

# St Alban's CE Primary Academy



## School Priorities 2024-2025

## School Aims

St. Alban's is a happy, welcoming school, where children thrive in a 'family' atmosphere with Christian values at the centre. We are blessed with a fantastic team that is nurturing and inspirational. Each individual child is important to us at St. Alban's, and the children are at the heart of everything we do. We want to provide the best learning experiences possible. Whilst we are immensely proud of our school we are not complacent as we continually look for ways to improve.

In a society which is increasingly showing signs of isolation and disintegration, we value our role as a school in the development of pupils' sense of responsibility, belonging and ownership of their own school and local community.

Our children are taught to enjoy 'life in all its fullness (John 10:10) and seize every learning opportunity. . A school that opens for all of our children, 'Life in all its fullness'.

### At the heart of everything that we do lies our vision for education

Every child deserves a champion – we will never give up on you. We want you to achieve all the goals you set yourself and more!  
At St Alban's we will insist that you become the best you can possibly be in every way.

**We are Aspirational:** At St Alban's we encourage children to ask the big questions; Who am I?, What do I desire? And How then shall I live? Everyone at St Alban's is expected to serve and develop personal leadership. Our hope is that our children see life as a mission, not a career.

**We Belong:** There is an adventure in learning waiting for you. It's a long road ahead but we promise to make sure no path is blocked and no door is closed to you. We recognise no one is perfect. You will learn from your mistakes and we will celebrate these learning opportunities as we move forward together.

**We seek Wisdom:** We will encourage you to seek wisdom. Wisdom is knowing what to do with the knowledge and skills that you have acquired. Wisdom is ability to know what is true or right. Part of seeking wisdom is learning how to be disciplined.

**We are Courageous:** We value courage, we want you to have the confidence and determination to make your own way in life. Courage requires vulnerability – as seen in the legend of St Alban. We will celebrate vulnerability and make our school a safe place for you to flourish. Classrooms are daring!

### DSAT Improvement Mission:

- To create and sustain challenging, stimulating, nurturing and exciting learning experiences where **all** children achieve well and are keen to learn.
- To deliver excellent teaching and learning for all pupils every day.
- To offer an inclusive framework for education that opens for our children "life in all its fullness".
- To empower leadership at all levels to drive improvements so that each school is aspirational and moves to its next level of performance.

## Overview of Key Priorities for 2024-2025

**Priority 1: Continue to embed a culture of teaching excellence and common language, whereby staff gain the pedagogical expertise and knowledge of the science of memory required to drive standards so that all pupils make very good progress with their learning and 'know and remember more'.**

### **1.1 SHARED UNDERSTANDING**

Continue to establish a shared understanding of quality first teaching using a strategy that builds trust.

### **1.2 BEHAVIOUR AND RELATIONSHIPS**

Using research continue to agree how to create an environment in which all students feel they belong and feel safe; an environment that allows all students to thrive as individuals and as learners.

### **1.3 CHECKING FOR UNDERSTANDING**

Continue to develop default day-to-day practice in all classrooms, that enable all teachers to gain a good sense of how well students are learning.

### **1.4 EXPLAINING AND MODELLING**

Continue to develop teachers' repertoire of explaining and modelling techniques. A central feature of effective teaching, enabling students to develop their knowledge and understanding of key concepts and processes and the ability to apply their learning to a range of situations.

### **1.5 PRACTICE AND RETRIEVAL**

Continue to develop retrieval practice to secure students' fluency in storing and retrieving information from their long-term memory, tackling the ever-present problem that forgetting is all too easy.

### **1.6 MODE B TEACHING**

Further develop Mode B teaching (activities where students are given choices, engage in more extended oral contributions and work collaboratively. All staff to study; public speaking, oracy-debating, oracy collaborative learning.

