

SCHOOL IMPROVEMENT PLAN

Academic Team

2025 – 2026

Key Objectives

The main focus of the ASIP will be to support teaching colleagues to explore an area of professional development through their chosen working group. Colleagues develop their professional practice by engaging with each other and investigating evidence based sources to develop their skills in their chosen area of research. This will lead to improved outcomes for pupils.

Peer observations will underpin the research done and allow colleagues to experiment with new strategies, learn from each other and gain feedback to improve. In addition to this there will be several other areas of focus throughout the year:

1. To facilitate the academic team to collaborate in working groups to increase their skills, knowledge and to develop their practice around their chosen topic.
2. To monitor the implementation of assessments and assessment trackers from KS2- KS5.
3. To facilitate the development of a well-planned and sequenced through-curriculum from upper KS2 through to KS3.
4. To monitor the implementation of the new primary English and Maths curriculum.
5. To monitor the implementation of QA procedures around learning walks and book looks.
6. To support the achievement of QoL targets through classroom teaching and learning.
7. To continue to support the literacy coordinator to provide training for teachers to continue to advance and embed strong literacy practices.

SIP Overview

1. To facilitate the academic team to collaborate in working groups to increase their skills, knowledge and to develop their practice around their chosen topic.

- To design a framework for groups to work within that encourages individual responsibility towards achieving stated goals.
- To facilitate the academic team to engage in T&L CPD in a more independent manner as a contributing member of a working group.
- To design a framework for groups to work within that encourages individual responsibility towards achieving stated goals.
- To allow the space for individuals to take on leadership roles within their groups with the opportunity to grow these skills.
- To provide a platform for colleagues to share their progress regularly throughout the school year.
- To consider the outcomes from work done in each group and use this for future T&L CPD planning.
- To facilitate teachers to continue with peer observations and to encourage this type of collaboration among colleagues.

2. To monitor the implementation of assessments and assessment trackers from KS2- KS5.

- To carry out calendared walkthroughs with an element of focus on assessment focus.
- Checking for:
 - quality and validity of assessments.
 - accuracy of data entries.
- To carry out data entry reviews at calendared points with MH and line managers.

3. To facilitate the development of a well-planned and sequenced through-curriculum from upper KS2 through to KS3.

- Facilitating the academic team to engage with and review the national curriculum in other key stages to enable them to develop an understanding of progression specifically through upper KS2 to KS3.
- Facilitating the academic team to communicate the needs of their curriculum area in terms of content coverage in preparation for further study into the next key stage.
- Facilitating the academic team to share plans in the form of curriculum maps so content covered can be widely communicated.
- Facilitating the academic team to reflect on content and resources delivered and providing time and space to review and update schemes.
- To encourage subject teachers to experience teaching outside their key stage to gain a better insight/ understanding of another stage.

4. To monitor the implementation of the new primary English and Maths curriculum.

- To carry out regular walkthroughs in primary English and Maths lessons.
- To continue meeting with CDw on a weekly basis to allow for discussion and update around the implementation of the new English and Maths curriculum.
- To meet with CDw and MHa at set points to review the implementation of the new curriculum against set markers.

5. To monitor the implementation of QA procedures around learning walks and book looks.

- To coordinate colleagues involved in the process in a timely manner.
- To ensure protocols are followed by all staff involved especially around providing feedback to colleagues.
- To meet with colleagues on ALT to discuss themes evident from learning walks and book looks.
- To use observations to inform planning for teaching and learning activities and to advise line managers on areas for focus.

6. To support the achievement of QoL targets through classroom teaching and learning.

- To share information booklet on pupil target setting with keyworker colleagues.
- To inform colleagues of the new method of sharing pupil targets in pupil books.
- To collaborate with QoL coordinator to ensure that targets are present and reviewed in books.

7. To continue to support the literacy coordinator to provide training for teachers to continue to advance and embed strong literacy practices.

- To continue the progress made with literacy initiatives.
- To collaborate with the literacy coordinator to develop a plan with a set focus for driving forward literacy practices at school.

