

# **St Vincent de Paul Catholic Primary School**

## **Self-evaluation - Improvement Plan**



**2025-2026**

*Last Rag Rated: Jan 26*

Complete training as necessary<sup>1</sup>

# SEF/ Improvement Plan Summary 2024-25

Strengths/ Impact 2024 – 2025

Overall SE Grade 2

## Quality of Education -Grade 2

The school's curriculum intent and implementation are securely embedded across all areas of the school. Monitoring evidence demonstrates that teachers have a clear and shared understanding of the curriculum's purpose and aims. The broad and balanced curriculum has fostered a deeper love of learning amongst all pupils and is well-matched to the needs of our diverse community.

There is strong provision in place for pupils with Special Educational Needs (SEN), as well as for those who require more scaffolded or alternative approaches. A continued focus on adaptive teaching ensures that all learners are appropriately supported, while also providing increased opportunities for higher-attaining pupils to be challenged further.

A consistent pedagogical and research based approach is used to lead improved teaching and learning across the school. Teachers are clear on the expectations for high-quality teaching, learning and assessment. As a result, pupils are knowing more and remembering more. Teacher subject knowledge has improved significantly, which has been positively noted by external visitors. The recent focus on grammar and punctuation has ensured that the teaching of grammar is progressive and consistent across the school. Clear progression in skills is now evident from year to year, enabling pupils to build upon prior knowledge and apply their understanding with increasing accuracy and confidence in both spoken and written work.

The school has identified and established valuable links with industry partners to ensure pupils not only gain essential knowledge and skills but also understand the real-world relevance of what they are learning. These partnerships are ones the school is committed to nurturing and expanding.

Assessment procedures are more robust, enabling the early identification of learning gaps and timely intervention to address them.

Recent enhancements to the school libraries, along with the purchase of new, high-quality reading materials, have had a clear and positive impact on pupils' engagement with reading for pleasure. Guided reading practices are now consistent across all year groups, further supporting a strong reading culture.

Pupils' enthusiasm for learning and enjoyment in their lessons have noticeably increased. Expectations around the presentation of work have risen considerably, and this is clearly reflected in the improved quality of pupils' written outcomes.

Complete training as necessary<sup>2</sup>

## **Behaviour and Attitudes- Grade 2**

The school communicates its behaviour expectations through a well-defined behaviour policy, which has been shared with all pupils, staff, and parents. A weekly behaviour focus reinforces these expectations, ensuring consistency and removing ambiguity. The behaviour curriculum explicitly teaches expected behaviours and any consequences are linked to learning, helping pupils to reflect and grow.

Improvements in behaviour are evident across the school, particularly during transitions between lessons and at break times. The school actively celebrates diversity and values individual differences, supported through collaboration with other schools and a parent working party. As a result, pupils are increasingly motivated and take pride in their personal and academic achievements.

The school has also made a positive impact within the local community, and children feel proud to be part of the SVdP community. Pupils are becoming more resilient in their learning, and attendance remains strong. The school has worked proactively to educate parents about the importance of regular attendance, leading to a noticeable decrease in both persistent absences and requests for 'exceptional leave.'

## **Personal Development - Grade 2**

Personal development has been a key priority this year. The school has ensured a clearly planned and progressive personal development programme from Nursery through to Year 6. A wide range of opportunities and experiences are offered to all children, supporting their growth beyond the academic curriculum, providing access to a wide range of opportunities to extend and develop the interests and talents of all our children.

Our extra-curricular provision is diverse and inclusive, offering sports such as fencing, skateboarding, and ultimate frisbee, as well as clubs including robotics, LEGO, board games, story telling, sewing, and drama, to name but a few!

Personal Development has been carefully planned and mapped out, ensuring all our children have the opportunity to experience a wealth of opportunities before they leave us in Year 6. For example, we have ensured all children have the opportunity to learn a musical instrument—this year, the clarinet, every child is given the chance to perform and speak publicly, hear live music, visit a gallery, library, cinema, theatre, zoo and farm. They will stay away from home, experience a train ride and make a den. The map is progressive and ensures children have a wealth of experiences vital for their development and impacts the schools offer, whilst developing respect, unity, and understanding.

Educational visits and trips are carefully planned to ensure high-quality learning experiences. These are meticulously tracked to guarantee that, by the time pupils leave Year 6, they have accessed a broad and balanced range of cultural, social, and academic opportunities.

