Bygrove School Improvement Plan 2026-27

Aim: A focus on these 3 key priorities means that we become experts in them; as a result pupils and staff continue to succeed and thrive. Advances made in previous years are applied consistently & with fidelity.
Monitoring & evaluation: We will maximise the effectiveness of this plan by making sure that its objectives & actions are clear, shared & consistently referred to. The HT & governors will review progress against the plan in line management, LT meetings & LGB meetings

Writing Framework				
Aim: To ensure all pupils secure **strong transcription** and **composition skills**, driving **high-quality** writing outcomes and fostering a **lifelong love of writing**.				
Objectives	**Actions**	**When**	**Who**	**Outcomes**
To create a **positive writing culture** that emphasises a commitment to the **success of all pupils** and nurtures a **love for writing**.	Leaders share the aim & rationale for this year's school improvement priority - 'The Why' - and introduce The Simple View of Writing to staff. - Implement a baseline assessment	21.10.26	IJ & Leaders	Survey data shows that all staff demonstrate a shared understanding of 'The Why' and the Simple View of Writing, leading to a unified, positive writing culture across the school. Quality assurance activities and pupil outcomes demonstrate that pupils have sufficient time to master and apply key writing skills. At least 80% of pupils report feeling motivated and confident in their writing. Staff survey data and health checks confirm increased staff confidence and expertise in delivering writing instruction. Writing moderation demonstrates that assessment practice accurately tracks pupil progress and directly informs targeted adjustments to teaching and
	Literacy Lead to take the NPQLL.	2026-2027	IJ	
	Writing lead is an expert in the school's writing curriculum, understanding the principles of writing development, and share this knowledge with staff through high-quality professional development • INSETS • Writing forums • Writing moderation • TA training • Team teaching • Modelling • Visits to other settings	On-going	IJ	
	Leaders ensure that the curriculum is well-sequenced and provides sufficient time for pupils to apply, practise and revisit what they have learnt.	Weekly PPA & MTP meetings	IJ, BF, RH, AB, ES and YGPLs	

	Staff understand that motivation is a driver & outcome of learning. Staff encourage pupils to believe they can be successful and make progress through: • Timely, supportive & constructive feedback • Opportunities to develop competency over time • Tasks that match the knowledge & skills they have been taught • The agency to make choices about what they want to write & how they are going to express it			interventions.
	Professional development is planned & effective so all staff become experts in teaching writing.	21.10.26, 04.11.26 09.12.26 06.01.27 03.02.27 05.05.27	IJ & Leaders	
	Leaders ensure that formative & summative assessments are effective in informing and refining planning and teaching for individuals, groups and whole classes. • INSETs • 1:1 writing moderation meetings • Whole school writing moderation meetings • Health checks • Book looks • 1:1s • ECT lesson observations	18.11.26 03.03.27 23.06.27	IJ & Leaders	
	Leaders & teachers identify barriers to learning & effective teaching practices to ensure progress for all pupils: • Pupil progress meetings • 1:1s • SEND highlighting meetings • Writing moderation • Weekly planning meeting	On-going	All	
To develop **physical readiness** & **writing standards** across EYFS.	Develop and deploy a school-wide "Physical Readiness to Write" checklist (gross/fine motor strength, tripod grip,	21.09.26	IJ	80% of Reception pupils demonstrate a stable writing posture and an effective tripod

