



Village Infants School

School Improvement Plan

2025 – 2026

Our core values of **resilience**, **perseverance**, **curiosity** and **kindness** underpin all that we do. Our vision is for our children to develop these values, and grow as learners, to celebrate challenge and learn from mistakes together.

Current Strengths and Development Priorities

Strengths	Areas for Development																
<ul style="list-style-type: none"> Recent Ofsted visit in March 2025 showed the school remains good with an ‘ambitious and well-structured wider curriculum’. The school is ambitious of pupils and set high expectations Pupils with SEND receive good support appropriate to their needs Strong parent relationships Strong senior leadership focused on raising standards and pupil and staff wellbeing Embedded synthetic phonics scheme throughout school led by two experienced Reading Leaders 85% of pupils passed 2025 phonics screening test (National 80%) Attainment at the end of KS1 is consistently above LA and National average in all subjects (based on 2023 published National average) <table border="1" style="margin: 10px auto; border-collapse: collapse; text-align: center;"> <thead> <tr> <th style="width: 20%;"></th> <th style="width: 20%;">Reading EXS+</th> <th style="width: 20%;">Writing EXS+</th> <th style="width: 20%;">Maths EXS+</th> </tr> </thead> <tbody> <tr> <td>School 2025</td> <td>69%</td> <td>65%</td> <td>70%</td> </tr> <tr> <td>LA 2023</td> <td>66%</td> <td>60%</td> <td>69%</td> </tr> <tr> <td>National 2023</td> <td>68%</td> <td>61%</td> <td>70%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Number of pupils achieving GLD continues to increase: 2023 58% 2024 62% 2025 69% (National 68%) Progressive overviews are in place in all curriculum subjects to ensure coverage and progression. Behaviour of pupils is good School values are embedded throughout the school and within each subject’s curriculum. Pupils demonstrate their ability to approach their learning with a growth mindset Ofsted: ‘The school’s values of perseverance, resilience, kindness and curiosity underpin all its work’ Pupil Wellbeing and SEMH is a priority, with children’s individual needs at the forefront of all decision making. Ofsted: ‘Pupils learn to respect and be kind to everyone.’ ‘Pupils feel safe and happy.’ Floor books are embedded throughout the school to support pupil engagement and prior learning. These are passed on each year for pupils to reflect on prior learning with their new teacher. Targeted interventions in place throughout school to support pupil progress and attainment. Reception outdoor environment identifies the areas across the Early Years curriculum, providing pupils with outdoor learning experiences through play 		Reading EXS+	Writing EXS+	Maths EXS+	School 2025	69%	65%	70%	LA 2023	66%	60%	69%	National 2023	68%	61%	70%	<ul style="list-style-type: none"> Raise standards in writing across the school by ensuring consistent approaches are embedded throughout the school, supported by additional parent workshops, CPD and regular monitoring by Literacy Lead. (Priority 1) Raise standards in writing through further development of Talk for Writing techniques and staff CPD (Priority 1) Ensure pupils’ skills and knowledge are embedded securely over time and gaps identified (Priority 2) Improve Nursery outdoor environment and promote independence, healthy lifestyle, physical strength and improve gross and fine motor movements by providing challenging fixed play equipment (Priority 3) Improve Nursery outdoor learning environment to include inspiring and engaging learning zones (Priority 3) Improve continuous provision in EYFS ensuring key knowledge and skills are clearly identified within all areas of learning (Priority 3)
	Reading EXS+	Writing EXS+	Maths EXS+														
School 2025	69%	65%	70%														
LA 2023	66%	60%	69%														
National 2023	68%	61%	70%														

