the first years of school document to dictate and embed early foundational skills in the EYFS - Ensure maths strategies and calculation learning is deepened in each year group. Maths lead to create a non-negotiable overview document of types of manipulatives to be used by each cohort alongside the calculations policy.				- LTEs (focus: extending vocab & modelling lang.) - Planning - Pupil outcomes - CPD plans & learning journals - Quarterly reports - Learning Walks
1.2 Evaluation & Refinement of Literacy Curriculum (Lit Tree) to ensure texts, units & planning allow for greater depth success in reading and writing. (including phonics) (response to Ofsted)	- Reading overview is consistent with the use of 2 per quarter to ensure quality outcomes. - The Reading Framework approach will support readers & embed 'back and forth' interactions with adults and peers during whole class and group reading sessions. - New phase 2/3 books linked to the phonics scheme to be purchased this term. - Embed and promote Reading Champions to support care for the library and promote reading for pleasure. - To continue to expose children to a wealth of texts by a range of authors, and of different genres, to help them to develop their 'inner magpie', with opportunities for children to collect vocabulary/structures from books read. Profile a range of genres for children to see the link between being a reader and becoming a writer. - To continue to promote a love of reading through daily story times across all year groups. - Targeted interventions for pupils identified as needing extra support for reading and writing, including pupils targeted to achieve greater depth. - Further CPD to reinforce support for greater depth. - Children with SEND supported by SSP [systematic synthetic phonics], taught by direct instruction incl in KS2 (Year 3). - Lexia groups to support the lowest 20% of children in Reading. - Quarterly Learning Walks - Creating 'richness' in the classroom with an environment that promotes a love for reading and writing and expressing their importance. - Promoting reading through Bug Club	English Lead English Lead English Lead English Lead English Lead English Lead HT & English Lead English Lead & CT CTs CTs English Leads & SENCO	None None 4 days release time Phonics books None None TBC dependent on staffing None	None PDM on teaching of reading PDM on phonics	- LTEs (focus: extending vocab & modelling lang.) - Planning - Pupil outcomes - Staff & pupil surveys - CPD plans & learning journals - Word walls & mats - Quarterly reports - Learning Walks

2. Curriculum Development

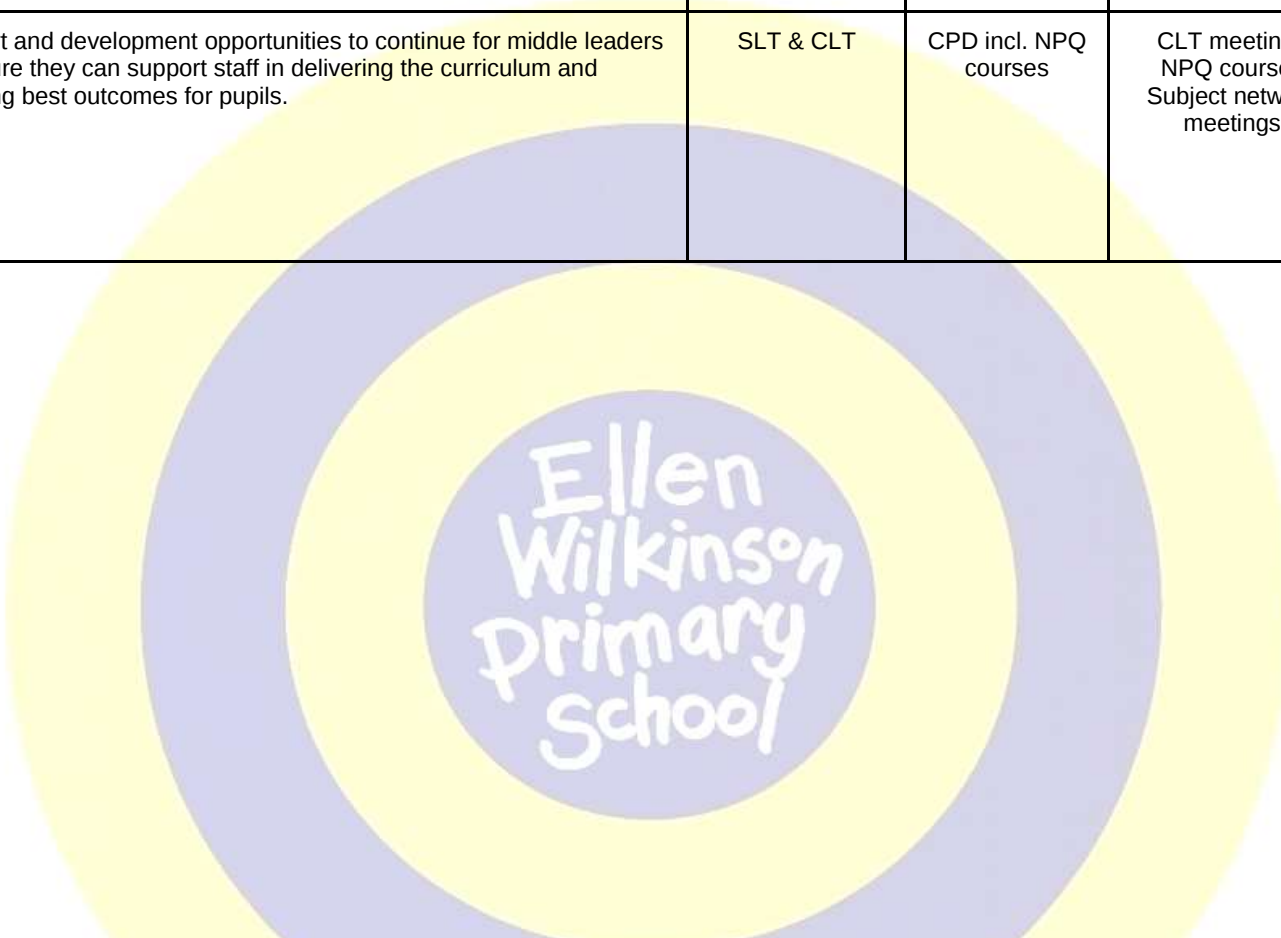
Objective (INTENT)	Circle for Change (CFC)
2a) To ensure all subjects have clear progression and showcase explicit knowledge and skills of the subject taught. 2b) Create a supportive learning environment that gives access for all with opportunities for children with an SEND profile including those awaiting assessment.	
Success will look like (IMPACT)	