**Priority 2: To continue to improve the consistency and quality of the *implementation* of the planned curriculum, so that the curriculum leads to the impact on attainment and progress intended for all pupils including vulnerable pupils.**

2.1  
DSAT Charter: our commitment to overcoming barriers for vulnerable pupils - to be deployed throughout the school. **SEND IS A GOLDEN THREAD.**

**Priority 3: Continue to establish the St Alban's Way, where all children clearly understand how to behave both in and out of school and are encouraged to make a positive contribution to the school and community. Ensure that children feel a strong sense of belonging and safety, fostering a school culture and environment where they can thrive both as individuals and learners.**

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|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>3.1</b> Continue to reinforce the expectations for children, staff, and parents (school norms/The St Alban's Way).<br><b>Motto:</b> "Do the right thing, even when no one is watching." |
| <b>3.2</b> Maintain school house system.                                                                                                                                                   |
| <b>3.3</b> Enhance playtimes so that all children know how to play, feel safe, and have a sense of belonging.                                                                              |
| <b>3.4</b> Teach self-regulation to further develop good habits and school norms.                                                                                                          |

**Priority 1: Continue to embed a culture of teaching excellence and common language, whereby staff gain the pedagogical expertise and knowledge of the science of memory required to drive standards so that all pupils make very good progress with their learning and 'know and remember more'.**

**Why?**

Our teachers and teaching assistants are our biggest asset. We invest heavily in quality first teaching so that our children know and remember more over time. It is important that everyone involved in sharing ideas about teaching understands the underlying rationale and evidence base, where one exists. St Alban's staff are expected to study key ideas from influential educational thinkers and researchers. At St Alban's, our teachers and teaching assistants are learners, time is invested to help adults know and remember the most impactful teaching strategies.

The school is aware of lethal mutation and to avoid this revisits and reviews teaching strategies regularly. The term Lethal mutation was adopted by Dylan Wiliam, describes the sadly commonplace whereby teachers learn a new technique and then pass it on to colleagues. In such a linear, word-of-mouth fashion, there are inevitable mutations along the way. And crucially, according to Wiliam, they tend to destroy the very aspects of the techniques that produced its effectiveness.

Our outcomes in EYFS, KS1 and KS2 are significantly above average and have been for many years. Having said, that we must not be complacent. Staff continue to develop pedagogical or subject knowledge to implement the curriculum as well as they could for all pupils and groups, meaning there will continue to be NO variation in the progress and attainment (impact) of the planned curriculum.

**We will know we are successful when:**

- Outcomes remain significantly above national in EYFS, KS1 and KS2.
- Outcomes for PP children continue to be close to national average for all pupils
- There will continue to be no gaps between PP and non-PP children
- Outcomes for pupils in all other year groups remain consistent high.
- Outcomes in Phonics screen continue to be significantly above national for all pupils including PP pupils.
- All staff (teachers and TA's) engage in training.
- All staff focused on improving pedagogical knowledge and understanding.
- Pupils remember the taught curriculum and can demonstrate and talk about their learning.