SIP 2024 – 2025 Review

PRIORITY 1	Teaching and Learning
Current Position	<ul style="list-style-type: none"> • Marking codes have been reviewed and are now being used across KS1 • Mixed ability opportunities are used regularly across the curriculum • Floor books used consistently across school, regularly shared and updated with pupils to encourage them to think and talk about their current learning, reflect on their prior learning and make connections between the two. • Curriculum leads have worked hard to plan progressive overviews which are used to ensure coverage and progression and leads have good subject knowledge • We have developed an enriched curriculum with additional trips, visitors and experiences to enhance the curriculum
Objective	<ul style="list-style-type: none"> • Review existing plans to further improve engagement for all pupils • Further develop subject leads to monitor and challenge the impact of the curriculum and adapt it further to enhance engagement and ensure the inclusion of all pupils • Teachers to visit prior learning across the school beyond their year group to compare and contrast to current learning and future learning supported by floor books and overviews
Monitoring	Learning Walks/Book Looks/Observations/Pupil Voice

How/What	Who	Resources	Timescale	Evidence / Impact
Engagement and inclusion <ul style="list-style-type: none"> • Plan lessons with hooks, clear purpose, and curriculum links • Review use of adults in class, plan for additional adults and resources • Subject leads visit WF and other schools to share ideas and expertise and gain a greater understanding of future learning • Staff feedback from curriculum walks and visits prioritised in staff meetings • Plan additional learning experiences outside the classroom • Develop interchange of ideas and expertise between EYFS and KS1 through observations and professional dialogue 				Planning reviewed and medium terms adapted to ensure cross-curricular links are used to ensure an efficient curriculum is delivered Additional adults were a focus of Curriculum Walks, this was addressed in Staff Training Initial meetings with WF leads have taken place this needs to be further developed. Staff are beginning to develop planning outside the classroom, where opportunities arrive eg Science and pollination in Year 2 Staff had the opportunities in Insets and Staff Meetings and observed across year groups during curriculum walks. Observations between EYFS and Yr 1 to be further developed.

<p>Subject Lead CPD</p> <ul style="list-style-type: none"> • Subject Leads to conduct curriculum walks, gather pupils voice and feedback to staff • Subject leads to meet with leads from other schools to further develop monitoring and challenge within their subject • Staff feedback from curriculum walks, CPD and visits to other settings shared with all staff • School to provide subject leads with opportunities to interrogate their subject with colleagues in school, and external professionals 	<p>The Curriculum walk cycle continues to be a powerful tool for curriculum development and staff CPD. Curriculum walk outcomes were shared with staff in PPA, Staff meetings and emails</p> <p>Subject leads attended Network meetings for their subjects to liaise with other schools.</p> <p>Visits to other settings ongoing.</p> <p>Richard Hunter supported Curriculum leads to become 'Ofsted ready'</p>
<p>Prior Learning across the school</p> <ul style="list-style-type: none"> • At the beginning of lessons teachers to briefly re-visit prior year learning highlights across the school and future learning and compare and contrast with current learning • Subject Leads to further develop knowledge of KS2 curriculum and share with staff 	<p>Floor books accessible to children in each class, in book corners, and are taken to the next year group as part of transition</p> <p>Children able to use previous year and current year floor books to talk about their learning (to be developed further next year)</p> <p>Initial meetings with WF leads have taken place this needs to be further developed.</p>

PRIORITY 2 Writing	
Current Position	<ul style="list-style-type: none"> • Writing attainment in line with National average (67%) • Quality texts form the basis for fiction/non-fiction writing in different genres using a variety of strategies. We need to ensure these are consistently used throughout the school. • Staff have had Talk for Writing and Power of Reading training. This needs to be revisited and shared with new staff • Spelling and handwriting are taught within phonic lessons and in discrete lessons.
Objective	<ul style="list-style-type: none"> • To further develop the use of talk for writing and power of reading strategies throughout the school to ensure consistency and provide training for new staff. • To further develop the teaching of spelling and handwriting throughout the school using Little Wandle Programmes and discrete lessons. • To develop oracy skills throughout the school to aid and improve attainment in writing.
Monitoring	Learning Walks/Book Looks/Observations/Pupil Feedback