The school choir is active and highly regarded, having performed at Westminster Cathedral and in various local events. We are committed to promoting interfaith understanding, demonstrated through our strong partnership with a local Jewish school. Children spend time together learning about each other's faiths and traditions through reciprocal visits that are both meaningful and enriching.

Celebrating diversity is central to our school ethos. One of our most valued events was the St Vincent de Paul Celebration of Food, Dance, and Music, where families from across our community come together to share and celebrate their cultures. This inclusive event reflects the rich diversity of our school and reinforces our commitment to respecting and celebrating others.

Our School Parliament is active and ensures pupil voice is heard. Representatives participate in the wider *Stevenage School Parliament*, giving pupils the opportunity to engage with civic life and decision-making processes. Children demonstrate a strong understanding of respect and responsibility and are actively involved in charity fundraising, community events, and local celebrations. We ensure that pupils understand the importance of making a positive contribution to both their school and wider community.

We have taken great pride in offering extended learning experiences through visitors, workshops, clubs, and a wide variety of STEM opportunities. These experiences help our children become well-rounded, thoughtful, and resilient individuals who are able to develop their own individual preferences and characters.

## **Leadership and Management- Grade 2**

The school has a strong leadership team who have a clear vision, shared values, policies and practices. Leadership has focused on high quality education for all our learners and this has had a positive impact on the behaviour and overall high expectations across all areas of the school. The development of pedagogy and subject knowledge has been a focus.

The development of The Ark has enabled the most vulnerable learners to have the dedicated space, resources and staff for their own individual needs. The well being of staff, particularly for those working 1:1 has improved with this new area.

Leaders have listened to staff challenges in behaviour and have worked with them to ensure that a strong curriculum, policy and support is in place to empower and teach the children. Leaders have protected staff by reviewing and changing the way parents can communicate with staff, enabling parents to communicate when needed but protecting staff at the same time.

The governing board continues to change and is representative of our school community. Governors training has reflected the needs of the school and they have supported throughout the recent academisation process.

Leaders have supported professional development opportunities for all staff, most recently the development of skills to lead a subject area, development of phase leaders, RE Foundation Stones, 2 SLT on the HFL Diversity project and 2 NPQ'S, 2 and two ELSA leads. The school is now empowering staff to mentor student teachers and an ECT.

Complete training as necessary<sup>4</sup>

# School improvement plan 2025- 2026

## Our priorities are:

### 1 Implement the requirements of the new RE prayer and liturgy curriculum 'To Love you more dearly'

*To fully embed the new RE curriculum across all year groups.*

### 2. Strengthen feedback and assessment practices

*To ensure feedback and assessment are consistently effective across the school, enabling all children to make at least expected progress.*

### 3. Improve consistency in behaviour during break and lunchtimes

*To ensure a coherent and consistent approach to behaviour management during unstructured times, resulting in calm, safe and respectful transitions and play*

### 4. Develop pupils' speaking and listening skills through a whole- school focus on oracy

*To enhance confidence, vocabulary and communication skills.*

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## Priority development 1: Implement the requirements of the new RE prayer and liturgy curriculum 'To Love you more dearly'family

### Current self-evaluation

- To Love You More Deary is in the early stages of implementation across the school.
- Children and staff have been introduced to a range of prayer opportunities and different types of prayer.
- A progressive scheme of prayer has been established throughout the school and shared with staff.
- The school has been involved with the Westminster singing project over the last 3 years. The school staff and children have now developed the skills, knowledge and understanding to develop this further.
- Children are keen to pray and opt in for prayer opportunities before school.
- School and parish links have been strengthened.
- Parents are becoming more confident in attending school functions and celebration and are becoming more confident in sharing family traditions and celebrations.