	seating checks and left-handed desk positioning).			grip by the end of the summer term. Staff surveys to indicate the impact of training. To be carried out in inset. Transition to Key Stage 1 - 80% of children demonstrate accurate letter formation for all letters
	Ensure staff actively model exact letter formation and taught joins in all shared writing, board work and feedback. Book looks and Handwriting Health Check	28.09.26	IJ, FD, BF	
	To carry out an audit of writing in Reception	Autumn Term 1	IJ & ES	
	Purchase Penpals for EYFS	Oct	IJ, EM	
	Implement daily, supervised handwriting sessions across EYFS adhering to Penpals, using standardised line terminology (e.g., *x-height line*, *baseline*).	03.09.26	IJ, ES, NS	
	Develop a handwriting progression document for Reception	Oct	ES	
	Introduce written plans for handwriting in Reception to ensure progression and coverage of gross and fine motor skills	03.09.26 Weekly	ES	
	Develop an assessment tool	Nov 26	IJ & ES	
	Establish shared language for handwriting terminology across Nursery and Reception	Oct	IJ, ES, NS	
	Provide CPD on pencil grip correction, physical posture intervention, and appropriate paper scaling ensuring line height is not prematurely reduced for pupils still mastering letter formation.	05.10.26	IJ	
	Establish a bank of writing exemplars to aid assessment in early years	Jan 27	IJ, ES	
	Moderate EYFS Early Learning Goal (ELG) writing judgements, ensuring Nursery and Reception staff are confident in assessing fine motor control, hold-a-sentence capabilities and phonetic transcription.	Termly	IJ, ES	
	Phase for Early Years on EYFS penpals.	Aut 2	ES, IJ	
	Track children's grip using Insight	Aut 2	ES, NS	

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	Put intervention plans together to support early handwriting.	Aut 1	ES, NS	
	Outdoor learning environment offers daily opportunities for mark making and early writing	Aut 1	ES, NS	
	Involve parents in children's handwriting learning by inviting parents into classrooms	TBC Thurs	IJ, BF, ES, NS	
	Handwriting workshop for EYFS parents	Aut 2	ES	
To improve the **fluency**, **automaticity** and **accuracy** of **transcription skills** across Key Stages 1 and 2.	Train all teachers to deliver Penpals with fidelity	05.10.26	IJ	80% of children meeting handwriting and spelling objectives in end of year assessments 80% of pupils are able to articulate stable writing posture and an effective tripod grip by the end of the summer term. Intervention data shows progress. Staff surveys to indicate the impact of training. To be carried out in inset. Health check feedback shows progress and consistency in approach to transcription. Parent survey to indicate impact during workshop. Book looks evidence adult feedback addressing transcription and responses from pupils
	Ensure all adults consistently model the agreed cursive/print style, monitor during handwriting health checks & learning environment	28.09.26	IJ and PLs	
	To carry out a handwriting audit across the school	Aut 2	IJ, AB & RH	
	Collect pupil voice in health checks to establish knowledge of what makes good writing posture and tripod grip.	Termly	IJ & Leaders	
	Establish consistent posture and grip expectations to implement a school-wide approach when planning lessons.	05.10.26	Teachers, ES & IJ	
	Train teachers to address inaccurate letter formation swiftly in class.	05.10.26	IJ & ES	
	Monitor fidelity to No Nonsense Spelling through writing health checks.	19.10.26	IJ	
	Train support staff to implement Pegs to Paper	WB 02/11/26	IJ, JF	
	Provide appropriate equipment for pupils needing support.	SEN Highlightin g Meetings	IJ	
	Introducing a diagnostic prompt sheet to identify specific barriers to handwriting and spelling in lessons and writing moderations meetings	TBC	IJ and CTs	
	Identify pupils to receive Precision Teaching intervention for letter formation and spelling during intervention	Pupil Progress	IJ, JF	

	reviews and pupil progress meetings	Meetings		
	Evaluate the effectiveness of handwriting interventions	20/12/26	IJ, ES & AB	
	Parent engagement in handwriting - Teachers to run workshops or invite parents in the watch lessons.	15/12/26	IJ & Teachers	
To improve children's progress and engagement in writing by embedding explicit instruction around **audience and purpose** into every writing unit, ensuring that all pupils write for **authentic, real-world outcome**s.	To conduct a learning walk to collect pupil voice to assess children's confidence around the purpose of writing.	19.10.26	IJ	80% of surveyed pupils can state who they are writing for and why during learning walks. English books show evidence of explicitly planned audience/purpose prompts at the start of writing units. End of year assessment data indicates progress Pupils are able to articulate thor writing targets during health checks
	To conduct an audit of composition across the school	Aut 2	IJ, AB & RH	
	To begin to embed a practice of sharing writing outcomes through newsletters, assemblies, class books and displays at the end of each year group's unit.	Medium Term Planning Meetings	IJ and PLs	
	To begin to establish a structure of peer feedback in lessons.	Spr 1	IJ and PLs	
	Support teaching staff to identify individual pupil targets	Spring TA Meetings	IJ & CTs	
	To implement TA training on shared writing and guided writing.	Spring TA Meetings	IJ	