2a)The curriculum offered is broad and balanced, with subjects maintaining their integrity. - Each subject is given equitable importance and time. - Children are engaged, knowledgeable and skilled in all subject areas. They can articulate this to others. - Staff are well equipped with the appropriate understanding and pedagogy to support the best outcomes and progress for all pupils, including accurate assessment. - Leaders are clear about the vision and progression of their subjects and prioritise key knowledge and skills, whilst also ensuring enjoyment in the subject. They support staff to ensure the curriculum is delivered effectively. 2b) Improved pupil outcomes and progress in subjects, particularly for those with SEND. - Increased confidence and competence among staff in supporting pupils with SEND. - Improved levels of self-regulation and readiness for learning - A Universal Offer that is tailored to the children’s needs and specific learning profiles. - Use of SLAs to access specialist support.	 The diagram illustrates the EWPS Curriculum Cycle, a continuous loop of four stages: DESTINY, DESIGN & DELIVER, DISCOVER, and DREAM. At the center is the 'EWPS Curriculum' logo. Arrows connect the stages in a clockwise direction. Evidence boxes are placed around the cycle, detailing the methods used to gather data for each stage. DESTINY The curriculum statement will be achieved and all learners will have success across the curriculum, making outstanding progress from their starting points. Leaders are clear about their curriculum vision and the progression of their subjects from EYFS up to year 6 and have the skills to be able to support staff in achieving this. Staff are confident to deliver the curriculum and are supported effectively by leaders and targeted CPD. Parents have a clear understanding of the curriculum content and how best to support their child. DESIGN & DELIVER Curriculum & Outcomes - Review curriculum progression grids to concentrate on core learning outcomes - Learning outcomes reworded as musts on progression grid - Ensure progression grids from EYFS to Y6 are on one document - Review all units & related planning accordingly - Restructure timetables to enable more time for exploration, application & embedding learning - Continue to embed EID, global learning, Eco schools & wellbeing & ensure this is mapped - Core offer of enrichment opportunities reviewed Pedagogy - Clarity of subject specific skills & pedagogy & how these are embedded in planning & learning - CPD to support this (including use of personal CPD) - Consistency of application in all lessons in all year groups - Continuing leadership development support Wider school - Create subject specific learning journey maps and hold regular parent workshops to support understanding - Parent invitation learning fairs & music performance annually for each year group DISCOVER Surveys, pupil voice and LTEs show children enjoy their learning and relish the opportunities they are provided with. However there is a perception of inequity in relation to the importance of subjects. The curriculum is well embedded but could be more effective if it was not so overcrowded and there was a greater focus on skill development and application. Time constraints have reduced creativity and opportunities for further exploration and therefore sometimes hinder effectiveness of learning. Cross curricular links support transference of skills but need to <u>always</u> be relevant. Promotion of equity in diversity, global learning, wellbeing and eco schools is developing well but needs to continue to be embedded during redevelopment. Timetabling changes and reduction of content to core aspects of learning would address much of this and will support subject integrity. Core pedagogy is strong but subject specific aspects need further support in some cases. DREAM Children are engaged, knowledgeable and skilled in all subject areas and can articulate this to others. They can apply skills effectively in a range of contexts, are reflective and have a love of learning. The curriculum supports this by being broad and balanced where subjects are given equitable importance and time. Subject integrity is prioritised and staff are well equipped with appropriate understanding and pedagogy to support children in attaining outstanding outcomes whilst promoting enjoyment and aspiration. Evidence: DESTINY: Evidence: progress maps, planning, LTEs, surveys, data outcomes, book looks, quarterly reports, learning walks, displays DESIGN & DELIVER: Evidence: LTEs, surveys, data outcomes, book looks, quarterly reports, learning walks, displays DISCOVER: Evidence: LTEs, surveys, data outcomes, book looks, quarterly reports, learning walks, displays DREAM: Evidence: LTEs, surveys, data outcomes, book looks, quarterly reports, learning walks, displays		
Link to values	Successful, Inspire, Resilient	Evidence base for approach	
SLT Lead	All SENCo Inclusion Lead	Link to EIF for SEF	Quality of Education, Personal Development, Leadership & Management, EYFS
Links			

