

# Trafalgar Community Infant School

## 2025/2026 SIP (School Improvement Priorities)

*To be read alongside the subject coordinator action plans*

### Embedding the use of adaptation for all learners

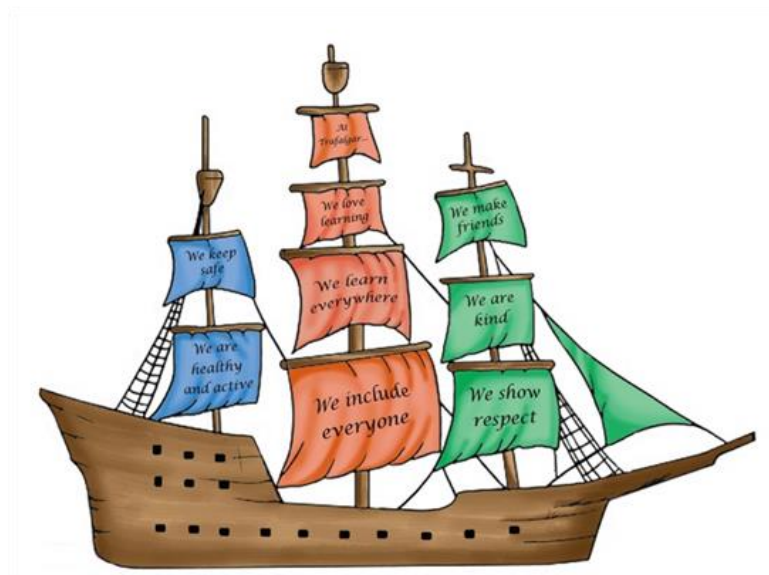
#### End point:

Children's needs will be well supported by all adults through the use of strategies recommended in the OAIP and with reference to the EEF recommendations for effective use of teaching assistants.

**Oracy** (articulating ideas, developing understanding and engaging with others though speaking, listening and understanding)

#### End point:

All staff will understand the importance of developing children's spoken language skills, from the early years onwards. Children will be supported with a range of strategies to use spoken language to equip them for writing and communicating in all subjects.



*Through an inclusive and safe learning environment, all are supported to achieve their potential.*

*We are sailing to success together.*

### Phonics and Writing

#### End points:

##### Phonics

Staff will teach phonics with fidelity to the Little Wandle scheme, including 'keep up' sessions and specific interventions as needed. Phonics screening check results will be in line with national or better.

##### Writing

Staff will understand, use and apply the new writing framework. There will be a positive writing culture. Children's transcription skills (handwriting and spelling) will be strengthened.

### Assessment

#### End point:

Children's knowledge in subjects will be clearly sequenced and built on; due to subject leaders use of data to set targets and monitor improvement in their subject areas.