Intended Improvement	Implementation						Impact																		
<p><b>1.1 SHARED UNDERSTANDING</b></p> <p>Continue to establish a shared understanding of quality first teaching using a strategy that builds trust.</p>	<p><b>Engage, explore, evaluate, extend, embed.</b></p> <p>CPD Cycle: Dates are on the school planner</p> <p>Using Walkthru books, trainer materials, videos and teacher workbooks establish a personal development program for all teachers and teaching assistants. SLT to review progress half termly during SLT meetings.</p> <p>Strategy:</p> <p><b>Working pairs (engage and explore)</b></p> <ul style="list-style-type: none"> <li>In pairs discuss Walk Thru visual and apply each step to your context. Verbal walkthrough.</li> <li>All teachers to attempt the strategy and feedback- did the steps work? Are they the right sequence? Is anything missing? Would you do it differently?</li> <li>In the next staff meeting, develop and adapt the walkthrough.</li> <li>Practice, evaluate and test- are the children achieving better outcomes?</li> </ul> <p><b>Observe (evaluate and extend)</b></p> <ul style="list-style-type: none"> <li>Select a studied walkthrough</li> <li>Talk through the walkthrough with the observer</li> <li>Observe through the frame of the walkthrough</li> <li>Review with three-point communication</li> <li>Plan and agree next steps</li> </ul> <p><b>REPEAT and embed</b></p>						<p>Effective professional learning with a cyclical structure.</p> <p>All staff will reflect on problems and successes and explore new ideas and strategies.</p> <p>Improved outcomes for all children in all subjects.</p>																		
<p><b>1.2 BEHAVIOUR AND RELATIONSHIPS</b></p> <p>Using research continue to agree how to create an environment in which all students feel they belong and feel safe; an environment that allows all students to thrive as individuals and as learners.</p>	<p>Follow the agreed CPD cycle: <b>Engage, explore, evaluate, extend, embed using</b> shared understanding 1.1.</p> <p>Green, amber, red progress for each area:</p> <table border="1" data-bbox="322 1091 1854 1428"> <thead> <tr> <th></th> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> </tr> </thead> <tbody> <tr> <td><b>Positive Relationships</b></td> <td>Establish the norms around clear roles and boundaries (revisit school policies)</td> <td>Communicate kindness</td> <td>Learn names and use them</td> <td>Combine assertiveness with warmth</td> <td>Always be the adult</td> </tr> <tr> <td><b>Establish your Expectations</b></td> <td>Decide your expectations</td> <td>Communicate your expectations</td> <td>Reinforce your expectations</td> <td>Redirect, correct or challenge</td> <td>Sustain your expectations</td> </tr> </tbody> </table>							1	2	3	4	5	<b>Positive Relationships</b>	Establish the norms around clear roles and boundaries (revisit school policies)	Communicate kindness	Learn names and use them	Combine assertiveness with warmth	Always be the adult	<b>Establish your Expectations</b>	Decide your expectations	Communicate your expectations	Reinforce your expectations	Redirect, correct or challenge	Sustain your expectations	<p>Monitoring will show that routines and boundaries are habits/norms.</p> <p>Staff will know how to ensure that children feel safe, respected and valued.</p> <p>Lessons will be free from <b>distractions</b> or emotional threats.</p>
	1	2	3	4	5																				
<b>Positive Relationships</b>	Establish the norms around clear roles and boundaries (revisit school policies)	Communicate kindness	Learn names and use them	Combine assertiveness with warmth	Always be the adult																				
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	<b>Positive Framing</b>	Establish your expectations	Affirm positive responses first	Frame correction as positive reinforcement	Give the benefit of the doubt	Assume confusion over defiance	Students will know exactly how to behave and have explicit roles and responsibilities.  Improved outcomes for all students in all subjects.  Class Charters displayed in classrooms.	
	<b>Rehearse routines</b>	Design your routines	Walk through each routine	Teach the signals	Make routines routine	Refresh or reboot		
	<b>Transitions</b>	Establish expectations for every activity type	Verbally walk through the transition	Check for understanding	Signal, switch, re-focus	Review, refine and rehearse to improve each routine		
	<b>Perspective: The dot in the empty square</b>	Focus on the empty square, not the dot.	Affirm the actions of those responding positively	Re-affirm general expectations to all	Use positive framing to address the dots	Narrate choices and consequences for future actions.		
<b>1.3 CHECKING FOR UNDERSTANDING</b> Continue to develop default day-to-day practice in all classrooms, that enable all teachers to gain a good sense of how well students are learning.	Follow the agreed CPD cycle: <b>Engage, explore, evaluate, extend, embed using.</b> shared understanding 1.1.							Monitoring will show consistent approaches to feedback throughout school.  Teachers will have a good understanding of how well students are learning.  Students will be moved forward quickly.  Improved outcomes for all students in all subjects.
	Green, amber, red progress for each area:							
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>		
	<b>Think, pair, share</b>	Establish talk partners for every student	Set the question with a goal and a timeframe	Build in thinking time	Circulate to listen as pairs are talking	Use cold call to sample pairs' responses		
	<b>Feedback that moves forward</b>	Focus forwards	Keep it positive and specific	Match the message to the student	Avoid satnav syndrome	Reduce feedback over time		
	<b>Feedback as actions</b>	Redraft or re-do	Rehearse or repeat	Revisit and respond to more questions	Re-learn material and re-test	Research and record		
<b>Whole class feedback.</b>	Read through students work	Note the strengths	Note areas for improvement	Give the feedback	Give improvement time.			