(INTENT)	(IMPLEMENTATION)				(IMPACT)
Aspect	What we will do	Lead(s)	Costings	CPD Support	Evidence & Monitoring
2a.1 Curriculum and outcomes	- Progression grids are reviewed, to ensure core learning (skills and knowledge) are prioritised. - Progression grids to all be on one document - EYFS through to Y6. - Units across all subjects are reviewed and amendments/changes made to planning, as required.	CLT & SLT	Release time for subject leads	INSET days PDMs planned as part of core CPD	- Progression grids and planning - Pupil outcomes - Staff surveys & pupil voice

	• Timetabling adjusted to allow more time for exploration and embedding learning (linked to pedagogy priority - sticky learning). • EiD, Global learning and Eco threads are further embedded within the curriculum and mapped out. • Core offer of enrichment opportunities for each year group are mapped out, with opportunities linked to different subject areas.			offer - in line with subject relaunches PDM/CLT dates 24-25 Drop in sessions for teachers led by CLT	• Quarterly reports • Learning Walks • Learning conversations • LTES • Displays
2a.2 Pedagogy	• Clarity of subject specific skills and pedagogy. This is embedded into planning and learning. • Opportunities for application are consistent across subjects, in all year groups. • CPD - both core and personal options will support this. Core CPD has been planned, in line with the subject relaunches.	CLT CLT SLT & CLT	CPD	As above	• Progression grids and planning • Pupil outcomes • CPD plans & learning journals
2a.3 Wider school	• Parent workshops and coffee mornings to run - to support understanding and how to support learning at home. • Quarter 4 learning fair to change - parents to be invited in to attend and take part. • Subject specific learning maps to be created for parents - with info sessions to support understanding. • Quarterly curriculum newsletter and quarterly home projects relaunched and expectations reset with staff (Q3).	SLT & CLT SLT SLT & CLT	Coffee morning items		• Learning maps • Parent surveys • Pupil voice
2a.4 Leadership	• Support and development opportunities to continue for middle leaders to ensure they can support staff in delivering the curriculum and ensuring best outcomes for pupils.	SLT & CLT	CPD incl. NPQ courses	CLT meetings NPQ courses Subject network meetings	• Learning conversations • CPD offer - core and personal • Pupil outcomes, displays, learning walks, LTES. • S2S • GB minutes
2b.1	• Create a SEND Learning Hub that provides targeted support and resources for pupils working within the Engagement Model. • Ensure the Hub is accessible and beneficial for pupils across EYFS, KS1 & KS2. • Work alongside DBV group to develop an interoceptive curriculum supported by the Engagement model to allow children understand anxiety and emotions and support them to articulate it better through their physical symptoms. • Teachers are able to support children to identify their physical symptoms and interpret them, facilitate self regulation and access to learning. • Twilight training for all adults to understand its purpose. • Action plan interoceptive curriculum implementation and ensure it remains sustainable in practice over time. • Current SLAs are used (training, work with children, teachers and families) efficiently to identify and support different learning needs. • Attend the DfE-funded "Delivering Better Values" (DBV) Project training facilitated by Studio 3 and also facilitate staff training as part of the inset day in January 2026 (all staff).				• Effective use of the SEND Learning Hub to inform teaching and learning practices • Planning of the Learning Hub; • Staff are well-equipped to deliver the Interoceptive Curriculum; • Make a positive impact on children's wellbeing and self-awareness; • Improved levels of regulation and decreased need of time out of class.

	Liaise with Gareth Morewood (Studio 3) and the LA's SEND Advisory Teachers in order to maximise the impact of the school's involvement in the DBV Project.				
2.5 Leadership	Support and development opportunities to continue for middle leaders to ensure they can support staff in delivering the curriculum and ensuring best outcomes for pupils.	SLT & CLT	CPD incl. NPQ courses	CLT meetings NPQ courses Subject network meetings	- Learning conversations - CPD offer - core and personal - Pupil outcomes, displays, learning walks, LTEs. - S2S - GB minutes