<b>School Development Plan - Summary of Priorities</b>	
<b>Embedding the Use of Adaptation for all learners</b> (Quality of Education, Leadership & Management)	<p>1.1 Teachers and classroom support staff will develop their practice and pedagogy through coaching and observation of teaching and good practice in other classrooms and when possible other schools. This will include reference to the EEF effective deployment of teaching assistants</p> <p>1.2 Learning plans for those children on the SEND register will have SMART targets which can be evidenced and reviewed regularly, to best meet children's individual needs</p> <p>1.3 Use of the WS graduated approach document, and development of resources for parents about Trafalgar's offer, will enable all stakeholders to understand the support that will be put in place for children at each level of the continuum</p> <p>1.4 The impact of the education which pupils receive is strong, including for disadvantaged pupils and pupils with SEND.</p>
<b>Phonics and Writing</b> (Quality of Education, Evaluating the quality of Early Years education)	<p>2.1 At all stages, reading and phonics attainment is assessed and gaps are addressed quickly and effectively for all pupils.</p> <p>2.2 There is an effective and clearly sequenced approach to the teaching of transcription (handwriting and spelling) which enables children to build fluency</p> <p>2.3 There is a positive writing culture in the school with opportunities for writing with purpose, making choices and creativity</p>
<b>Assessment</b> (Quality of Education, Evaluating the quality of Early Years education, Leadership & Management)	<p>3.1 Effective monitoring of children's knowledge will enable gaps to be addressed and ensure children are meeting identified end points</p> <p>3.2 the implementation and impact of all curriculum subjects will ensure consistent Quality First Teaching (QFT) and appropriate progression of knowledge</p> <p>3.3 Assessment data will be triangulated with pupil voice and long-term plans to ensure a sequenced curriculum in all subjects with clear end points</p> <p>3.4 Varied assessment opportunities will be used to identify gaps in learning so that any gaps in knowledge can be addressed swiftly.</p> <p>3.5 Staff check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback.</p>
<b>Oracy</b> (Quality of Education, Evaluating the quality of Early Years education)	<p>4.1 Children will be taught specific vocabulary and stem sentences to encourage them to be precise when talking about new concepts and learning</p> <p>4.2 Staff will identify specific needs of individual EAL learners and monitor progression for those at the early stages of communicating in English to enable them to implement strategies to ensure good progress is made.</p> <p>4.3. Children will use oral composition to support their transcription skills in all subjects</p>

Purple = additional actions added following staff inset

<b>School Development Plan:</b>			
Embedding the use of adaptation for all learners (Quality of Education, Leadership & Management)	<p>1.1 Teachers and classroom support staff will develop their practice and pedagogy through coaching and observation of teaching and good practice in other classrooms and when possible other schools. This will include reference to the EEF effective deployment of teaching assistants</p> <p>1.2 Learning plans for those children on the SEND register will have SMART targets which can be evidenced and reviewed regularly, to best meet children's individual needs</p> <p>1.3 Use of the WS graduated approach document, and development of resources for parents about Trafalgar's offer, will enable all stakeholders to understand the support that will be put in place for children at each level of the continuum</p> <p>1.4 The impact of the education which pupils receive is strong, including for disadvantaged pupils and pupils with SEND.</p>		
	Actions (Person responsible) (RAGed at end of each term)	Success Criteria	Evidence
Autumn	<ul style="list-style-type: none"> <li>Learning partners work for both teachers and support staff will focus on phonics &amp; reading</li> <li>SENDCO monitoring and feedback will focus on provision for SEND children</li> <li>SLT monitoring will focus on phonics &amp; reading</li> <li>Teachers will have further guidance around SMART targets on ISPs</li> <li>Staff training on provision mapping.</li> <li>Provision for children on level 2 &amp; 3 (graduated response levels) recorded on Insight</li> <li>A list of disadvantaged children will be collated, including different vulnerabilities which can be barriers to progress</li> <li>The pupil premium strategy will be written to ensure support is being planned effectively for dis-advantaged children</li> <li>Progress of dis-advantaged children will be carefully tracked and interventions swiftly put in place when gaps are identified</li> <li>Support staff training will focus on QFT, delivering and reporting on interventions (inc. phonics, narrative tales, sensory circuits)</li> <li>HT to attend the WS conference 'Everyone Achieves' and to create an action plan</li> <li>Staff training on supporting dis-advantaged children to make maximum progress</li> <li>Pupil premium children, will have a one-page profile to ensure consistency of approach for all adults</li> <li>Develop bank of EAL resources for new starters</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	
Review Comments/Impact and Next Steps			