How/What	Who	Resources	Timescale	Evidence / Impact
<u>Talk for Writing/Power of Reading</u> <ul style="list-style-type: none"> • Clarify what writing at Village looks like and key strategies to be used • Provide written overview, teacher guide and develop new units of work. Key Strategies <ul style="list-style-type: none"> • Deep immersion in a quality text with a slow reveal • Quality book talk to develop pupil's vocabulary, comprehension and engagement in books. (eg anything you particularly liked/disliked about the book? Is There anything that puzzled you? Were there any patterns or connections you noticed?) • Writing in role to ensure purposeful writing using a range of genres • Story re-telling and mapping Retelling a story by heart organises structure and gives ownership of language. Key words to be modelled with actions and displayed (eg who, soon, then, so, 				Guide created for staff to follow, and Writing Insets enabled staff to receive training to utilise these strategies in planning and lessons Year groups reviewed their quality texts Story maps for key texts used across the school, displayed in classes and sent home

<p>but, unfortunately, where, after that, suddenly) Story maps co-constructed with pupils to support retelling.</p> <ul style="list-style-type: none"> • Drama and role play is used to further develop understanding of character and themes (eg hot seating, role on the wall, freeze frame, designated area of classroom with props, story sacks) 	<p>Year groups planned for drama opportunities, this will be further developed and embedded next year</p>
<p><u>Handwriting and Spelling.</u></p> <ul style="list-style-type: none"> • Little Wandle handwriting script and descriptions used consistently throughout the school, as appropriate • Review and amend Handwriting progression for the whole school • Ensure consistency and progression in spelling lessons across year groups and through the school. • Review Little Wandle tricky words in Reception and Year 1 creating an overview, and use Little Wandle Bridge to Spelling in Year 2. • Develop overview of spelling across the school • Use precision teaching as appropriate for lower attainers 	<p>Handwriting progression reviewed and shared with staff</p> <p>Spelling on medium term plans looked at and reviewed</p> <p>Bridge to Spelling used for a second year in year 2. Teachers reflected on the previous year's programme and were able to adapt, prioritise and deliver this with more confidence</p> <p>Overview of Spelling created, and shared with staff</p>
<p><u>Oracy</u></p> <ul style="list-style-type: none"> • To develop oracy through: Visuals – display sentence structures enabling children to use them as a point of reference during talk based tasks. Modelling- speak the sentence, 'thinking aloud' • Improving the quality of talk – encourage responses that build on those of others, e.g. 'I agree with because' • Partner and group talk – expect children to use sentence structures • Oral rehearsal – practise orally before writing using 'writer's talk', in pairs or individually. • Recording children's talk –encourage children to listen to their own talk so as to develop and improve on it. • Oracy Parent Workshop • Staff Training 	<p>Visuals displayed in classes to support children's vocabulary developed Widget used for keywords in texts, as well as key vocabulary words across the curriculum</p> <p>The importance of Oral rehearsal developed in literacy lessons and used to support pupils</p> <p>Oracy workshop held for EYFS parents. Very successful we plan to hold more this year and open up to parents in KS1.</p>

PRIORITY 3		Reading	
Current Position	<ul style="list-style-type: none"> • Every class in KS1 has designated library time to visit the school library and borrow a book • School library has been reorganised with inspiring wall art • Little Wandle, a systematic and synthetic phonics programme is embedded throughout the school • Each year group uses the power of reading programme to provide deep immersion in a high quality text every half term • In addition to phonic books pupils have access to a wide range of books to read independently at home • Pupils are read to every day • Every classroom has an inviting book corner • Each year group has a reading spine of quality books to read aloud to pupils 		
Objective	<ul style="list-style-type: none"> • To further develop a Reading for Pleasure culture throughout the school by providing outdoor libraries in EYFS and KS1 and ensuring all pupils become members of the public library • To further develop parental engagement with SSP programme • To further develop staff CPD of delivery of SSP programme through weekly coaching sessions 		

