



**School Development Plan 2025-2026**

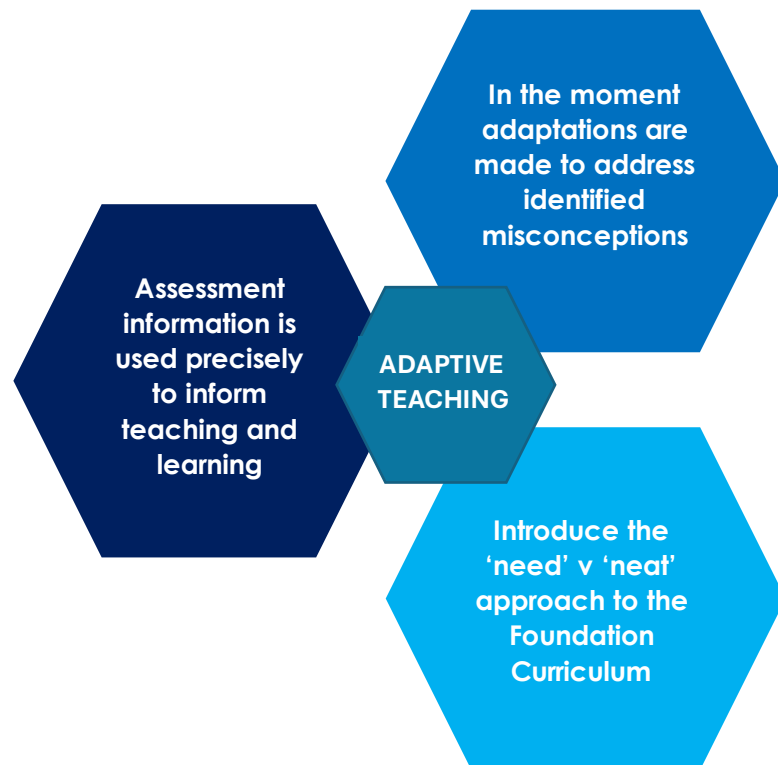
*"The only place success comes before work is in the dictionary."*

**Vince Lombardi**



CANN HALL  
PRIMARY SCHOOL

## Core Priorities 2025-2026



**Assessment:** All teachers can confidently combine a balance of accurate formative and summative assessment data to precisely inform teaching & learning, which meets and motivates the diverse learning needs, ensuring high quality educational outcomes for all children. Accurate data will be used to guide school wide decisions on curriculum, teaching and learning, teacher accountability and support and resource allocation.

**Adaptive Teaching:** All lessons will be planned precisely, with a focus on anticipated barriers and the diverse needs of the children. Understanding will be checked, in lessons, using effective strategies, e.g. hinge questions, low stakes quizzes. In the moment adaptations are made to the teaching to address identified misconceptions and feedback will be focused, ensuring that learning experiences are relevant and accessible and deliver high quality educational outcomes for all children.

**Foundation Curriculum:** Ensure high-quality delivery of the foundation curriculum by introducing the 'need to know' and 'neat to know' approach to planning to ensure that pupils focus on core skills and knowledge, that drives understanding and supports long term retention. Embed engaging, purposeful and creative teaching approaches (through real-life contexts, storytelling, visitors, trips, elements of pupil choice, outside learning, high quality resources/artefacts), that make learning irresistible, without compromising content rigor, by the end of the academic year.

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Strategic Aim	Key Tasks	Accountabilities, timescales and milestones						Desired Outcome	
		Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2		
Further embed a culture of data-informed teaching, where all teachers confidently use accurate assessment data to precisely plan, adapt and personalise learning, leading to high quality outcomes for all learners by the end of the academic year	Deliver a refresher CPD session which focuses on using assessment data to identify gaps, group learners effectively and plan precise provision	LT and assessment lead (delivered during PP mtgs 2.9.25)						100% staff attend and 80% report improved confidence	
	Provide accessible tracking tools (colour coded Excel spreadsheets) to all year groups	LT and assessment lead						Teachers regularly update and reference data. Pupil Progress meetings based on this tool	
	Continue to hold half termly pupil progress meetings to review data and co-plan next steps, using new tracking tools	Initial meeting held on the NPDs	LT, assessment lead and phase leads and teachers			LT, assessment lead and phase leads and teachers		LT, assessment lead and phase leads and teachers	Evidence of responsive planning and adjusted interventions
	Use data to plan for mastery, intervention and challenge, e.g. through annotated planning examples		LT, assessment lead, phase leads			LT, assessment lead, phase leads			Lesson plans show alignment with identified gaps and next steps
	Use learning walks, planning reviews, and book looks to give feedback on how well data informs teaching		LT, phase leads, mentors			LT, phase leads, mentors		LT, phase leads, mentors	Increased accuracy in targeting and pupil progress
	Compare beginning and end of year pupil attainment data across subjects and groups, e.g. pp, SEND							LT and assessment lead	Improvement in target pupil groups and overall attainment