<i>Spring</i>	<ul style="list-style-type: none"> <li>• Learning partners work for both teachers and support staff will focus on oracy and maths</li> <li>• SENDCO monitoring and feedback will focus on provision for SEND children</li> <li>• SLT monitoring will focus on oracy and maths</li> <li>• Provision for children on level 2 &amp; 3 (graduated response levels) reviewed</li> <li>• Progress of dis-advantaged children will be carefully tracked and interventions swiftly put in place when gaps are identified</li> <li>• Staff training on:</li> <li>• Support staff training will focus on:</li> <li>• Actions from plan action plan for 'Everyone Achieves' project will be completed (list when known)</li> <li>• SENDCo to create information for parents about provision at Trafalgar (consider leaflet, drop in, workshop)</li> </ul>	•	
<i>Review Comments/Impact and Next Steps</i>			
<i>Summer</i>	<ul style="list-style-type: none"> <li>• Learning partners work for both teachers and support staff will focus on transcription</li> <li>• SENDCO monitoring and feedback will focus on provision for SEND children</li> <li>• SLT monitoring will focus on transcription</li> <li>• Graduated response grids will be updated termly and provision mapped for those children on the SEND register</li> <li>• Progress of dis-advantaged children will be carefully tracked and interventions swiftly put in place when gaps are identified</li> <li>• Staff training on:</li> <li>• Support staff training will focus on:</li> <li>• Actions from plan action plan for 'Everyone Achieves' project will be completed (list when known)</li> </ul>		
<i>Review Comments/Impact and Next Steps</i>			

<b>School Development Plan:</b>			
<b>Phonics and Writing</b> (Quality of Education, Evaluating the quality of Early Years education)	<p>2.1 At all stages, reading and phonics attainment is assessed and gaps are addressed quickly and effectively for all pupils.</p> <p>2.2 There is an effective and clearly sequenced approach to the teaching of transcription (handwriting and spelling) which enables children to build fluency</p> <p>2.3 There is a positive writing culture in the school with opportunities for writing with purpose, making choices and creativity</p>		
	<b>Actions (Person responsible)</b> (RAGed at end of each term)	<b>Success Criteria</b>	<b>Evidence</b>
<b>Autumn</b>	<ul style="list-style-type: none"> <li>INSET to review attainment data in English and identify actions</li> <li>Phonics scheme in Year 1 will be reviewed and the sequence of lessons adjusted to ensure children are appropriately prepared for the phonics screening check</li> <li>The Year 2 Spelling scheme will be reviewed having been used for a whole cycle, with any adjustments made as necessary</li> <li>Reading moderation will be carried out by all staff to clarify 'on track' in Autumn term and what that looks like</li> <li>Staff training on the new writing curriculum and the recommendations within this that we will need to adopt</li> <li>Handwriting program monitored for effectiveness (as part of EEF trial) in Year 1</li> <li>The handwriting policy will be reviewed and updated</li> <li>English lead/SLT will carry out monitoring of phonics across the school</li> <li>Staff will be clear about frequency &amp; content of handwriting lessons (as per the handwriting policy)</li> <li>New English lead will be supported by visiting another infant school and taking part in joint monitoring activities with SLT</li> <li>Training for new staff (or new year group)/refresher training for Little Wandle scheduled, including phonic intervention training.</li> <li>Refresher training to do reading groups – teachers and support staff</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	
<b>Review Comments/Impact and Next Steps</b>			
<b>Spring</b>	<ul style="list-style-type: none"> <li>Collect pupil voice about writing culture</li> <li>Review long term English plan looking at purpose</li> <li>Use outdoor learning day to promote writing outside</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	

	<ul style="list-style-type: none"> <li>English lead to work with year groups on how to promote independent writing with appropriate scaffolding</li> <li>Use World Book Day as opportunity to promote positive writing culture</li> <li>Writing moderation</li> <li>Benchmark PSC and put in place booster groups</li> </ul>		
<i>Review Comments/Impact and Next Steps</i>			
<i>Summer</i>	<ul style="list-style-type: none"> <li>Review handwriting lessons and Year 2 spelling</li> <li>Review English long-term plan with focus on the sequencing of common exception word spellings</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	
<i>Review Comments/Impact and Next Steps</i>			

