

Our Vision			
Take Care of Ourselves		Take Care of Each Other	
Take Care of Our Work		Take Care of Our School and World	
Our Priorities 2025-26			
	Adaptation	Quality First Teaching	Writing
INTENT	<ul style="list-style-type: none"> To ensure all teachers have a robust understanding of the barriers that pupils face and enable teachers to discerningly select appropriate adaptations to ensure accessibility for all in lessons. 	<ul style="list-style-type: none"> To ensure all teachers have a robust understanding of the fundamental principles of effective teaching and implement them with confidence 	<ul style="list-style-type: none"> To ensure writing provision at Edale is of the highest standard and leads to all children making strong progress in the foundational skills required to be a successful writer
IMPLEMENTATION	<ul style="list-style-type: none"> To ensure, through the use of the 'Edale Adaptations for Inclusion document' that staff develop a good understanding of specific barriers children face across the curriculum Through the use of the 'Edale Adaptations for Inclusion' document and an instructional coaching model, staff understand which adaptations are most effective for identified barriers to learning and know how to implement these in classrooms. To robustly monitor the progress and attainment of the children identified as having adaptations in place To ensure that adaptations are consistently used across the school for all children, especially disadvantaged pupils To ensure that the use of adaptations is responsive to children's needs and teachers feel enabled to make changes where needed 	<ul style="list-style-type: none"> To ensure, through the use of the Edale Rise Teaching and Learning Principles of Effective Teaching, all staff deepen their understanding and practical application of: <ul style="list-style-type: none"> 'Explaining and Modelling' 'Questioning and Feedback' 'Practice and Retrieval' 'MARGE' 'Digital' to enhance feedback, retrieval, oracy and accessibility To use Teaching Pods, to structure peer-to-peer support in teacher development, through peer observations, group feedback and facilitated discussions To use internal and external expertise to ensure that staff have access to high quality CPD to broaden and deepen their understanding of the fundamental principles of effective teaching 	<ul style="list-style-type: none"> Ensure writing pedagogy and curriculum in F2 and Y1 builds progressively, focuses on developing the transcriptional fluency required to be successful writers To ensure every child makes good progress in handwriting and spelling through consistent high-quality teaching and a clearly sequenced curriculum from F2 – Y6 To ensure the teaching of composition remains of the highest quality across school, informed by the latest evidence, leading to strong progress To ensure high quality adaptations are used so that all children make good progress in writing, especially disadvantaged children and those with EAL To ensure children develop independence in identifying basic transcription and sentence level errors and self-correction is promoted
IMPACT	<ul style="list-style-type: none"> Monitoring will evidence that adaptations are consistently in place for all children who require them, especially disadvantaged children Monitoring will show that the adaptations used enable children to access the curriculum with all children making good progress, especially disadvantaged learners 	<ul style="list-style-type: none"> Attainment reading, writing and maths will continue to rise across school The gap in attainment between disadvantaged and non-disadvantaged learners will reduce further Monitoring will evidence improved implementation of the key principles in application in the classroom 	<ul style="list-style-type: none"> Every year group will make at least good progress in writing across the year Whole school averages in writing attainment will increase to be in-line with national The progress and attainment of disadvantaged learners will be at least in line with non-disadvantaged learners