1. To facilitate the academic team to collaborate in working groups to increase their skills, knowledge and to develop their practice around their chosen topic.										
Actions	Leaders	Success criteria	Resources	Cost	Timeline		Monitoring	Reporting To	Achieved / Comment	Impact
					Start	End				
<p>To design a framework for groups to work within that encourages individual responsibility towards achieving stated goals.</p> <ul style="list-style-type: none"> To gain in understanding. To have trialed/ tested an element of theory. To have evaluated results. To have collaborated with/ observed colleagues to deepen/ demonstrate their understanding. To provide feedback to colleagues. To share experiences/ findings with the wider teaching team. To provide recommendations/ guidance/ advice to the wider teaching team. 	AH	Groups are clear on their objectives and parameters within which they are expected to work. Groups have set clear success criteria and they have listed the actions they plan to take to achieve these. Groups have developed relevant resources and have shared their progress updates with colleagues.			Sept 2025	July 2026	AHy	MHa SBa	<p>This is in place. Each booklet with progress can be found here. Colleagues will continue to update this booklet as they progress through this academic year.</p> <p>Chairman - Amy Wilson - T and L booklet for editing.pptx</p> <p>Teaching & Learning Working Groups 2025-2026_IC_CHAIRPERSON.pptx</p> <p>Teaching & Learning Working Groups 2025-2026_HCLT_CHAIRPERSON_COPY.pptx</p> <p>Teaching & Learning Working Groups 2025-2026_ORACY_CHAIRPERSPN_COPY21.pptx</p>	Colleagues are confident in knowing the groups objectives and they have taken time to develop success criteria and an action plan to achieve these.
To facilitate the academic team to engage in T&L CPD in a more independent manner as a contributing member of a working group.		Teachers feel empowered to take a lead within their group and directly contribute to developing success criteria and to be involved in decision making around actions to be taken to achieve stated objectives.					MHa	SBa	<p>The working groups have completed their first term including a progress presentation. Aisling has fed back and advised on next steps for groups.</p>	Colleagues have had the opportunity to collaborate towards a common goal that they have a personal interest in. There have been increased opportunities for professional dialogue between teachers from different subject areas and with different levels of experience. Teachers have the opportunity to share with others their progress and to be
<p>To design a framework for groups to work within that encourages individual responsibility towards achieving stated goals.</p> <ul style="list-style-type: none"> To allow the space for individuals to take on leadership roles within their groups with the opportunity to grow these skills. 								MHa	SBa	<p>This is built into the booklets that are used to record group progress.</p>

1. To facilitate the academic team to collaborate in working groups to increase their skills, knowledge and to develop their practice around their chosen topic.										
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										acknowledged for the work they have done.
To provide a platform for colleagues to share their progress regularly throughout the school year.	AHy	Teachers feel that their contributions are valued and important.					MHa	SBa	Termly group presentations. Term 1 has happened. Term 2 is scheduled for Tuesday 17th March.	The outcomes of actions taken are shared by each working group, increasing colleagues awareness of given topics and of the tasks/ work done by other groups.
To consider the outcomes from work done in each group and use this for future T&L CPD planning.		Outcomes from working group activities have been used to plan and develop future T&L CPD.			May 2026	July 2026	MHa	SBa	This is ongoing and will help me to create my plan for 2026-2027 in term 3 2026.	
To facilitate teachers to continue with peer observations and to encourage this type of collaboration among colleagues. (This is required to meet objectives of all groups)		Teachers regularly collaborate and have opportunities for professional dialogue with colleagues. This increases their professional practice and skills in the classroom.			Sept 2025	July 2026	MHa	SBa	All colleagues understand the expectation for peer observations.	Teachers are more open to and comfortable to collaborate with colleagues. This improves individual practice.

2. To monitor the implementation of assessments and assessment trackers from KS2- KS5.

Actions	Leaders	Success criteria	Resources	Cost	Timeline		Monitoring	Reporting To	Achieved / Comment	Impact
					Start	End				
<ul style="list-style-type: none"> To carry out calendared walkthroughs with an assessment focus. Checking for: <ul style="list-style-type: none"> quality and validity of assessments. accuracy of data entries. To carry out data entry reviews at calendared points with MH and line managers. 	AHy and MHa	Assessments take place in a timely manner. Assessment content reflects content being taught. Data from assessments is recorded. Assessment data is evidenced by assessments done in lessons.	Subject trackers. Departmental meeting minutes.		Sept 2025	July 2026	AHy MHa	MHa, SBa	<p>Ongoing. This is done after data entry points. Reviewing assessments and data is a standing item on departmental and line manager agenda with AHy.</p>	There will be a clear and cohesive assessment protocols being followed across all subject areas. The impact of these protocols will lead to improved outcomes for pupils, measured by recorded assessment data. This will be most evident over time.