### Cost of plan

£400 Resources

£380 coach to visit school

£200 Music Resources

£300 CST Playground Display

### Success criteria

Desired impact on teaching (what changes do we want to see in our teaching?)	Desired impact on learning (what changes do we want to see in our pupils' learning?)
<ul style="list-style-type: none"> <li>● Ensure full implementation of the new Religious Education curriculum 'To Love You More Dearly'</li> <li>● Deeper understanding of the use of prayer and different types of prayer and liturgy from the Catholic Tradition.</li> </ul>	<ul style="list-style-type: none"> <li>● Children understand that there are different ways to pray and to call upon these in their own lives</li> <li>● Know that Jesus is at the heart of all our prayer and liturgy</li> <li>● That the Gospel is a point of reference for the values we live by and that the Holy spirit makes the intercession between us and the Holy Father</li> <li>● To have an understanding and respect for other faiths and traditions.</li> <li>● Members of the school community to strengthen their understanding of CST principles and live these through following the school's mission statement.</li> </ul>

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<ul style="list-style-type: none"> <li>● To know a range of traditional prayer age and stage appropriate</li> <li>● To understand there are different forms and ways to pray.</li> <li>● To develop a deeper understanding of the faiths and traditions within our own school community</li> <li>● Develop staff knowledge and understanding of dance and music as a way to pray.</li> </ul>					
Objective		Person(s) responsible	Autumn	Spring	Summer
● Review the Prayer and liturgy Directory	AW and MF, VH, TB		Review current coverage and create an Action Plan	RAG rate and edit Action Plan accordingly.	RAG rate and edit Action Plan accordingly Evaluate provision and organise training for following year
● Provide staff with relevant training	AW and MF		Evaluate needs of staff and arrange training accordingly.  KS meeting to discuss RE planning on a termly basis- planned in advance  RE/Fr Robert to be available for theology background and teaching support  MF to attend Denary meetings and attend DoWAT meetings	Evaluate needs of staff and arrange training accordingly   RE/Fr Robert to be available for theology background and teaching support	Evaluate needs of staff and arrange training accordingly   RE/Fr Robert to be available for theology background and teaching support   Promote CTS for next the next academic year.

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		Invite new RE Advisor in Support ECT - sign up for Foundation Stones-	Engage with new RE Advisor	
• Review prayer and Liturgy Policy	AW and MF		Review policy to date-	Share policy with Governors if necessary
• Create APOP	MF and SLT	Create and share APOP	Review APOP	Meet with STL and the staff. Review APOP, discuss further opportunities for the following academic Year- complete June/July 26
• Celebrate the rich religious nature of the school community	MF and SLT	Celebration of school community - St Vincent de Paul Day  Join the Interfaith program	Link with Jewish school  Visits to Jewish school to be arranged  Facilitate speakers  Survey / letter to parents Timetable speakers for the year	Evaluate success of project and arrange following year according to impact  Facilitate speakers  Evaluate success of project and arrange following year according to impact
• Develop timetable of workshop across the school	MF and TB	Timetable	Review and make changes where necessary	
• Develop different types of prayer across the school	MF and SLT	Training - internal staff meeting share information from previous training days	Review need for training and implement .  Look for external training / link training with other DoWAT schools	Look at strengths and weaknesses in prayer across the school. Look at actions for year ahead.

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		Review and purchase resources - particularly EYFS and KS1		
<ul style="list-style-type: none"> <li>Develop the use of music and dance for prayer</li> </ul>	TB and MF/ VH	<p>Timetable hymn practise</p> <p>Purchase appropriate resources</p> <p>Choir -set up</p>	<p>Review resources and timetable for hymn practise and use of liturgical music and dance</p> <p>Start liturgical dance ?</p>	Link with SJHN - liturgical dance? Community mass opportunity?
<ul style="list-style-type: none"> <li>Create a CST visual reminder for playground</li> </ul>	AW and SL	<p>Research and design ideas</p> <p>Share with Chaplaincy team or Pupil Parliament</p>	Commission design, order and display	
<ul style="list-style-type: none"> <li>Promote CST following the schools missions Statement</li> </ul>	AW, MF, SLT	<p>Timetable CST focus for the year</p> <p>Complete and share CST training and schools own images</p> <p>Chaplaincy Team to promote CST and arrange an event to celebrate the terms focus</p>	<p>Review programme of assemblies</p> <p>Chaplaincy Team to share work to date with parents and parish. Arrange an event to promote CST focus</p>	School CST whole school project/ Day./ event
<ul style="list-style-type: none"> <li>Promote independent prayer opportunities</li> </ul>	AW, SLT and Chaplaincy Team	Work with pupils to create independent prayer opportunities throughout the year – create timetable of ideas	<p>Review opportunities to date and plan rest of the year.</p> <p>Create prayer spaces for independent prayer throughout the day</p> <p>Promote and organise family prayer opportunities</p>	Evaluate and plan for next academic year.