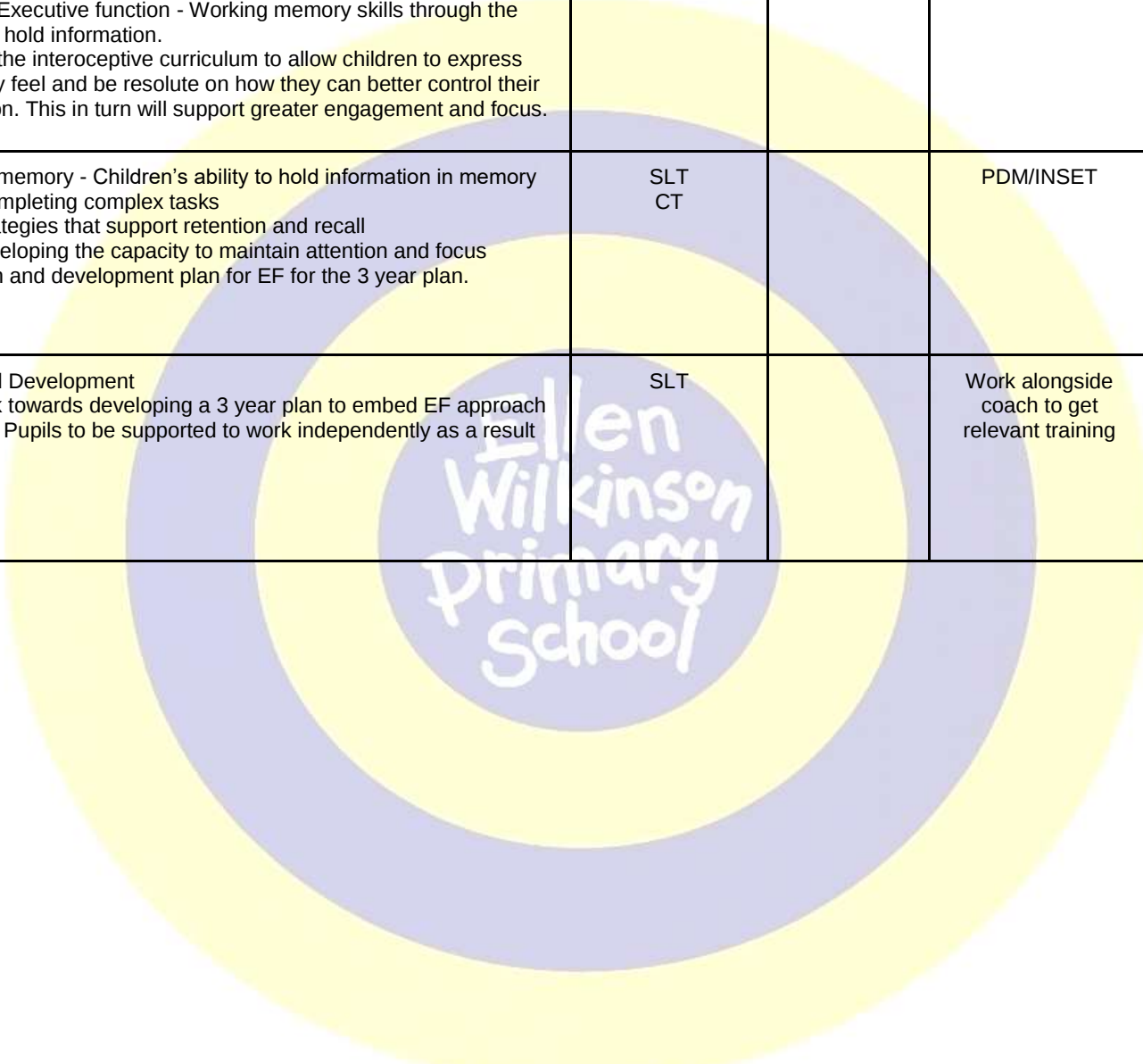
Ellen
Wilkinson
Primary
School

3. Pedagogy

Objective (INTENT)	Circle for Change (CFC)
To enhance Pedagogy through Executive Function strategies that support pupils' <u>working memory</u> by focusing on long term memory, sustained attention, organisation and time management and planning to prioritise learning steps.	