How/What	Who	Resources	Timescale	Evidence / Impact
Public library <ul style="list-style-type: none"> • School to arrange visits to the Dagenham Heathway library for each class • Each class to visit the library • Every pupil to join the library 	All KS1 pupils have a library card All pupils have visited the school library with their class All KS1 pupils visited Dagenham library Parents notified of the Library visits, the importance of reading and encourage to attend libraries			
Parental Involvement <ul style="list-style-type: none"> • Hold a parent workshop to provide information about the social, emotional and cognitive benefits of reading for pleasure and giving parents the opportunity to observe story time in their child's class and share a book with their child 	Storytime parent workshops held sharing the benefits of reading. Parents then had the opportunity to watch Storytime in their child's class. Parents notified of the Library visits, the importance of reading and encouraged to attend libraries			

<ul style="list-style-type: none"> • Share with parents the benefits of regularly using the local library and encourage parents to accompany their child on class visit to library • Parent volunteers for school library, and to volunteer to attend Dagenham library trips 	<p>Parents encouraged to attend library visit and positive feedback from those parents that attended.</p>
<p>Library Areas</p> <ul style="list-style-type: none"> • Apply for Foyle Foundation for grant for library areas • Research and order outdoor library 'sheds' • Research and order books for outdoor library areas and additional books for school library • Order additional books for Reception indoor library area • Design and install wall art for Reception indoor library area 	<p>Awarded £2500 by the Foyle Foundation this was used to purchase books throughout school</p> <p>Library sheds researched to be included in EYFS outdoor area development next year Additional books purchased with Foyle Foundation grant</p> <p>Outreach created wall art for the Reception library area</p>
<p>Phonics</p> <ul style="list-style-type: none"> • To further develop parent knowledge and engagement with phonics and early reading through additional phonic workshop and open days • To further support staff CPD on delivering Little Wandle through weekly staff coaching sessions 	<p>Parent workshops for Reception and Year 1</p> <p>Reception and Year 1 parents were invited to watch a phonics lesson in their child's class. This was well attended and parent feedback shared that it was very useful for parents.</p> <p>JA and KK led coaching sessions as part of Staff Meetings and Insets</p>

PRIORITY 4	Science
Current Position	<ul style="list-style-type: none"> 2023/2024 74% KS1 EXS
Objective	<p>To achieve the Primary Quality Science Mark</p> <ol style="list-style-type: none"> Children to have opportunities to frame their own learning To develop lessons through CPD and Explorify To have consistent Science Assessment across the school To ensure prior knowledge is highlighted and referred to during lessons To ensure Science lessons are inclusive To have an engaging science curriculum, understanding how Science works

How/What	Who	Resources	Timescale	Evidence / Impact
<p>1.</p> <p>KWL (know/want to learn/ learn) grids filled out before each unit</p> <p>Children ask questions about learning</p> <p>Question stems provided to support children</p> <p>Planning to show opportunities</p> <p>Use of 5 types of enquiry from PQSM Spotlight Resource</p>				<p>JA delivered an inset to staff about KWL grids, for them to be used for each Science unit.</p> <p>JA supported staff with this across the year, and shared the progress in this in the PQSM that was submitted</p> <p>Sentence and questions stems were provided by JA to support teachers</p> <p>Enquiry was a focus and the 5 types of enquiry was shared in an inset for staff to understand and use with the children</p>
<p>2.</p> <p>Use of explorify</p> <p>Science strategies</p> <p>Planning</p>				<p>JA delivered an inset which included use of Explorify</p> <p>In inset time staff were provided time to share experience of Science strategies and to adapt planning</p>
<p>3.</p> <p>TAPS and PLAN Assessment tool to be used</p> <p>Professional discussion of assessment across the school</p>				<p>Floorbooks were used to show Science teaching</p> <p>In KS1 each pupil had a Science book to track and monitor their understanding and progress</p> <p>Termly, teachers filled in an assessment grid to level and monitor pupils. This was shared with JA</p>