	<b>Show me- using notebooks</b>	All students to have a notebook	Set the question with a goal and a timeframe	Build in thinking time	Signal: 3-2-1 and show me.	Sample student responses and follow up.	
<b>1.4 EXPLAINING AND MODELLING</b> Continue to develop teachers' repertoire of explaining and modelling techniques. A central feature of effective teaching, enabling students to develop their knowledge and understanding of key concepts and processes and the ability to apply their learning to a range of situations.	Follow the agreed CPD cycle: <b>Engage, explore, evaluate, extend, embed using</b> shared understanding 1.1. Green, amber, red progress for each area:						Monitoring will show consistent approaches to explaining and modelling throughout school.
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	Teachers model in the same books that children use.  Children will develop their knowledge and understanding of concepts and processes and apply their learning to different situations.  In maths, this is flexibility.  If the children are taught well, work will be to a high standards and children will know and remember key concepts.
	<b>Exemplars</b>	Introduce and explore exemplars one at a time	Compare and contrast exemplars side by side	Establish precise features of success	Critique further exemplars	Apply the learning with guided and independent practice	
	<b>Live Modelling</b>	Model each stage step by step	Model how you organise your messy thinking	Review the success or quality of your own work	Model alternatives and further examples	Set tasks to emulate the model	
	<b>Scaffolding</b>	Map out the components of a task	Provide supports at a detailed level	Provide supports at overview level	Prepare scaffolding sets offering varying levels of support	Take the scaffolding down	
	<b>Set the standards</b>	Make what does excellence look like? A routine	Deconstruct exemplars	Co-construct success criteria	Reference contrasting exemplars	Blend teacher assessment and self-assessment	
<b>1.5 PRACTICE AND RETRIEVAL</b> Continue to develop retrieval practice to secure students' fluency in storing and retrieving information from their long-term	Follow the agreed CPD cycle: <b>Engage, explore, evaluate, extend, embed using</b> shared understanding 1.1. Green, amber, red progress for each area:						Children will know and remember more over time.  Improved outcomes for all students in all subjects.
		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	



memory, tackling the ever-present problem that forgetting is all too easy.	<b>Independent Practice</b> (Year 6 focus group)	Secure guided success	Remove scaffolds and initiate practice	Check and feedback	Reduce guidance over time	Increase challenge over time	Staff will continue to be experts at using Rosenshine's Principles of Instruction and Willingham's ideas about fluency and drilling.
	<b>Using a knowledge organiser</b>	Design knowledge organisers to be quizzable	Focus on specific elements	Read and rehearse	Close or cover for generative recall	Check for accuracy	
	<b>Quizzing</b>	Specify the material in advance	Ask a set of short factual recall questions, varying in style	Give all students time to answer all of the questions	Provide the answers for students to self or peer-check	Affirm good performance and seek out wrong answers	
<b>1.6 MODE B TEACHING</b> Further develop Mode B teaching (activities where students are given choices, engage in more extended oral contributions and work collaboratively.  All staff to study; public speaking, oracy-debating,	Follow the agreed CPD cycle: <b>Engage, explore, evaluate, extend, embed using</b> shared understanding 1.1.  Green, amber, red progress for each area:						All teachers to lead an authentic event within the curriculum that gives all students the opportunity to speak publicly. A member of the SLT will be invited to this event.  All teachers to plan a debate within the curriculum that gives students the opportunity to debate. A member of the SLT will be invited to this event.
	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>		
<b>Public Speaking</b>	Prepare the subject content	Teach the language techniques	Teach the delivery techniques	Guide the rehearsal	Run an authentic event		
<b>Oracy – debating</b>	Ensure pre-requisite knowledge is secure	Model and practise the language of debating	Teach a simple debate structure	Run the debate following the agreed structure	Review the content and process		