End of Year review:

**Priority development 2: To enhance the quality, consistency, and effectiveness of assessment and feedback practices in order to improve children's understanding, engagement, and overall learning outcomes across all subject areas**

Cost of plan

Success criteria

- **Feedback is consistently specific, constructive, and linked to learning objectives and success criteria**
- **Children understand how they use feedback to improve their work**
- **Staff have increased confidence in delivering effective feedback**
- **consistent application of assessment and feedback strategies across classes, with clear evidence of impact in learning walks and book looks.**

Desired impact on teaching (what changes do we want to see in our teaching?)

- All teaching staff will provide regular, consistent, and actionable feedback to pupils, resulting in improved pupil understanding and progress,

Desired impact on learning (what changes do we want to see in our pupils' learning?)

- Improved understanding of learning objectives and success criteria
- Increased ability to reflect on and take ownership of their learning
- Greater confidence and motivation to improve
- Timely identification and closing of learning gaps
  
- More targeted support and challenge based on individual needs
- Improved quality and accuracy of work over time
- Enhanced progress across all subjects
- Stronger engagement in the learning process

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		<ul style="list-style-type: none"> <li>• Development of independence and ways to support own learning when they get 'stuck'</li> <li>• Clearer communication between teachers, supports staff, pupils, and parents about progress</li> </ul>		
Objective	Person(s) responsible	Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>• Staff understand the importance of Assessment and feedback</li> </ul>	SLT	<p>Staff training- share EEF and Rosenshine's pedagogy behind the importance of assessment and feedback.</p> <p>Staff meeting - expectations in the classroom. What does it look like in our school?</p> <p>Staff review and agree on the Assessment and Feedback Policy</p> <p>Assessment and Feedback Policy shared with Governors</p>	<p>Support staff training pedagogy behind assessment and feedback. TA's to be given focus tasks to support /empower TAs</p> <p>Monitoring - quality of assessment and feedback Teachers- SLT and external</p> <p>TA's - peer monitoring</p>	<p>Teachers to review own use of assessment and feedback and review own progress and CPD journey to date</p> <p>Assessment and Feedback policy reviewed as a staff and check fit for purpose.</p>

<ul style="list-style-type: none"> <li>Feedback is consistent and impacts children's progress</li> </ul>	SLT & Subject Leads	<p>Staff understand the success criteria for each subject area</p> <p>Assessment procedures are shared as a school-consistent approach used throughout the school</p> <p>Phonics assessments are used to identify focus groups. Support is put in place in a timely manner. Further staff training where necessary</p> <p>Staff training -use of assessment to support planning</p>	<p>Subject Leads check assessment criteria for subjects are being adhered to</p> <p>SLT Monitoring - quality of assessment and feedback. Address CPD needs</p> <p>Ensure phonics interventions are short and impactful. Address CPD needs</p> <p>SLT / external monitoring- DoWAT / SEA? - to review assessment and planning Address CPD needs</p>	<p>Subject Leads - review feedback within their subject and review training needs for Summer and Autumn term</p> <p>Review of phonics - SLT/ English Leads</p> <p>Review actions from Spring monitoring</p>
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<ul style="list-style-type: none"> <li>More targeted support and challenge based on individual needs</li> </ul>	<p>SLT - Subject Leads English &amp; Maths.</p>	<p>CPD- Reflect on training from previous academic year re adaptive teaching.</p> <p>Teachers to use feedback and assessment to ensure children are supported and stretched where necessary in lessons.</p> <p>SLT to monitor adaptive teaching outcomes - observations, pupil voice and work scrutiny.</p> <p>Engage with DoWAT - subject leaders for subject support including feedback, assessment and adaptive teaching ideas.</p> <p>SLT to identify and track a focus group to track within the school with regards to WT</p>	<p>Staff meeting- ideas for adaptive teaching. Share good practice, including MA</p> <p>SLT to continue to monitor</p> <p>Subject Leaders to share adaptive teaching ideas for their subject areas</p> <p>Continue to track focus on WT</p>	<p>Review progress and impact of adaptive teaching across the academic year. Look at focus groups/ areas for the next academic year.</p> <p>Review the impact on the support, feedback and assessment of the WT focus group.</p>
<ul style="list-style-type: none"> <li>Clearer communication between teachers, supports staff, pupils, and parents about progress and ways to support their child's learning</li> </ul>	<p>SLT</p>	<p>CPD / Non negotiables shared. - Learning objectives are clearly shared with children. Ensure they are age appropriate so children understand.</p> <p>Ensure success criteria are clear and children</p>	<p>SLT- Learning walk to ensure LO and success criteria are being used effectively.</p>	<p>Pupil voice Subject leads to monitor - learning walks?</p>