<b>School Development Plan :</b>			
<b>Assessment</b> (Quality of Education, Evaluating the quality of Early Years education, Leadership & Management)	<p>3.1 Effective monitoring of children's knowledge will enable gaps to be addressed and ensure children are meeting identified end points</p> <p>3.2 the implementation and impact of all curriculum subjects will ensure consistent Quality First Teaching (QFT) and appropriate progression of knowledge</p> <p>3.3 Assessment data will be triangulated with pupil voice and long-term plans to ensure a sequenced curriculum in all subjects with clear end points</p> <p>3.4 Varied assessment opportunities will be used to identify gaps in learning so that any gaps in knowledge can be addressed swiftly.</p> <p>3.5 Staff check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback.</p>		
	<i>Actions (Person responsible) (RAGed at end of each term)</i>	<i>Success Criteria</i>	<i>Evidence</i>
<b>Autumn</b>	<ul style="list-style-type: none"> <li>Staff will have training on how to use Insight Tracking to identify strengths and next steps in their subject areas</li> <li>The end points recorded on Insight Tracking will be reviewed and adjusted as necessary so children's progress can be tracked effectively but workload of staff is also considered</li> <li>Staff provide regular opportunities for pupil/adult conferencing where feedback is given</li> <li>Subject leaders will review long term plans and monitor planning to ensure there is an appropriate progression of knowledge</li> <li>Identify ways to monitor maths fluency in line with mastering number scheme</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	
<b>Review Comments/Impact and Next Steps</b>			
<b>Spring</b>	<ul style="list-style-type: none"> <li>Subject leaders will use data to identify where children are not making progress and work with other staff to identify what can be done to address this</li> <li>Subject leaders will monitor work, visit lessons and collect pupil voice to enable them to monitor the implementation of their subject</li> <li>Benchmark PSC and put in place booster groups in response</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	

<i>Review Comments/Impact and Next Steps</i>			
<i>Summer</i>	<ul style="list-style-type: none"> <li>• Subject leaders will use data to identify where children are not making progress and work with other staff to identify what can be done to address this</li> <li>• Subject leaders will monitor work, visit lessons and collect pupil voice to enable them to monitor the implementation of their subject</li> <li>• Monitoring of pupil conferencing</li> </ul>	•	
<i>Review Comments/Impact and Next Steps</i>			



<b>School Development Plan :</b>			
<b>Oracy</b> (Quality of Education, Evaluating the quality of Early Years education)	4.1 Children will be taught specific vocabulary and stem sentences to encourage them to be precise when talking about new concepts and learning 4.2 Staff will identify specific needs of individual EAL learners and monitor progression for those at the early stages of communicating in English to enable them to implement strategies to ensure good progress is made. 4.3. Children will use oral composition to support their transcription skills in all subjects		
	<b>Actions (Person responsible)</b> (RAGed at end of each term)	<b>Success Criteria</b>	<b>Evidence</b>
<b>Autumn</b>	<ul style="list-style-type: none"> <li>Introduce Maths working walls &amp; stem sentences</li> <li>Training on new maths scheme, including for support staff</li> <li>Introduce Mastering Number across the whole school and embed NCETM maths planning               <ul style="list-style-type: none"> <li>Training for new staff on use of NCETM materials</li> <li>Support for new maths coordinator</li> <li>Maths coordinator to support year groups maths planning</li> </ul> </li> <li>Introduce the writing framework – focussing on elements of oracy</li> <li>SLT to create register of children who have EAL and highlight those who should be assessed using the Bell Foundation materials</li> <li>In Pupil Progress meetings review EAL children who will benefit from additional catch up support</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	
<b>Review Comments/Impact and Next Steps</b>			
<b>Spring</b>	<ul style="list-style-type: none"> <li>Monitor support of EAL children including pupil voice and reviewing Bell foundation assessments</li> <li>In Pupil Progress meetings review EAL children who will benefit from additional catch up support</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	
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