



School Improvement Plan 2025 - 2026

Priority: Expert & Elevated Curriculum Delivery through Inclusive High-Quality Teaching for All Learners.

Make **highly effective choices** that lead to expert implementation of the curriculum and elevate the everyday **high quality inclusive teaching, communication and spoken language** in every classroom, for **all learners**.

Leaders understand that the most effective inclusion strategy begins with everyday high-quality inclusive teaching, which has most benefit for the pupils who find learning hardest and reduces the need for individual adaptations.

Leaders and staff rigorously monitor the progress of these pupils and consistently ensure that any barriers to success are swiftly and effectively addressed. Strategies are skilfully and systematically adjusted as needed, so that they make a sustained difference to pupils' opportunities and experiences.

Highly effective choices

Teacher's consistently make highly effective choices about what to teach and when and how to teach it in the context of the subject, phase and pupils needs.

- Planning stage & delivery stage
- What to teach and when e.g. small steps, sequencing, pre teaching
- How to teach it
- Lens on: under resourced, disadvantaged, boys/girls
- In the context of: subject, phase, cohort & individual pupil needs
- Maximise spoken language opportunities (oracy)
- Create excitement, curiosity, inspiration, enthusiasm for learning
- Through purposeful, meaningful, active, hands-on learning
- Creating authentic outcomes and relevant to the children

High quality inclusive teaching

Across all subjects and phases, well planned, effective and highly responsive teaching quickly and securely develops the knowledge and skills pupils need to be successful.

... everyday high-quality inclusive teaching, which has most benefit for the pupils who finding learning hardest and reduces the need for individual adaptations.

Strategies are skilfully and systematically adjusted as needed, so that they make a sustained difference to pupils' opportunities and experiences.

- Ordinarily available provision
- SEN golden thread
- Pupil premium strategy

- Pupil premium - Maths attainment , greater depth
- Pedagogy: explaining & modelling, questioning & feedback, practice & retrieval
- Pedagogy: behaviour & relationships
- Progressive scaffolding appropriate to age, stage & individual needs
- Subject specific inclusion strategies
- Tutor time - keep up not catch up
- Assessment for learning & addressing misconceptions

Communication and spoken language

All pupils are explicitly taught how to communicate effectively through spoken language (oracy), articulate ideas, develop understanding and engage with others through speaking, listening and communication.

Staff consistently maximise the opportunities for engaging children in high quality interactions throughout the day including during informal times and through care routines. They proactively seek out children who engage less readily with staff or other children.

- Adult to child interactions - ShREC communication approach, care & wellbeing routines, Tutor Time
- Responsive, purposeful, supportive interactions
- Communication friendly spaces
- Language rich environment
- Maximise talk/interaction opportunities throughout the day
- Oracy: learning to talk and learning through talk
- Teaching pupils to become more effective speakers & listeners
- Maximise opportunities for in the moment feedback
- Create opportunities for children to review learning - talking schema pictures, reflect questions, plan/do/review

All learners

Exceptional standards of inclusion have been sustained over time so that barriers to learning and/or wellbeing for pupils, including disadvantaged pupils, those who are known (or previously known) to children's social care, and those who may face other barriers to their learning and/or wellbeing, are reduced exceptionally well to ensure highly positive outcomes and experiences for pupils.

- Each child as a unique individual
- Hardest to reach
- Disadvantaged - pupil premium
- Disadvantaged - under resourced
- Social care
- EAL
- SEN / EHCP
- Boys/Girls
- Home context

What actions will we take together to achieve our collective priority?

Leaders make astute decisions about how the curriculum and teaching should adapt and evolve, based on their evidence and insight...

	Spring	Summer
Action	Create and utilise a whole school wellbeing register Engage in a guided pupil progress meeting to identify cohort specific priorities and trends (pupil premium, under resourced, EAL, boys/girls, SEN/EHCP) and identify the barriers to learning and/or wellbeing All staff consistently use strategies from Walkthrus 1 to respond to pupil needs identified in Pupil Progress meetings and beginning to explore Walkthrus 2 through CPD and self-study Plan strategies to skilfully and systematically make a difference to identified pupils Focus on and explore highly effective choices at the planning and delivery stage Embedding inclusive practice across the full curriculum - consistency, coherence, ordinarily available provision, high quality inclusive teaching Exploring further how we learn - schema, cognitive load theory, processing, metacognition Elevate inclusive practice - subject specific adaptations, high quality inclusive teaching Revisit oracy framework & explore strategies to elevate talk & maximise opportunities for high quality talk (regular gap tasks) Explore what effective communications look like at each age/phase Enthuse a love and excitement for learning - drama, hands on practical, collaborative, oracy strategies, real life, authentic outcomes	Sharing and cascading teaching strategies (explaining & modelling, scaffolding, oracy, inclusion) to embed and build Exploring further how we learn - schema, cognitive load theory, processing, metacognition Elevate inclusive practice - subject specific adaptations, high quality inclusive teaching Engage in continued CPD linked to Walkthrus 2 translating key principles and strategies into classroom practice Embed and progress oracy practices, talk opportunities and interactions Engage in pupil voice activity focused on a enthusiasm, love and investment in learning, identify and implement next steps Engage in CPD to explore inclusion in greater depth with a focus on neuroinclusion and deepening a sense of belonging for all learners and all members of our school community

CPD	4.1.26 Inset: SIP launch, guided pupil progress How we learn Curriculum planning & enthusing a love of learning - what to teach, when & how in the context of subject, phase & need Curriculum planning & enthusing a love of learning - active, exploratory, storytelling, enquiry, authentic outcomes Walkthrus 1 and 2 - explaining & modelling, questioning & feedback, practice & retrieval, oracy Twilight 3: Computing - software, systems and assessment	Lesson study - identified group of learners specific to year group & oracy Walkthrus 2 Curriculum planning English curriculum review (diversity, equality, inclusion, gender) Evaluate and enhance the PSHE curriculum in preparation for a strong start in September Making a strong start in September Twilight 4: Science - subject specific knowledge, pedagogy and assessment
SLT monitoring	Writing monitoring Subject specific learning walk - History/ Geography KS1 explicit learning model EYFS learning walk - progression & action plan Informal learning walks Family voice survey - achievement, curriculum, wellbeing, sense of belonging, attendance, behaviour & safety	Early Years learning walk Curriculum in action day (inclusive & responsive teaching & learning) Subject specific learning walk - Music & Art Pupil voice survey survey
Resources: £3000 assigned to the SIP directly, £1000 assigned from curriculum resources.		

School vision:

At Seaton Primary, together we nurture an inclusive, child- centred school experience. Our ambitious and inspiring curriculum enables all pupils to succeed; children fulfil their potential and thrive in their next steps and beyond. We embrace the richness of our local environment and community to inspire, empower and create a sense of belonging. We are proud of who we are and what we achieve together.