Pedagogy				
Aim: To ensure that learning across the school is maximised through **consistent** and well-understood approaches; using **evidence-informed strategies** that lead to **quality-first teaching** and learning applied by all staff.				
Objectives	**Actions**	**When**	**Who**	**Outcomes**
To embed an agreed-upon framework and professional vocabulary for **Quality First Teaching and Learning**, drawing on the Pedagogy Playbook. To secure the **consistent** and evidence-informed **application** of agreed-upon best-practice teaching	Revisit the Pedagogy Playbook through INSET	23.9.26	BF	Staff can articulate the key teaching and learning approaches expected across the school and reference the Pedagogy Playbook Quality assurance activities shows that staff consistently use agreed-upon approaches when planning, delivering
	Revisit key pedagogical strategies related to self-regulation and metacognition through INSET	23.9.26 30.9.26	BF & Leaders	
	Monitoring the use of pedagogical strategies related to self-regulation and metacognition in health checks, ECTs observations and ITAPs	Ongoing	All leaders	
	Provide induction for new staff, including ECTs, and	Autumn	Line	

strategies in **every classroom** To design and implement a structured, robust, and collaborative **professional development programme** that equips all staff with the skills and knowledge required to deliver and sustain the school's QFT model	ensure they are able to access the Early Career Framework training programmes	1	managers	lessons & discussing pupil progress Pupil progress meetings will show a measurable increase in pupil achievement. At least 80% of children make good or better progress. All staff receive comprehensive & well-designed professional development relevant to their role in the school. New staff receive comprehensive induction training appropriate to their role.
	ECTs to explicitly work on pedagogy through termly observations and review these with ECT mentor and line managers	Termly	IJ, BF, RH, NC, AC, AS	
	Clarify pathways for the professional development of all staff that is appropriate to their role through performance reviews	23.10.26	All Staff	
	Monitor and support pathways for the professional development of all staff that is appropriate to their role (e.g. phase meetings, TA training, apprentice TA training, half-termly Educare cycle)	Weekly	All Staff	
	Follow up training for staff on key areas most relevant to the school setting and emerging needs (identifying gaps in practice - following monitoring)	Review Termly	PL, IJ, BF & FD	
	Provide a coherent programme of opportunities for staff to intentionally apply their professional learning, articulate its impact and their next steps for development (CAR groups)	Spring	BF & EDP team	
	Review regularly the impact of the professional development programme through monitoring and 1:1s for all staff	Fortnightly	All leaders	
	Provide opportunities for staff to articulate how confident they feel in their understanding and application of agreed teaching & learning strategies (e.g. through staff survey)	Summer term	BF & EDP team	

Oracy - Year 2 'Learning Through Talk' **This year's Trust-wide Education Development Priority - Oracy - Learning Through Talk (& embedding our Oracy Curriculum work)**
Aim: Every learner is **empowered** to find their **unique voice for success** in **education** and in **life;** this year's focus is on **'learning through talk' - using talk** as a **powerful tool** to **deepen pupils' subject knowledge** and **understanding** across all disciplines.