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Strategic Aim	Key Tasks	Accountabilities, timescales and milestones						Desired Outcome
		Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2	
<b>Further embed the effectiveness of adaptive teaching across all year groups, ensuring that lessons observed demonstrate clear evidence of adaptations to meet the needs of all learners</b>	Deliver termly refresher CPD sessions on adaptive strategies, e.g. scaffolding, flexible grouping, focused feedback	LT team and phase leaders		LT team and phase leaders		LT team and phase leaders		Increase staff expertise in adaptive teaching
	Introduce and support teachers new to the school with planning formats that include prompts for scaffolding and hinge questions	Phase leaders English and Maths subject leaders CTs new to the school						
	Provide coaching for new and identified teachers on adaptive techniques during lessons	LT and Subject Leaders	LT and Subject Leaders		LT and subject Leaders			Adaptive teaching will be embedded in all English and maths lessons

	All pupil progress meetings focus on where adaptations are most needed for vulnerable learners		SENDCo, LT and CTs	SENDCo, LT and CTs		SENDCo, LT and CTs		Pupil data will inform practice
	Conduct and use pupil voice about how well teaching meets the needs of the learner		Phase Leaders, Governors		Phase Leaders, Governors		Phase Leaders, Governors	Pupil voice will be used to inform practice and school improvement
	Conduct triangulated monitoring (lesson observations, planning scrutiny, data analysis)	Lesson dips completed and environment checks completed	LT, SEND team, phase leaders and English and Maths subject leaders		LT, SEND team, phase leaders and English and Maths subject leaders		LT, SEND team, phase leaders and English and Maths subject leaders	Impact will be monitored and evaluated
<b>Assign a single core strategy per operation (addition, subtraction, multiplication and division) per year group from EYFS-6 to ensure clear progression in the teaching of mathematical operations and standardise what is taught and expected to support the clear identification of common misconceptions</b>	Audit current strategies used across year groups for the four operations	<i>Maths Lead (Sum 2, 2025)</i>						All teachers can identify the current strategy being taught and where inconsistencies lie
	Define and agree one core strategy per operation for each year group (1-6) and strategy-based language to be used	Maths Lead NPD Sept 2025						A progression map is created and shared, staff agree on consistent language
	Update medium term plans to embed the agreed strategies	CTs overseen by Maths Lead	CTs overseen by Maths Lead	CTs overseen by Maths Lead				Planning includes explicit reference to named strategy per operation
	Deliver CPD on modelling and assessing each strategy effectively	Maths Lead		Maths Lead				Teacher feel confident using and assessing strategies
	Produce mini year group videos of each strategy to share with parents (identified via parent feedback)	Maths Subject Lead and computing lead	Maths Subject Lead and computing lead					Parents and carers feel better prepared to support their children at home with their acquisition of the four operations

	Design hinge questions directly linked to the named strategies		Class teacher overseen by maths lead	Class teacher overseen by maths lead	Class teacher overseen by maths lead			Hinge questions are recorded on lesson plans. Assessments show pupils using the correct method and demonstrating understanding
	Review impact on pupil outcomes and teacher workload			LT, Governors, Maths Lead			LT, Governors, Maths Lead	Increased % of pupils secure in each year expectations and teacher report improved clarity

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Strategic Aim	Key Tasks	Accountabilities, timescales and milestones						Desired Outcome
		Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2	
<b>Improve the effectiveness of foundation subject planning by embedding the 'the need to know' and 'neat to know' approach, to ensure that pupils focus on core knowledge and skills that drive understanding and supports long term retention</b>	Introducing teachers to the concept of 'need to know' v 'neat to know', using subject specific scenarios	LT and curriculum lead						100% staff attendance and post CPD quiz or reflection

	Enhance curriculum slides to include a need to know and neat to know assessment cycle	Subject leads						Templates in use across all foundation subjects
	Review one existing unit to separate 'need' v 'need' content and refine focus	Year teams and subject leads	Year teams and subject leads					Improved clarity in revised units
	Develop knowledge organisers that clearly distinguish core knowledge.	Teachers and subject leads	Teachers and subject leads	Teachers and subject leads	Teachers and subject leads	Teachers and subject leads	Teachers and subject leads	Knowledge organisers used in class and sent home
	Share high quality examples across subjects, e.g. a history unit breakdown		Class teachers and subject leads	Class teachers and subject leads	Class teachers and subject leads	Class teachers and subject leads		Bank of annotated examples generated and available
	Carry out book looks, planning reviews to check alignment with core knowledge					LT and subject leads	LT and subject leads	Work and plans show increased depth and focus
	Carry out pupil voice to find out what pupils remember as 'most important' to evaluate focus and retention	Teachers Termly						Pupils accurately recall core knowledge over time
<b>Ensure high quality delivery of the curriculum by embedding engaging, purposeful teaching approaches that make learning irresistible, without compromising content rigor</b>	CPD – Engaging and purposeful teaching approaches that enable children to remember what they have been taught, without compromising content rigor	LT, curriculum lead						100% staff attendance
	Teachers co-plan and develop engaging and purposeful teaching approaches for foundation units of work	Every half term Subject leads and teachers						Teacher confidence improves through joint planning

	Update planning templates and slides to include irresistible elements	Every half term Teachers						100% of units include engagement strategies
	Share and celebrate creative teaching by planning in one 'irresistible' learning showcase per term, where staff share ideas		Teachers		Teachers		Teachers	Teacher update of shared ideas increases
	Carry out pupil voice to gather feedback on engagement and retention of learning			Subject Leads			Subject leads	85% of pupil report that lessons are interesting and can recall key learning