3. To facilitate the development of a well-planned and sequenced through-curriculum from upper KS2 through to KS3.

Actions	Leaders	Success criteria	Resources	Cost	Timeline		Monitoring	Reporting To	Achieved / Comment	Impact
					Start	End				
Facilitating the academic team to engage with and review the national curriculum in other key stages to enable them to develop an understanding of progression specifically through upper KS2 to KS3.	AH	Teachers have an understanding of how the curriculum flows from upper KS2 to KS3. Teachers can speak confidently about how pupils make progress from one KS to another in their given subject area.	Time National curriculum docs.		Sept 2025	July 2026	MHa	SBa	Through curriculum meetings are minuted between colleagues and colleagues are now developing this beyond information sharing to look at best pedagogical practice in subject areas, for example in science, colleagues are beginning to look at the EEF guidance recommendations for 'Improving Primary Science'. Maths are also considering how to move assessment forward and will be trialing the GL's new adaptive maths test in Y7 which will help teachers to understand its suitability across primary as well.	Teachers have a greater understanding of curricular content and how learning flows up the school from KS2 to KS3.
Facilitating the academic team to communicate the needs of their curriculum area in terms of content coverage in preparation for further study into the next key stage.	AH	Teachers have collaborated across key stages to develop a robust and progressive curriculum in their subject area.			Sept 2025	July 2026	MHa	SBa		Teachers in KS3 are aware of the content covered in their subject area in our primary provision. Teachers have collaborated positively to ensure there is a 'through curriculum' in their subject area.

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Facilitating the academic team to share plans in the form of curriculum maps so content covered can be widely communicated.	AH	All classroom based staff are aware of the content being covered in lesson according to the curriculum map which is accessible.			Sept 2025	July 2026	MHa	SBa		Classroom based staff feel confident that they can find out the content being covered in lesson at a given time. Curriculum maps are displayed in classrooms so pupils can clearly identify what they have learned, will learn and are going to learn. This clarity can ease anxieties.
Facilitating the academic team to reflect on content and resources delivered and providing time and space to review and update schemes.	AH	The academic team have used time in term 3 to reflect on curricular content and to make revisions/ amendments for the next academic year.			Sept 2025	July 2026	MHa	SBa	Term 3	Pupils will receive lessons with up to date content and teaching methods.
To encourage subject teachers to experience teaching outside their key stage to gain a better insight/ understanding of another stage.	AH	Teachers in different key stages will be more familiar with the content taught and the needs of the pupils in relation to their subject in different KS.					MHa	SBa	Ongoing. Teachers are encouraged to observe colleagues and here possible subject specialists are used to cover their subject in other key stages.	Pupils will become familiar/ get to experience teachers from other key stages. Teachers will gain a better understanding of the demands of other key stages (lower and higher). Teachers can use their experience and subject specific knowledge to support one another this

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										will improve professional relationships and communication.

4. To monitor the implementation of the new primary English and Maths curriculum.										
Actions	Leaders	Success criteria	Resources	Cost	Timeline		Monitoring	Reporting To	Achieved / Comment	Impact
					Start	End				
To carry out regular walkthroughs in primary English and Maths lessons.	AHy MHa	Aisling is aware and up to date with progress being made in lessons. Aisling can recognise success and offer supports where needed in a timely manner.					SBa	SBa	Ongoing.	Aisling is up to date with successes and challenges as they arise in the implementation of this new curriculum structure. Support can be offered in a timely manner if needed and successes can be recognised.
To continue meeting with CDw on a regular basis to allow for discussion and update around the implementation of the new English and Maths curriculum.	AHy	Regular communication allows for progress and challenges to be shared in a timely way. This will allow for things to be put in place to maintain					MHa	SBa	Ongoing. Meetings are recorded and there is a standing agenda to cover a wide range of factors affecting the implementation of the curriculum.	