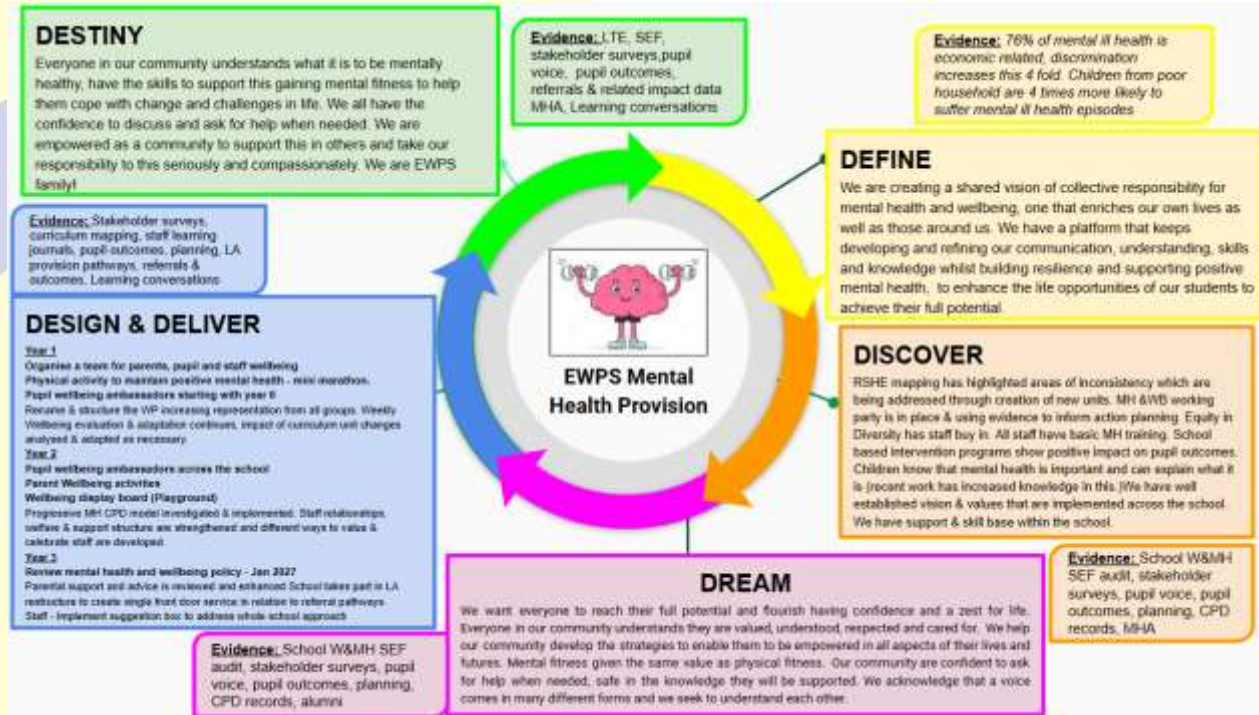
Success will look like (IMPACT) - To deepen our research and understanding around attention and engagement and focus this work into the implementation of Executive Function and how this can improve outcomes for all pupils. - Developing staff expertise in using specific pedagogical strategies to support pupils' executive function skills, leading to improved pupil outcomes and increased independence. - Improved pupil ability to think critically and solve problems independently. - Enhanced pupil independence and motivation in learning through a developed working memory (focus on some of the 11 EF's and how these can be developed into usable strategies that will benefit children's learning). - Giving children and parents a shared understanding and vocabulary to understand EF strategies.		DESTINY Pupils are aware of how they learn and the strategies that work for them, they record their learning & approach in their own journals for future reference and support. They can confidently articulate and apply this and can support others to do so too. They are truly resilient and see errors as a chance to learn taking this approach into other areas of life and future schooling. They are provided with the opportunity to celebrate and share their learning through learning fairs, class learning books, assemblies and wider events. Staff are confident in structuring learning to support long term recall through EPICC and the use of diagnostic approaches. There is a consistent approach applied to this across the school. Evidence: learning conversations, planning; data, class and individual learning books, pupil voice, alumni, events, projects, books DEFINE Ensure appropriate intervention, challenge & support promotes long term memory recall ('sticky learning'). Planning approaches, school structures and expectations ensure a consistent approach to this and are underpinned by EPICC. DISCOVER Context & next steps in planning, detailed progression maps, clearer links between units, EPICC has been relaunched, every lesson is put in context of the learning sequence within and across year groups. Inclusion and participation in learning is high. Staff planning & pedagogy support has reinforced this. Middle leaders have ensured focus on this development during and post-covid. Moderation & learning conversations have supported effective AFL (including peer and phase). Learning Fairs are embedded and serve as an evaluation of learning for the quarter and a taster of what is to come for future years. Displays celebrate aspects of units. Initial knowledge mats have been created. DREAM Children are able to reflect, recall and build upon past learning in order to support future development empowered by informed and confident staff. Children are supported to become critical and curious learners who question what they are being taught in order to deepen their understanding and use home learning to support this. They are self aware of the way in which they learn and are confident about the strategies of how to achieve this. They make natural links across areas of learning and experience. Frequent opportunities to articulate their understanding promotes an eagerness to share with and support others. They attain highly across the curriculum. They love to learn! Evidence: LIT authored learning mats, pupil voice learning conversations DESIGN & DELIVER 2020-21 - Pupils are given opportunities to over-learn the knowledge and vocabulary identified as powerful. - Teaching provides pupils with multiple opportunities to recall information. - Reinforce strategies in lessons around securing attention, inclusive questioning. - Break concepts and tasks into smaller practicable steps and elements, to avoid memory overload using effective AFL to support. - Increase the range, intensity and frequency of practice tasks so that pupils gain confidence and fluency. - Engage in CPU (Checking for Understanding) including quizzing, Reflection Fairs, Learning Books & Learning Fairs so that long-term memory and recall are strengthened away from the recency of knowledge. - Curriculum parent events to support home learning, knowledge mats & their use. Evidence: Research tells us that over-learning is good for making knowledge stick.	
Link to values	Successful, Inspire, Resilient	Evidence base for approach	https://my.chartered.college/impact_article/optimising-learning-using-retrieval-practice/ https://my.chartered.college/impact_article/what-does-research-say-about-memory-and-what-can-we-do-to-enhance-long-term-learning-in-the-classroom/ https://my.chartered.college/wp-content/uploads/2018/10/3.-Checking-for-Understanding-1.pdf 'Retrieval Practice' by Kate Jones
SLT Lead	SLT & CLT	Link to EIF for SEF	Quality of Education, Leadership & Management, EYFS
Links	EWPS - Strand 3 - Pedagogy CfC		

(INTENT)	(IMPLEMENTATION)				(IMPACT)
Aspect	What we will do	Lead(s)	Costings	CPD Support	Evidence & Monitoring



3.1 Develop staff expertise in using EF stands to model cognitive processes.	- To build on existing research on attention and engagement and focus this work into the implementation and understanding of EF and how this can improve outcomes for all pupils. - Develop Executive function - Working memory skills through the ability to hold information. - Develop the interoceptive curriculum to allow children to express how they feel and be resolute on how they can better control their regulation. This in turn will support greater engagement and focus.	SLT All staff		Work alongside coach to get relevant training	- Success application in class of strategies - LTes - Outcomes - Book Looks
3.2 Improved pupil ability to work independently through Working Memory and Sustained Attention strategies	- Working memory - Children's ability to hold information in memory while completing complex tasks -Strategies that support retention and recall -Developing the capacity to maintain attention and focus - Research and development plan for EF for the 3 year plan.	SLT CT		PDM/INSET	- Success application in class of strategies - LTes - Outcomes - Book Looks
3.4 Leadership	Research and Development - SLT work towards developing a 3 year plan to embed EF approach - Staff and Pupils to be supported to work independently as a result	SLT		Work alongside coach to get relevant training	3 year development plan

