

Our Vision			
	<ul style="list-style-type: none"> To improve the life chances of every child through the pursuit of knowledge To ensure children are well rounded pupils with strong moral values through the 'Take Care' approach 		
	Our Priorities 2024-2025		
	Intervention	Adaptation	Curriculum
INTENT	<ul style="list-style-type: none"> For all teaching staff to be trained in a small number of carefully chosen, well-structured, evidence-informed interventions for reading, writing and maths that become embedded in practice and result in a demonstrable improvement in outcomes 	<ul style="list-style-type: none"> For all teaching staff to be confident in adapting teaching in reading, writing, maths and the wider curriculum to ensure good progress for all with a particular focus on children with EAL and SEND 	<ul style="list-style-type: none"> For all teaching staff to deepen their understanding and application of cognitive science so that children learn and retain the fundamental knowledge of Edale's curriculum over time
IMPLEMENTATION	<ul style="list-style-type: none"> Core subject leads to research the most effective interventions for their subjects Staff to be trained in the implementation of these interventions, using codified summaries to ensure consistency across school Implementation of interventions to be rigorously monitored, ensuring good application An instructional coaching model to be deployed to develop confidence and refine practice For fortnightly phase meetings to inform fortnightly senior leadership meetings about the implementation of interventions and any operational issues Pupil progress meetings to be conducted by phase leaders with the view to increase staff ownership of pupil progress data 	<ul style="list-style-type: none"> Core subject leads to research and then summarise the most effective adaptations for their subjects, with a particular focus on children with EAL and SEND SENCO to provide CPD and monitor the implementation of the Transform Trust Adaptations EAL Lead to implement the Bell Foundation EAL assessment tool, ensuring new arrivals are inducted quickly and that staff are confident and competent in utilising the proposed teaching strategies On-going CPD to be provided to all staff to ensure these adaptations are applied consistently Implementation of adaptations to be rigorously monitored and a standing action on core subject and curriculum leads monitoring process 	<ul style="list-style-type: none"> Progression maps for all foundation subjects to be refined to ensure that the fundamental knowledge children are expected to learn is explicit to teachers and children Implement the MARGE principles across the curriculum with the view to improving quality and consistency of teaching in foundation subjects and task design Establish a retrieval calendar for the humanities to ensure that prior knowledge is revisited explicitly across the key stage Refine the assessment system across the curriculum, standardising the quizzing approach and the use of unit outcomes in the humanities Refine the use of recording and oracy across the curriculum, using floor books and Showbie to capture key learning and to promote high quality talk across the curriculum
IMPACT	<ul style="list-style-type: none"> A small number of well-structured, evidence-informed interventions to be well embedded across school and for this to lead to a demonstrable impact on progress and attainment in the core subjects as tracked by core subject leads 	<ul style="list-style-type: none"> Adaptive teaching practices to become embedded in the teaching across the school and for this to lead to a demonstrable impact on progress and attainment as measured by core subject leads, the SENCO and EAL 	<ul style="list-style-type: none"> Senior leadership monitoring will evidence that pupils know and remember more from the foundation curriculum studies; that assessment procedures are well embedded across the curriculum and quality, 'Take Care' work is recorded on Showbie and floor books