4. To monitor the implementation of the new primary English and Maths curriculum.										
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		consistent and engaged lessons and positive outcomes for pupils.								
To meet with CDw and MHa at set points to review the implementation of the new curriculum against set markers.	AH MHa	Progress is consistent and is evident in pupil books. Data from classroom assessments and GL data reflects progress being made.					AHy, MHa	MHa, SBa	MHx and AHy reviewed primary English and Maths books in the first week of term 2. AHy provided written feedback points to CDw to share with colleagues teaching and supporting in primary.	Pupils are settled and engaged in their English and maths lessons. Activities are challenging and pupils can identify the progress they are making.

5. To monitor the implementation of QA procedures around learning walks and book looks.										
Actions	Leaders	Success criteria	Resources	Cost	Timeline		Monitoring	Reporting To	Achieved / Comment	Impact
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To coordinate colleagues involved in the process in a timely manner.	AHy	Colleagues are briefed prepared because items are calendared.			Sept 2025	July 2026	MHa,	SBa	Ongoing	High expectations for classroom practice will be clear and transparent. Teachers will feel valued through the process and they will be motivated to engage in professional dialogue about their classroom practice and to take steps to improve this.
To ensure protocols are followed by all staff involved especially around providing feedback to colleagues.	AHy MHa KBa SBa	The process is fair for all colleagues involved.						SBa	Ongoing. But this was carried out successfully for the term 1 cycle.	
To meet with colleagues on ALT to discuss themes evident from learning walks and book looks.		Observations are shared and strengths are identified as well as areas for improvement.						SBa	Ongoing.	
To use observations to inform planning for teaching and learning activities and to advise line managers on areas for focus.	AHy	Teaching and learning activities support the professional needs of teachers.						MHa	Ongoing.	
To explore alternative processes of quality assurance for learning walks and book looks. <ul style="list-style-type: none"> Procedures should be rigorous and supportive and lead to positive professional development. 	AHy	A rigorous and fair system is in place that moves on the professional practice and						MHa	Ongoing. AHy is working with MHx to discuss current approaches and to critically reflect on these with the objective of developing a system that works best here.	

5. To monitor the implementation of QA procedures around learning walks and book looks.										
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		skills of teachers.								

6. To support the achievement of QoL targets through classroom teaching and learning.										
Actions	Leaders	Success criteria	Resources	Cost	Timeline		Monitoring	Reporting To	Achieved / Comment	Impact
					Start	End				
To share information booklet on pupil target setting with keyworker colleagues. <ul style="list-style-type: none"> To inform colleagues of the new method of sharing pupil targets in pupil books. 	AH KR	All keyworkers understand the new procedure for target setting. They feel supported in their role when they set targets. They know where to find support or guidance when they do this.			Sept 2025	July 2026	AH KR	MHa	Done for first round of target setting. Ongoing for second round.	The profile of setting, achieving and reviewing QoL targets will be elevated. More staff will have knowledge of a pupils targets are therefore more support can be given to help a pupil to achieve this.
To collaborate with QoL coordinator to ensure that targets are present and reviewed in books.	AH KR	Books have been reviewed and processes have been followed to review targets and add (teacher and pupil) comments.			Sept 2025	July 2026	AH KR	MHa	Done for first round of target setting. Ongoing for second round. AHy to collaborate with colleagues to develop a more streamline method for teachers to feedback on progress towards targets.	

7. To continue to support the literacy coordinator to provide training for teachers to continue to advance and embed strong literacy practices.										
Actions	Leaders	Success criteria	Resources	Cost	Timeline		Monitoring	Reporting To	Achieved / Comment	Impact
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<p>To collaborate with the literacy coordinator to develop a plan with a set focus for driving forward literacy practices at school.</p> <ul style="list-style-type: none"> To support the literacy coordinator in developing training sessions for staff. To support the literacy coordinator to develop a method of evaluating the success of training provided. 	AH DV	A clear and measurable plan has been implemented with the academic team engaging in various activities to support the continued implementation of literacy across the school.	SDP for literacy Time		Sept 2025	July 2026		HT/ DHT	Ongoing. DV has continued to deliver half termly CPD sessions. The planning of these sessions has been supported by AHy. Sessions are based on 'The writing Framework' 2025 from the DfE and other evidence based sources.	<p>Pupils are presented with a variety of opportunities to regularly engage in activities that promote and improve literacy.</p> <p>Pupil GL reading and spelling scores continue to improve as pupils are supported to improve their literacy across the curriculum.</p>