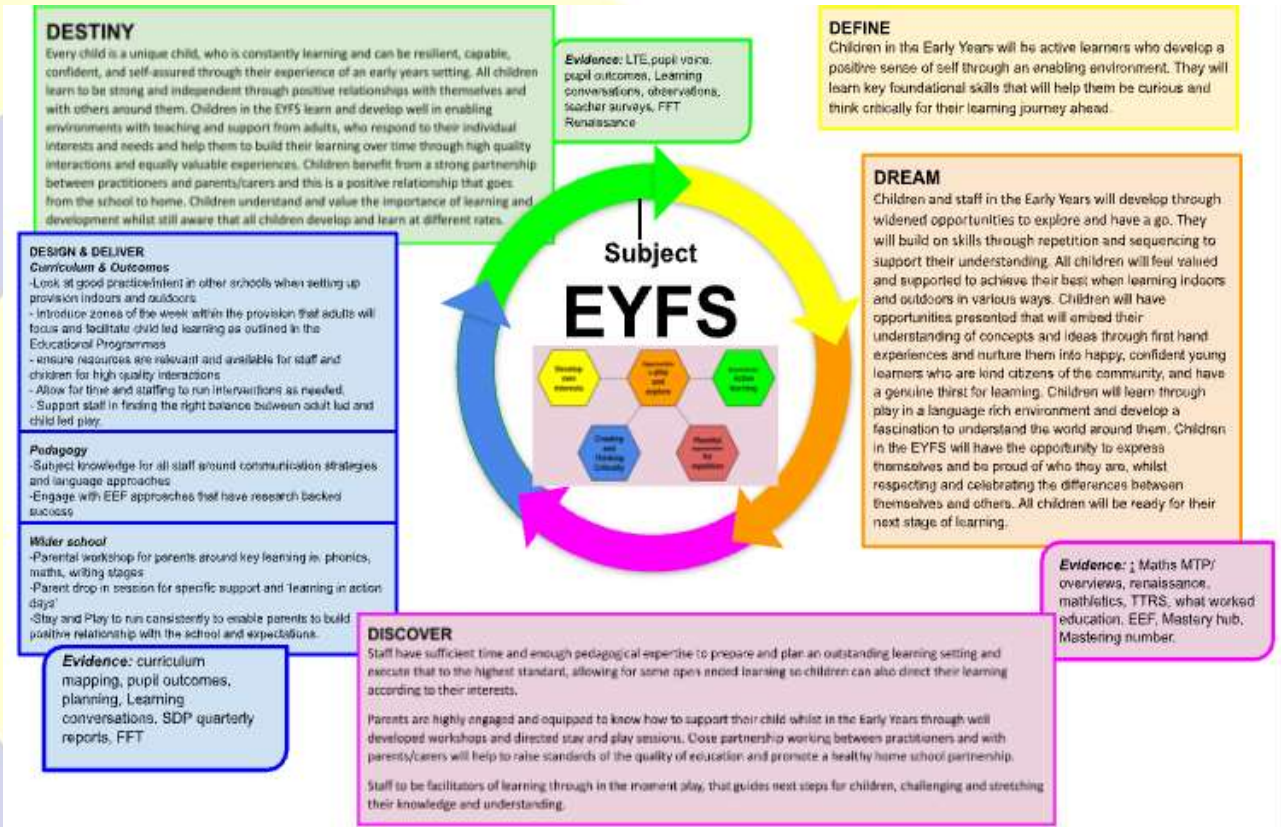
4. Wellbeing

Objective (INTENT)		Circle for Change (CFC)	
To continue to evolve the 3 strands of the wellbeing approach (pupils, staff & parents) to empower members of the community to reach their full potential.			
Success will look like (IMPACT) 5 steps to wellbeing (Connect, Be Active, Take Notice, Learn & Give) underpins all 3 strands of wellbeing development in the school (pupils, staff and parents). - Pupils can explain and action how to keep themselves physically and emotionally healthy. - Children know who and how to contact someone if they are worried or concerned. - All 3 stakeholders know how to seek support. - Priority given by <u>all</u> stakeholders for pupils to attend school 'every day and on time' and the support to do so. - Attendance continues to be above average and PA continues to be reduced. - Staff MHWB workload reduction continues as priority. - EiD curriculum work embedded - Pupils have positive breaks with low levels of incidents & falling first aid attendance. - Surveys are utilised regularly to measure and monitor mental health and wellbeing.			
Link to values	Heard & Cared For, Resilience and Respect	Evidence base for approach	
Leads	SLT, Safeguarding, Critical Incident Teams, PSHE Lead, EiD Leads & MHWB Team	Link to EIF for SEF	Quality of Education, Behaviour & Attitudes, Personal Development, Leadership & Management, EYFS
Links	Wellbeing VisionEWPS Equity in Diversity PSHE Circle for Change and 3 year Development Plan (2024)		