		<p>know how to succeed in every lesson.</p> <p>Teachers share expectations with parents at Parent Meetings at the start of the term.</p> <p>Teachers arrange Parent Meetings with those parents that have not attended Parent Consultations. SLT to follow up with those parents that do not engage with staff</p>	<p>Expectations in writing, spelling, reading and maths shared with parents.</p> <p>Teachers meet with all parents to give update on children's progress. SLT to follow up with parents who are not engaging</p>	<p>Open evening 4:00 -5:30 Children visit new classes with parents and work to be displayed showing expectations for the following year.</p>
<p>To engage with parents and provide guidance that empowers them to support their children's learning and development at home.</p>	<p>SLT Maths, English and RE subject leads</p>	<p>Phonics workshop and information for parents</p> <p>Online Phonics Friday sessions</p> <p>Maths workshop planned for parents</p> <p>Book suggestions for children</p>	<p>How to learn maths facts and spelling workshop</p> <p>Grammar and punctuation help sheet for parents</p> <p>Secret reader sessions for parents</p> <p>Subject Leads to update website resources</p> <p>Maths Workshop</p> <p>Complete parent questionnaire on curriculum support that parents would like</p>	<p>Book suggestions for children</p> <p>Subject leads to update website resources and add places to visit and activities to do at home. (not those already covered by school visits)</p>

		Headteacher to create a newsletter half termly to include focus areas for parents and updates throughout the year. Ask parents- particularly new parents what they would like to see in the letters.	Headteacher to create a newsletter half termly to include focus areas for parents and updates throughout the year.	Review the content of the newsletter from the year. Get parent feedback.
<b>End of Year review:</b>				

### **Priority development 3: Improve consistency in behaviour during break and lunchtimes**

#### **Current self-evaluation**

- Behaviour has improved across the school which has been commented on by visitors, general public and staff
- Expectations are clearer
- Staff are more consistent in their approach to behaviour however, there are still inconsistencies amongst some staff.
- Staff are more confident when handling behaviour
- Good manners have improved across the school, but this is an area in which we would like to develop further.
- There are still a number of behavioural issues occurring at lunch and breaktimes
- Transitions between lessons and the inside and outside environments could be improved

#### **Cost of plan**

Complete training as necessary16

Success criteria	
Desired impact on teaching (what changes do we want to see in our teaching?)	Desired impact on learning (what changes do we want to see in our pupils' learning?)
<ul style="list-style-type: none"> <li>Children are well behaved and understand what is expected of them</li> <li>There is a coherent and consistent approach to behaviour management during unstructured times, resulting in calm, safe and respectful transitions and play</li> <li>Children are well mannered and respectful to all staff</li> </ul>	<ul style="list-style-type: none"> <li>All children are happy, feel safe and are ready to learn</li> <li>Staff know how to deal with challenging behaviour</li> <li>Staff feel supported when dealing with more challenging behaviour</li> <li>The whole school community are aware and understand the high behaviour expectations of the school.</li> <li>Children know how to behave and can control themselves during unstructured times.</li> <li>Children are able to move around the school with increasing independence</li> <li>Children are calm and respectful during playtime</li> <li>Children transition around the school and between the inside in a controlled manner</li> <li>Children are well mannered and respectful to all staff</li> </ul>

Objective	Person(s) responsible	Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>Ensure consistency in behaviour expectations across the school</li> </ul>	AW	Inset - Review expectations and discuss non negotiables. Recap behaviour expectations and strategy	Monitor behaviour at breaktime and lunchtimes	