<p>4. Move from curriculum books to an individual Science book Refer to floorbooks from previous years and the website for photos Use of starters to address prior knowledge Sharing of expertise from Science Lead</p>	<p>Floorbooks were used to discuss prior learning. The previous years floorbooks were also used to recap learning In KS1 each pupil had a Science book JA delivered insets to support staff knowledge and share expertise</p>
<p>5. Use of visuals to support all pupils Reduce teacher talk and promote more pupil voice, developing scientific vocabulary Planning and use of space Vocabulary walls</p>	<p>Widget use embedded to provide visual representation of scientific words Subject based vocabulary walls across the school, included Science</p>
<p>6. External visitors to provide children with enriching experiences Year groups to have scientist focus to promote Scientists Practical work to provide pupils with hands on experiences</p>	<p>Scientists were introduced to pupils, and what they were significant for A development in practical work was apparent in planning and lessons</p>

PRIORITY 5	Edukey
Current Position	<ul style="list-style-type: none"> • Since April, teachers have access to Edukey • Interventions in the summer term were added to Edukey • SENDCo transferred PLP information for some pupils onto the Edukey
Objective	<ul style="list-style-type: none"> • To use Edukey consistently across the school to support monitoring of progress, communication with parents and transition

How/What	Who	Resources	Timescale	Evidence / Impact
<ul style="list-style-type: none"> • PLPs completed on Edukey <p>-For the first PLP teachers to transfer relevant information from previous PLP, and liaise with teacher from last year where appropriate</p> <p>-Teachers to review and assess PLPs</p> <p>-Edit and Update PLPS where necessary</p> <p>-Minimally 3 PLPs a year (termly for parents evenings and summer)</p> <p>-Timetable to share deadlines</p> <p>-Parent comments need to be recorded on the Edukey Plan with a copy then given/sent home</p>				<p>Edukey used for PLPS</p> <p>DR spent time with teachers to support the transfer of PLPs to edukey</p> <p>PLPs shared with parents</p> <p>Use of Edukey for PLPs embedded throughout the school and has been very successful in enabling teachers to track pupil progress against individual targets and has successfully enabled the school to create a uniform approach to recording and assessing interventions through provision mapping/.</p>
<ul style="list-style-type: none"> • Half termly set up and review of interventions <p>-Teachers use assessment to identify pupils that require interventions.</p> <p>-Intervention groups and objectives set up on Edukey.</p> <p>-An end date of the intervention is agreed as a review date Teachers liaise with support staff who deliver interventions to identify whether objectives have been met and if progress has been made and levelled accordingly, using the Edukey point system</p>				<p>Designated inset and staff meeting time given to teachers to review and update interventions on Edukey</p>

<ul style="list-style-type: none"> • Non-negotiable guide for teachers A guide supporting teachers of what needs to be added to Edukey to ensure consistency across the school 	<p>DR shared expectations of what should be added to Edukey (PLPs and interventions) Support was provided when requested and appropriate</p>
<ul style="list-style-type: none"> • Edukey timetable Timetable of dates for intervention submission, reviews and PLP reviews and updates 	<p>Inset timetable supported teachers in knowing when to review interventions PLP timetable followed</p>