(INTENT)	(IMPLEMENTATION)				(IMPACT)
Aspect	What we will do	Lead(s)	Costings	CPD Support	Evidence & Monitoring
4.1.1 Pupils - Mental Health & Wellbeing	• 'Learn & Connect' - Weekly Wellbeing overview to be refined (specific EYFS, KS1 and KS2 plans and resources). Display trees with pupil reflections to be completed weekly. • Weekly wellbeing quarterly overviews to be reviewed at the end of each quarter- including pupil voice. • 'Connect' - peg a problem (KS1) and worry boxes (KS2) are embedded and used consistently across the school. Ongoing monitoring of impact - adaptations made where necessary. • Arrange a pupil questionnaire during Autumn term, to ascertain a baseline for current levels of pupil mental health and wellbeing. This will help us to understand the need, identifying pupils who may need further support or intervention. • Children's Mental Health Week - Feb 2026. Whole school activities based on the theme of 'This is my place'. • WINS practitioner to deliver targeted support, as well as workshops with specific year groups. • Transition work with Ambition Achieve Aspire. • Review of RSHE in line with outcomes from consultation.	SMHL MHWB team SLT PSHE Lead MHLP - Anna		SMHL forum WINS practitioner	• Pupil Survey outcomes • Assemblies • Wellbeing Wednesday- pupil reflections • Pupil voice • Support group evaluations
4.1.2 Pupils - Attendance	• Continue to embed Attendance Policy. • Continue to refine processes and support in relation to PA 90. • Maintain expectations on the attendance policy especially for new families • Refine parent info events about attendance and encourage engagement. • Attendance reminders/sign posting in the parent newsletter.	Attendance Manager/ Attendance Officer HT SLT	Studybugs	Links with the LA meeting	• Attendance data • Attendance intervention tracking • Mobility Analysis
4.2 Staff - Mental Health & Wellbeing	• Wellbeing time built into directed time and CPD. • Clear signposting for staff to access support. • Staff wellbeing survey used to ascertain current levels of mental health/wellbeing. • Staff MHWB workload reduction continues as priority - suggestion box for staff with outcomes relayed via 'You said; we did' board.	SMHL MHWB team SLT MHLP - Anna			• Staff surveys. • You said; we did board. • MHWB display boards. • Engagement with suggestion box
4.3 Parents - Mental Health & Wellbeing	• Parent workshops delivered by WINS to support parents in their understanding of mental health; how to support their child with regards to their emotional regulation; and strategies around challenging behaviour. • Leaflet created for parents/visitors which captures our graduated approach to supporting pupils' mental health and wellbeing, across the school. • Community links, information and signposting are reviewed and developed/updated where necessary. Weekly newsletter tips to continue.	SMHL MHWB team SLT MHLP - Anna			• Parent surveys • Attendance/engagement with parent sessions and activities.

	• 'Be Active' - promote the Better Points Newham Challenge and other ways parents, carers and families can stay active. • Classroom drop in sessions and a learning fair with parents in Q4 to engage parents with school learning and promote stronger relations between staff and parents - promoting best outcomes.				
4.4 All - Equity in Diversity	• Pupil voice and representation to be supported via oracy. • Pupil engagement to reflect understanding of diversity. • Reinforce the application of the Circle of Change. • Implementation of EID dev plan. • Community engagement for school events linked with Global. • Ensure EID questioning is planned into the learning of history and geography.	EiD lead SLT GB link			• Curriculum map • BV & EiD outcomes & displays • Pupil surveys • Responsibility analysis • Website • S2S
4.5 Leadership	• MHWB team to be given release for the following - to review and research new recommendations to update mental health objectives - recruit, train and support mental health champions - to create a pupil wellbeing survey to be used annually (at a minimum) as a tool to monitor and measure pupils' mental wellbeing - pupil voice - host Spring SMHL forum - refinement of weekly wellbeing. • Mental health first aid training for SMHL • Connect coffee mornings to be launched with staffing, resources and facilities and to be promoted on the newsletter. • Parent carer drop in sessions and learning fair requires SLT approval, staff engagement and ambassador organisation. • MHWB team/SMHL to present progress as part of the end of quarter SDP steps to success updates at GB meetings.	SMHL MHWB team SLT GB EiD lead	4 x Supply days £500	£325 CPD cost	• Pupil outcomes • Pupil voice • Survey outcomes • Learning conversations • Curriculum map • GB minutes