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		<p>Recap behaviour expectations with all staff -focus areas to be shared /non negotiables</p> <p>Behaviour training for TA's- focus on break times and lunchtimes and moving around the school</p> <p>Performance managements targets - based on activities and focus areas at break and lunchtimes</p> <p>Review resources for playtime and breaktime</p> <p>AW/ MC deliver STEPS refresher training to all staff -all staff to sign to say they have received training and te staff code of conduct and sign to say they have read and understood it.</p>	<p>SLT to be a presence at break and lunchtimes</p> <p>Performance managements targets for all staff</p> <p>Deliver support and CPD where necessary.</p> <p>Monitor TA support and engagement during break and lunchtimes</p> <p>Play leaders / ambassadors to be put in place?</p> <p>Ensure all new staff are given training as and when necessary</p>	<p>SLT to be a presence at break and lunchtimes</p> <p>Review behaviour policy</p> <p>Monitor TA support and engagement during break and lunchtimes</p> <p>Ensure all staff are trained and register is up to date. Check code of conduct is fit for purpose</p>
<ul style="list-style-type: none"> <li>Children's behaviour is calm and polite in the dining hall</li> </ul>	SLT- All staff	Lunchtime etiquette- Expectation that 'inside voices' are used in the lunch hall	Lunchtimes are regularly monitored. Rules are revisited as and when necessary	Pupil voice- lunchtime behaviour

<ul style="list-style-type: none"> <li>Children know how to behave and are calm and respectful during unstructured times.</li> </ul>	<p>AW /MC</p> <p>MC /AW</p> <p>MC /SLT</p> <p>MC</p> <p>SLT</p>	<p>Ensure staff understand the School's Behaviour Curriculum and their role and responsibility</p> <p>Weekly behaviour focus shared with children in assembly, visual reminder posters and shared with parents (poster and email)</p> <p>Clarity between SLT on how to deal with challenging behaviour issues particularly those children with 'controlling' behaviours</p> <p>Share the EYFS Behaviour Policy and updates on the school behaviour policy with staff and Governors</p> <p>Research training for teaching - appropriate use of language linked to racism and sexuality -</p>	<p>Weekly behaviour focus shared with children in assembly, visual reminder posters and shared with parents (poster and email)</p> <p>Plan training for early in the summer term to support those whose behaviour is likely to deteriorate near to the end of the academic year.</p> <p>Teach about respect and appropriate use of language</p>	<p>Review and develop the Behaviour Curriculum for the following academic year</p> <p>Revisit focus areas</p> <p>Training for staff in order to support those with SEND as the end of the school year approaches to avoid increase in behaviour issues</p>



<ul style="list-style-type: none"> <li>High expectations</li> </ul>	<p>AW /MC/ SC</p> <p>SLT</p> <p>SLT</p> <p>All staff</p> <p>SLT and Art Lead</p>	<p>To be a presence at the start and end of the day</p> <p>To be a presence at break and lunchtimes</p> <p>Empower all staff to have the knowledge, understanding and confidence to follow the school's behaviour policies</p> <p>Celebrate good behaviour - WOW Awards. Share class initiatives. Focus on good behaviour</p> <p>Respect- Gospel assemblies and CST links to respect for all. Shared with whole school community</p>	<p>To be a presence at the start and end of the day</p> <p>To be a presence at break and lunchtimes</p> <p>SLT to review where SLT time is being taken up with behavioural issues and put strategies /action plan into place to lessen them</p> <p>Celebrate good behaviour - WOW Awards</p> <p>Repeat assembly messages and see as a non negotiable within the school. Whole school art project- gallery in hall</p>	<p>To be a presence at the start and end of the day</p> <p>To be a presence at break and lunchtimes</p> <p>Evaluate and compare to previous summers behaviour incidents. Review impact and next steps</p> <p>Celebrate good behaviour - WOW Awards</p> <p>Continue focus throughout the year- SLT to monitor impact</p>
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## Priority development 4: Develop pupils' speaking and listening skills through a whole- school focus on oracy