PRIORITY 7 (Review)		Inclusion			
Current Position	<p>A wide range of different systems and strategies evident throughout mainstream classrooms</p> <p>Highly trained experienced staff effectively support complex needs pupils in school interventions spaces</p> <p>Varied levels of direction given to support staff during teaching and learning sessions</p> <p>Inconsistent application of systems and strategies in mainstream classrooms</p>				
Objective	To ensure class teachers have systems and strategies in place to support pupils with SEND in Mainstream				
How/What	Who	Resources	Timescale	Evidence / Impact	
<ul style="list-style-type: none"> Meetings between class teacher and SENDCo to be scheduled to study relevant reports and programmes and to plan applications of systems and strategies identified within. Once initial meetings with teachers have taken place, Year group meeting to follow to coordinate use of TAs/LSA across the year group to maximise efficient use of adults and impact on T&L 	<ul style="list-style-type: none"> Meetings held and discussions had that identified if pupils' outcomes were to be targeted in class, in small groups or in a 1:1 intervention. Year groups used INSET & PPA time to group pupils and identify which adult would apply which strategy and when. 				
<ul style="list-style-type: none"> Accessible lesson objectives and success criteria to be created and recorded on planning for pupils who are experiencing one or more barriers to their learning (i.e., difficulties with communication & interaction, attention & listening, cognition & learning, physical and/or sensory needs). Adaptions and resources recorded on planning 	<ul style="list-style-type: none"> Use of Widget is apparent throughout lessons to support language, comprehension and recall of key vocabulary in all lessons along with additional visual e.g., task boards for pupils who benefit from more independent structure in lessons. Social stories are used across the school to prepare whole classes for events that are 'out of the ordinary', e.g., school trips. Individual Social Stories are developed by teachers, with the support of SENDCo where necessary, to support behavioural changes or embed understanding. Evidence of adaptions is not always recorded on planning – spontaneous adaptions are not recorded 				
<ul style="list-style-type: none"> SLT and/or SENDCo to team-teaching specific lessons with class teacher on a three-week basis, rotating between year groups each week, to identify systems and strategies for teachers to action and to monitor use and impact on classroom, behaviour and pupil progress 	<ul style="list-style-type: none"> SENDCo visited classes where strategies and systems were identified and pupil engagement and independence has been increased Three-weekly basis proved difficult to maintain due to high volume of need across the school. Half-termly proved to work better. 				

PRIORITY 6		EYFS		
Current Position	<ul style="list-style-type: none"> GLD increased from last year (58% to 62%) Reception outdoor learning has been improved. Phonics scheme is embedded in EYFS. 			
Objective	<p>To increase out GLD to 70%</p> <ul style="list-style-type: none"> To support the Nursery teacher to improve the quality of teaching and learning in the Nursery setting. To continue to develop the Outdoor Learning environment in EYFS To have a consistent approach to the learning environment across the phase. To further develop parental engagement in the EYFS. To improve the outcome in Communication and Language and develop vocabulary. To ensure a rigorous approach to interventions within the phase. To implement a smooth transition into EYFS and KS1. 			
How/What	Who	Resources	Timescale	Evidence / Impact
<p>To support the Nursery teacher to improve the quality of teaching and learning in the Nursery setting.</p> <ul style="list-style-type: none"> To implement a weekly meeting with Nursery team and EYFS lead to provide support. To improve the timetable to be reflected of the children's needs and the time in the academic year. <p>To develop a two-year progression overview for Nursery.</p>	<p>JA attended planning sessions to support RG, weekly meetings held.</p> <p>Intervention timetable implemented in Reception to support pupil needs</p> <p>Progression overview has been started and will be completed next year.</p>			
<p>To continue to develop the Outdoor learning environment in EYFS</p> <ul style="list-style-type: none"> Nursery Outdoor Area organised into learning 	<p>3 different companies visited the school and met with school staff to discuss Nursery garden. Quotes obtained, to be continued in the next academic year</p> <p>RG visited Dorothy Barley Nursery</p>			

<p>zones and resourced appropriately.</p> <ul style="list-style-type: none"> • Nursery teacher to visit other settings. • CPD for staff to develop outdoor learning through play. • To ensure the timetable for adults in the outdoor area is consistently followed. • To monitor the setting up of the outdoor area by ensuring members of staff are responsible for each zone. 	<p>Staff received training through Little Wandle Language Foundations to support staff to develop their interaction techniques. Further training to take place next year.</p> <p>Adult timetable developed with areas addressed.</p>
<p>To have a consistent approach to the learning environment across the phase.</p> <ul style="list-style-type: none"> • To create a resource list for the continuous provision (ensuring progression between Nursery and Reception). • To ensure a consistency of enhanced provision between the Reception classes. <p>To create a learning environment check list for EYFS.</p>	<p>Additional resources purchased. Continuous provision will continue to be developed next year with additional resources for each learning zone (SIP priority)</p>
<p>To further develop parental engagement in the EYFS.</p>	<p>Regular phonics workshops for parents took place.</p>