5. Early Years Foundation Stage (EYFS)

Objective (INTENT)	Circle for Change (CFC)		
To continue to raise standards in C&L and Literacy	 DESTINY Every child is a unique child, who is constantly learning and can be resilient, capable, confident, and self-assured through their experience of an early years setting. All children learn to be strong and independent through positive relationships with themselves and with others around them. Children in the EYFS learn and develop well in enabling environments with teaching and support from adults, who respond to their individual interests and needs and help them to build their learning over time through high quality interactions and equally valuable experiences. Children benefit from a strong partnership between practitioners and parents/carers and this is a positive relationship that goes from the school to home. Children understand and value the importance of learning and development whilst still aware that all children develop and learn at different rates. Evidence: LFE, pupil voice, pupil outcomes, Learning conversations, observations, teacher surveys, FFT Renaissance DEFINE Children in the Early Years will be active learners who develop a positive sense of self through an enabling environment. They will learn key foundational skills that will help them be curious and think critically for their learning journey ahead. DREAM Children and staff in the Early Years will develop through widened opportunities to explore and have a go. They will build on skills through repetition and sequencing to support their understanding. All children will feel valued and supported to achieve their best when learning indoors and outdoors in various ways. Children will have opportunities presented that will embed their understanding of concepts and ideas through first hand experiences and nurture them into happy, confident young learners who are kind citizens of the community, and have a genuine thirst for learning. Children will learn through play in a language rich environment and develop a fascination to understand the world around them. Children in the EYFS will have the opportunity to express themselves and be proud of who they are, whilst respecting and celebrating the differences between themselves and others. All children will be ready for their next stage of learning. Evidence: Maths MTP/overviews, renaissance, mathematics, TTRS, what worked education, EEF, Mastery hub, Mastering number. DISCOVER Staff have sufficient time and enough pedagogical expertise to prepare and plan an outstanding learning setting and execute that to the highest standard, allowing for some open ended learning so children can also direct their learning according to their interests. Parents are highly engaged and equipped to know how to support their child whilst in the Early Years through well developed workshops and directed stay and play sessions. Close partnership working between practitioners and with parents/carers will help to raise standards of the quality of education and promote a healthy home school partnership. Staff to be facilitators of learning through in the moment play, that guides next steps for children, challenging and stretching their knowledge and understanding. DESIGN & DELIVER Curriculum & Outcomes - Look at good practice/intent in other schools when setting up provision indoors and outdoors. - Introduce zones of the week within the provision that adults will focus and facilitate child led learning as outlined in the Educational Programmes - ensure resources are relevant and available for staff and children for high quality interactions - Allow for time and staffing to run interventions as needed. - Support staff in finding the right balance between adult led and child led play. Pedagogy - Subject knowledge for all staff around communication strategies and language approaches - Engage with EEF approaches that have research backed success Wider school - Parental workshop for parents around key learning in: phonics, maths, writing stages - Parent drop in session for specific support and learning in action days - Stay and Play to run consistently to enable parents to build positive relationship with the school and expectations. Evidence: curriculum mapping, pupil outcomes, planning, Learning conversations, SDP quarterly reports, FFT		
Success will look like (IMPACT)			
- Well structured and continuous language intervention sessions centred on Early Talk and Box Clever programmes - Children with delayed language boost their language skills to narrow the gap between them and their peers. On average, children should make six months' progress after the nine-week intervention, helping them to narrow the gap between them and other children their age. This is twice the rate of progress of children not having the intervention. - Language evidence shows how children's attitudes and experiences change over time and impact social interactions positively - Language development impacts positively on Literacy outcomes in the form of reading and writing - Children make statistically significant progress in their early language development. - Children are able to compose sentences orally with confidence before developing transcription skills - Children are confident and happy telling stories and articulating their thoughts with peers and adults - Fluency of handwriting and spelling (transcription) and sentence construction is good and ensures that these skills become automatic for children. This will free up their working memory for later years.			
Link to values	Inspire, Resilience & Successful	Evidence base for approach	https://www.researchgate.net/publication/271750829_Sustained_shared_thinking_in_an_early_childhood_setting_an_exploration_of_practitioners'_perspectives
SLT Lead	Sheleena Laskar	Link to EIF for SEF	Quality of Education, Leadership & Management, EYFS
Links	EYFS Circle for Change and 3 year Development Plan (2024)		

(INTENT)	(IMPLEMENTATION)				(IMPACT)
Aspect	What we will do	Lead(s)	Costings	CPD Support	Evidence & Monitoring
5.1 Refine and build strong conversational skills to deepen understanding and vocabulary	- Adults develop children's speech and, through exposure to stories and back-and-forth talk, they develop control over their spoken language. Book corners to be interesting and inviting to elicit a rich text friendly environment - Ensure high quality interactions with adults and combine with shared reading, storytelling and learning rhymes and songs. - Build on new vocabulary through exploring their meaning. - Exposure to good story time at home - build this expectation on evidence me as a way for parents to post as a reading log.	CT SLT	Books relating to social stories £100		- Observations - LTE - Learning walks
5.2 Developing staff knowledge and training on language interventions	Train all staff on ETB and Box Clever interventions - Training and CPD made available for staff to understand the way in which language development can be powerful for children. - Having small focus groups to ensure quality interventions Teaching is monitored as effective and consistent. - Children have opportunities to discuss texts and ask relevant questions	Speech and Language CT/SS	None	Refresher training on ETB	All children with EAL have an opportunity to engage in talk based intervention - Monitoring - Observation - Baseline and further assessments
5.3 Sentence composition and transcription	Talk is used in a collaborative way to build on children's understanding of written language and how sentences are formed. - Collaborative talk can support their writing (talk for writing) but, to be successful, it is essential that they are first taught how to engage in dialogue that enhances learning. Actively plan to develop gross and fine motor skills, particularly for summer born boys - Children are taught to: think critically articulate their ideas clearly engage constructively with others modelled by teachers. - Teachers support orally rehearsing sentences, writing down speech as is said and learning the structure of writing complete sentences. - Teachers must support them to make links between talking and writing and to continue to use one to support the other - Reception transcription must include: - Learning motor movements to form letters - Good pencil grip and correct posture for writing - Secure an understanding of positional words for writing - Consistently teach all graphemes through clear handwriting instructions as built into Anima Phonics	CT/SS SLT	None	Talk for writing webinar 1. Imitation We usually like to start our Talk for Writing units with a 'wow' starter which fires up the creativity and imagination of the children before they immerse themselves in the model text. During this phase the children learn a model text using actions and story maps. The key to success for the children is that they internalise the text type through repetition and rehearsal 2. Innovation During this phase the teacher and the children begin to change aspects of the model text using their own ideas. They explore the text using different characters, settings or events and new ideas for descriptive language whilst sticking closely to the underlying structure. 3. Invention During the invent sessions the children plan and write their own story based on the text type they have been learning. They experiment with the ideas and begin to explore their own style of writing using sentence types from the model text.	- Literacy Planning - Phonics observation - Provision mapping

5.4 Dictation & Reading	• Provide opportunities for writing in provision, e.g. creating labels, with demonstration from the teacher. • Use dictation to write single letters, then words, then sentences	CT/SS	None		• Literacy outcomes • Phonics outcomes/assessment
--	---	-------	------	--	--