*(Links with priority development 3)*

<p><b>Cost of plan</b> £2000 - resources</p>	
<p>Success criteria</p> <ul style="list-style-type: none"> <li>● <b>To develop more opportunities for all children to speak clearly and audibly in front of peers and adults.</b></li> <li>● <b>Children will be taught the explicit skills of listening and responding appropriately, respecting others' contributions in conversations</b></li> <li>● <b>Staff will provide more opportunities to develop children's vocabulary to describe ideas and experiences</b></li> <li>● <b>To develop staff awareness of the importance of high quality talk</b></li> <li>● <b>Work towards achieving Herts Shining Communication Award</b></li> </ul>	
<p>Desired impact on teaching (what changes do we want to see in our teaching?)</p>	<p>Desired impact on learning (what changes do we want to see in our pupils' learning?)</p>
<ul style="list-style-type: none"> <li>● <i>To enhance confidence, vocabulary and communication skills</i></li> </ul>	<ul style="list-style-type: none"> <li>● Children can listen appropriately to adults and their peers</li> <li>● Improve writing outcomes and overall academic achievements</li> <li>● Increase exposure to language and vocabulary</li> <li>● Improve social skills and behaviour</li> <li>● Boost children;s confidence</li> <li>● Lessen anxiety</li> <li>● Clear classroom discussion rules and create a culture of talk</li> <li>● Support children to build confidence in an increasingly more isolated world with screen use, which adds challenges in developing language, communication skills and emotional regulation when handling new situations.</li> </ul>

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Objectives	Person(s) responsible	Autumn	Spring	Summer
<ul style="list-style-type: none"> <li>Understanding the importance of Oracy</li> </ul>	SLT and English Leads	Staff meeting -share DFE spoken language National Curriculum. Discuss and review how this is implemented and assessed within our school?	Review impact to date- what gone well, where to next	
	November 2025			
	November 2025	Share and discuss as a teaching staff- what does this mean for us? Look at how this is implemented already within the school? Where do we need to go next?	Share Mary Myatt Blog HFL Blogs- Oracy EEF Doc	
		Construct Action Plan	English leads and SLT to construct an action plan  Review actions plan	Review impact to date- complete SIP in June as whole staff

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		Engage with oracy research evidence- including Voice 21 benchmarks		
<ul style="list-style-type: none"> <li>Share whole school focus</li> </ul>	SLT November 2025	Staff training - What is oracy? Importance of oracy	Importance of quality talk - sent to parents  Designate Oracy leads- EYFS/KS1 and KS2	
<ul style="list-style-type: none"> <li>Set high expectations for oracy - starting with Children can listen attentively</li> </ul>	All staff   September   November	Inset- Link back to previous years work- set as non negotiable from the start of the year.  Classroom routines - clear expectations for talk in classroom and across the school	staff training - Children taught how to 'justify reasons' during discussions rather than just giving answers or recalling information (teachers to probe for explanations) Culture -/ expectation that answers should be fully developed and detail/ explanations given  SLT Learning walk	School speaking competition / poetry recital event
<ul style="list-style-type: none"> <li>Improve social skills and behaviour</li> </ul>	SLT & TA's September   SLT	AW/MC research into playtime organisation and 'Opal' research  TA meeting Playtime and lunchtime games /organisation	Review and put TA lunchtime play lead in place	Review playtime and lunchtime provision for the following year - additional resources needed?

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			Governors to observe playtime opportunities and behaviour /pupil voice	
<ul style="list-style-type: none"> <li>Set high expectations for oracy</li> </ul>	SLT all staff		Training - Oracy	Training - Oracy
<ul style="list-style-type: none"> <li>Work towards achieving Herts Shining Communication Award</li> </ul>	MC LM All staff and governors	<p>Complete prerequisite criteria Communication Champions attending training (Oct)</p> <p>Complete initial audit and write action plan Identify training needs linked to SLCN and set up calendar of training SLCN referral guidance shared with staff</p> <p>Set up Targeted Language groups - review termly</p> <p>Carry out EY Wellcom assessment</p> <p>Senco to access SALT liaison meeting</p> <p>Communication Award shared with governors Ordinarily Available Provision lined to SLCN shared with staff Share total communication</p>	<p>Learning from bilingualism training shared with staff</p> <p>Book staff on spring SLCN training and provide opportunities for feedback and dissemination</p> <p>Review audit Senco to access SALT liaison meeting</p> <p>Learning walk with focus on total communication environment in all areas of the school</p> <p>Set up whole school approach - linked to emotional literacy: word of the week</p>	<p>Book staff on summer SLCN training and provide opportunities for feedback and dissemination</p> <p>Review audit Key staff to have accessed accredited training e.g. ELKLAN</p> <p>Complete Wellcom assessment for Nursery children going into Reception Senco to access SALT liaison meeting</p>

Complete training as necessary25

		environment list with staff		
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