<ul style="list-style-type: none"> • To develop the parental engagement overview for 2024/25. • To hold termly parent workshop and target parents of children working towards. • To hold a Phonics open day session for parents to observe a Phonics lesson. • To invite parents in for regular Stay and Play sessions. <p>To ensure rigorous system of informing parents of children who are working below the expected standard.</p>	<p>Parents were able to observe a phonics lesson in their child's class (Reception)</p> <p>Parents invited to a Maths workshop, and then were able to go into their child's class to see what maths looks like through play and in the environment</p> <p>Fine motor skills parent workshop, with parents joining their children in their class for fine motor skills activities that they could then do at home.</p> <p>Story time workshops attended by parents, and were able to watch story time in their child's class</p> <p>Parent meetings held to inform parents.</p>
<p>To improve the outcome in Communication and Language and develop vocabulary.</p> <ul style="list-style-type: none"> • Vocabulary displayed in the same format for all areas of learning with the word and visual. • Key vocabulary clearly shown on the enhanced provision plan and displayed for adults to use in the classroom. • Vocabulary displayed for the adults in all areas of the continuous provision. <p>All EYFS staff to attend CPD on communication and interaction.</p>	<p>Development of Widget across the outdoor areas and displayed in the classrooms, and used in lessons.</p> <p>Vocabulary displayed. This will be further developed next year in Nursery.</p> <p>Staff received training through Little Wandle Language Foundations to support staff to develop their interaction techniques. Further training to take place next year.</p>
<p>To ensure a rigorous approach to interventions within the phase.</p>	

<ul style="list-style-type: none">• Review GLD tracker used in EYFS to identify children in need of an intervention.• To develop clear Intervention timetables for all member of staff in EYFS.• Ensure termly moderation across the phase.• Ensure interventions are regularly monitored and updated. <p>Develop a strategy for TA/LSA to communicate the progress of the intervention to the class teacher.</p>	<p>GLD monitored closely throughout the year Intervention timetables developed to support pupils reaching GLD Ongoing moderation across year group to check judgements and monitor GLD GLD 69% 2025</p>
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SIP 2025 – 2026

PRIORITY 1	Writing
Current Position	<ul style="list-style-type: none"> • Writing attainment (65%) (above National average 2023 61%) • Literacy Lead currently attending national training on Talk for Writing and has visited other settings in order to lead further staff CPD • Quality texts have been reviewed to further develop Power of Reading • Drama and role play opportunities are planned and used to enhance understanding. Impact and consistency across year groups to be further embedded and developed next year • Teaching of spelling developed across school, impact and consistency to be monitored and further developed
Objective	<ul style="list-style-type: none"> • To raise standards in writing across the school by ensuring consistent approaches are embedded throughout the school, supported by additional parent workshops, and regular monitoring by Literacy Lead. • To raise standards in writing through further development of Talk for Writing techniques and staff CPD.
Monitoring	Learning Walks/Book Looks/Pupil Voice/Class Displays

How/What	Who	Resources	Timescale	Evidence / Impact
<p><i>Handwriting</i></p> <ul style="list-style-type: none"> • Discrete handwriting 3 x weekly (KS1) • Additional discrete handwriting lessons as appropriate (EYFS) • Pupils identified for handwriting intervention and home support • Parent handwriting workshop for identified pupils (KS1) (YC/KK) • Parent workshop fine motor skills (EYFS) (AW) <p><i>Spelling</i></p> <ul style="list-style-type: none"> • Embed LSCWC into whole class teaching, establish culture of pupil independent learning of spellings by ‘peeping’ not ‘copying’ • Regular assessment of CEW • Identified target spellings school/home • Parent spelling workshop for identified pupils (YC) <p><i>Grammar</i></p> <ul style="list-style-type: none"> • Discrete grammar lesson 1 x weekly (KS1) • Grammar target displayed and referred to • Regular use of dictated sentences to teach spelling and grammar • Writing Targets, group or individual with visual prompts as appropriate • Consistent expectations for speaking and listening eg big voice, speaking in sentences, waiting your turn modelled by adults • Staff training on pupil talk expectations (YC/KK) 	<p>Class Teachers TAs/LSAs YC/KK/DR/AW</p>	<p>Wandle Inset</p>	<p>Ongoing</p>	<p>Learning Walks half termly Book Looks Pupil Voice Class Displays</p>