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Objectives	Actions	When	Who	Outcomes
Learning to Talk - to embed & build upon last year's work on **developing an Oracy Curriculum.** We will do this by: Consistent application of the **oracy framework, intentionally developing** learners' **speaking, listening, and communication skills**	To launch the Adapted Oracy Framework and Progression Tool (for staff and parents)	Staff 9.9.26 Parents 5.10.26	BF, SK & MP	Leaders and teachers are experts in learning to talk; they are helping to shape new practice and intentionally develop pupils' speaking, listening and communication skills. Learning walks and pupil voice shows that the oracy provision is consistent across and within all year groups. Parents have a clear understanding of oracy at Bygrove. They use a shared language and strategies to support their children's oracy at home.
	To create and share the outline pacer for Oracy for Bygrove and Stebon	9.9.26	BF & SK	
	Involve the school community in using and evaluating the adapted oracy framework and progression of knowledge and skills document	Aut	BK & MP	
	Create a pacer documents outlining the timeline of Oracy delivery	13.9.26	BF & SK	
	Preparing proforma resources for each strand and sharing with planning leads.	16.9.26	BF & SK	
	Outlining expectations for planning and ensuring staff are planning weekly sessions to be delivered on Mondays (Introducing strands)	12.10.26 weekly	BF & SK	
	Outlining expectations for planning and ensuring staff are planning weekly sessions to be delivered on Mondays (Physical Strands)	2.11.26 weekly	BF & SK	
	Outlining expectations for planning and ensuring staff are planning weekly sessions to be delivered on Mondays (Linguistic Strand)	4.1.27 weekly	BF & SK	
	Outlining expectations for planning and ensuring staff are planning weekly sessions to be delivered on Mondays (Cognitive Strands)	22.2.27 weekly	BF & SK	
	Outlining expectations for planning and ensuring staff are planning weekly sessions to be delivered on Mondays (Social & Emotional Strand)	12.4.27 weekly	BF & SK	

	Deliver coherent, engaging and compelling training to staff on how we will deliver bespoke oracy sessions using the adapted oracy framework	9.9.26 16.12.26 14.6.27	BF & SK	
	Ongoing quality assurance of oracy sessions, that they are happening and of a high quality (triangulation - planning, lesson visits & pupil voice)	On-going	BF & SK	
	Baseline Audits - Teachers to carry out for each strand prior to commencing the lessons	Before 16.10.26	BF & SK	
	Assessing Strands - Teachers to assess their class each strand	Termly	BF & SK	
	Exploring opportunities for self-assessment in relation to oracy	Aut 2	BF & SK	
	Use pupil voice to inform adaptations to the EDP that will address pupils' oracy learning needs	16.10.26 Termly	BF & SK	
	Explore the introduction of an oracy healthcheck or embedding oracy within existing monitoring	Aut 2	BF & SK	
	Develop a school-wide oracy classroom display that raises the status of oracy within the school and support pupil understanding of effective speaking and listening	Aut 2	BF & SK	
	Contribute to and use Trust-wide resources for the explicit teaching of speaking and listening skills, aligned to the oracy framework	On-going	BF & SK	
	Ensure school premises are well-equipped and resourced to support the promotion and teaching of oracy	On-going	Premises Team	

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Every learner is **empowered to find their unique voice for success in education and in life.** We will do this by: Focusing on **developing expertise** in using **talk-based pedagogical strategies - using talk** as a **powerful tool to deepen pupils' subject knowledge and understanding** **Re-writing** and **publishing** the **Pedagogy Playbook**, strengthening the **focus** on **talk-based strategies**	Deliver and participate in EDP launch event, learning through talk, at the Pelligon	02.09.26	Trust Team	Quality assurance activities demonstrate that leaders and teachers are experts in learning through talk; they are helping to shape new practice. Health checks & pupil voice demonstrate that provision is consistent across and within all year groups. Pupil outcomes show that pupils' subject knowledge and understanding is deepened across a range of disciplines. Pupils understand how purposeful talk reinforces their learning. Pupils confidently express ideas, listen to others, use increasingly sophisticated language & can better explain their thinking.
	Re-visit the Pedagogy Playbook	23.09.26	BF & SK	
	Deliver INSET day on introducing dialogic teaching approaches and learning through talk	Spring term	BF & SK	
	Revisit key pedagogical strategies that promote effective learning through talk	Spring term	BF & SK	
	Continue developing our understanding of the physical, linguistic, cognitive and social & emotional skills of oracy	On-going	BF & SK	
	Practise & apply our learning including through Classroom Action Research (CAR) groups, making the most of opportunities to collaborate, reflect & evaluate	Spring	BF & SK	
	Ensure a consistently high standard of oracy in all aspects of school life (guidance to be shared across school - EDP team)	On-going	BF & Leaders	
	Continue to monitor, analyse & evaluate the impact of good oracy practice on outcomes	On-going	All leaders	
	Seek opportunities to collaborate with and include parents and carers in this priority	Aut 2	BF & MP	
	Seek opportunities to collaborate with and include pupils in this priority	Aut 2	BF & Leaders	