<ul style="list-style-type: none"> • Talk for Writing. Literacy Lead to attend new Talk for Writing training by Pie Corbett and lead a series of insets to support staff to embed new techniques and procedures in their daily practise. • Drama and role play used to further develop understanding of character and themes for writing (eg hot seating, role on the wall, freeze frame, designated area of classroom with props, story sacks) • Additional opportunities for short burst writing • Half Termly writing walks triangulating pupil voice, book looks and classroom practise to monitor progress and support staff <p><u>Staff training insets:</u></p> <ul style="list-style-type: none"> • Short burst writing • Talk for Writing 				
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PRIORITY 2 Curriculum	
Current Position	<ul style="list-style-type: none"> Curriculum walks embedded to support curriculum development and staff CPD Floor books used consistently across school, regularly shared and updated with pupils to encourage them to think and talk about their current learning, reflect on their prior learning and make connections between the two. Curriculum leads have worked hard to plan progressive overviews which are used to ensure coverage and progression and leads have good subject knowledge Curriculum enriched with additional trips, visitors and experiences
Objective	<ul style="list-style-type: none"> To ensure pupils' skills and knowledge are embedded securely over time and gaps identified.
Monitoring	Learning Walks/Book Looks/Observations/Pupil Voice

How/What	Who	Resources	Timescale	Evidence / Impact
Curriculum Leads <ul style="list-style-type: none"> Termly learning walks prioritising pupil voice to check skills and knowledge are embedded and gaps are identified Termly curriculum inset time to provide feedback and collaborative planning Monitor that key skills and knowledge are clearly identified by all adults 	Curriculum Leads	Inset time Class Cover		
Teachers <ul style="list-style-type: none"> Share key skills and knowledge with all adults Ensure prior knowledge is revisited, within their year group and beyond, and linked to current learning using recap quizzes and floor books 	Teachers			

PRIORITY 3	EYFS
Current Position	<ul style="list-style-type: none"> Number of pupils achieving GLD continues to increase: 2023 58% 2024 62% 2025 69% Child obesity levels in Barking and Dagenham are above national average. Barking and Dagenham have the 5th highest prevalence of excess weight in Reception in London.
Objective	<ul style="list-style-type: none"> To improve Nursery outdoor environment and promote independence, healthy lifestyle, physical strength and improve gross and fine motor movements by providing challenging fixed play equipment To redesign Nursery outdoor learning environment to include inspiring and engaging learning zones To improve continuous provision and ensure key knowledge and skills are clearly identified within all areas of learning.
Monitoring	YC/AR/Governing Board

How/What	Who	Resources	Timescale	Evidence / Impact
<ul style="list-style-type: none"> Work with outside provider to design new outdoor learning environment for Nursery to include well-resourced learning zones and challenging fixed play equipment CPD for EYFS teaching staff to support improvement of continuous provision CPD for EYFS support staff to develop outdoor learning through play and ensure key skills and knowledge are clearly identified within all areas of learning in continuous provision Nursery teacher to visit other settings 	SLT EYFS teaching staff EYFS LSAs Nursery Teacher	BDSIP Wandle Language Foundations BDSIP Wandle Language Foundations		<ul style="list-style-type: none"> Improved pupil spatial awareness, social skills, gross and fine motor skills Pupils key skills and knowledge secure Increased number of pupils achieving GLD Improved interaction techniques used by adults to encourage learning through play