Autumn 1 Actions		Autumn 2 Term Actions		Spring 1 Term Actions		Spring 2 Term Actions		Summer 1 Term Actions		Summer 2 Term Actions	
<b>Autumn INSET DAYS:</b> 1.1 Shared understanding 1.2 Behaviour and relationships (mention teacher modelling books)  <b>Staff Meetings:</b> 1.3 Checking for understanding		<b>Staff Meetings:</b> 1.3 Explaining and modelling <ul style="list-style-type: none"> <li>• Exemplars</li> <li>• Live modelling</li> <li>• Scaffolding</li> <li>• Set the standards</li> </ul>		<b>Staff Meetings:</b> 1.6 Mode B Teaching: <ul style="list-style-type: none"> <li>• Public speaking</li> <li>• Oracy debating</li> </ul>		<b>Staff Meetings:</b> 1.5 Practice and Retrieval <ul style="list-style-type: none"> <li>• Independent practice</li> <li>• Using a knowledge organiser</li> <li>• Quizzing</li> </ul>		<b>Staff Meetings</b> 1.3 Checking for understanding		<b>Staff Meetings:</b> 1.4 Explaining and Modelling	
<b>Monitor:</b> <ul style="list-style-type: none"> <li>• Class charters</li> <li>• Behaviour during transitions</li> <li>• Pupil interviews on school and class norms.</li> <li>• Teacher modelling books</li> <li>• Reading fluency</li> </ul>		<b>Monitor:</b> EYFS and KS1 <ul style="list-style-type: none"> <li>• Think, pair share.</li> <li>• Do children know how to improve?</li> </ul> KS2 <ul style="list-style-type: none"> <li>• Think, pair share.</li> <li>• Do children know how to improve?</li> <li>• Book look: whole class feedback. Children redrafting, editing and improving. Teacher modelling books.</li> </ul>		<b>Monitor:</b> <ul style="list-style-type: none"> <li>• Classroom expectations and norms.</li> <li>• Core curriculum books.</li> <li>• Modelled writing.</li> <li>• Guided practice in mathematics</li> </ul>		<b>Monitor:</b> <ul style="list-style-type: none"> <li>• SLT take part in public speaking or debate activity (year 2-6)</li> <li>• Vocabulary development in EYFS and year 1.</li> </ul>		<b>Monitor:</b> <ul style="list-style-type: none"> <li>• Quality of independent practice-wider curriculum.</li> <li>• The use of knowledge organisers in wider curriculum.</li> <li>• Quizzing during wider curriculum.</li> </ul>		<b>Monitor.</b> Whole school Book look. Teaching and learning review.	
Green- actioned				Amber- need to review				Red- needs further work			

**Priority 2: To continue to improve the consistency and quality of the *implementation* of the planned curriculum, so that the curriculum leads to the impact on attainment and progress intended for all pupils including vulnerable pupils.**

**Why?**

**IMPACT**

At St Alban's, all pupils including our vulnerable pupil and pupils with SEND, achieve significantly above national at the end of KS2 assessments. We know that if the quality of the implementation of our planned curriculum is right for our vulnerable children, then it will be right for all pupils. We want our pupils to continue to take ownership and responsibility for the learning and continue to have the skills of metacognition to challenge themselves or know where they have gone wrong or what they need to do to improve.

**TEACHING**

There are some inconsistencies with the quality of scaffolds provided for some pupils with SEND. Adaptations for pupils with SEND are in place but could be improved across the curriculum to narrow gaps further.

**PUPILS**

Even though children achieve well, we must not assume that all pupils with SEND are achieving as well as they might, and there still maybe gaps in knowledge across the curriculum and/or barriers faced by pupils which are not narrowing as quickly as they could do.

**We will know we are successful when:**

- Vulnerable children and children with SEND, will continue to achieve well, and there will be no gaps between different groups.
- All staff uphold the DSAT Charter: Overcoming barriers for vulnerable pupils
- Pupils will continue to take ownership of their learning and will display skills of metacognition.
- Teaching is responsive to need, takes account of the needs of all groups of learners and is focused and simple: the 'DSAT Teach Simply' model is embedded.

**SEND is the golden thread**

Intended Improvement	Implementation	Impact
<p>2.1 DSAT Charter: our commitment to overcoming barriers for vulnerable pupils - to be deployed throughout the school. <b>SEND IS A GOLDEN THREAD.</b></p>	<p>Training:</p> <ul style="list-style-type: none"> <li>- INSET day 4<sup>th</sup> November (DSAT wide)</li> </ul> <p>School based training focused on aspects of the DSAT vulnerable charter.</p> <ul style="list-style-type: none"> <li>- Visual timetables and now and next boards.</li> <li>- Use Walkthrus (see 1.2 priority- behaviour and relationships) further develop de-escalation strategies to support all children.</li> <li>- Brain development – connect and redirect strategy. What do adult actions teach children?</li> <li>- EEF 5-a-day plate</li> <li>- Writing scaffolds and adaptations</li> <li>- Develop and implement effective strategies to support Key Stage 2 children identified as having a reading age below their chronological age.</li> </ul> <p>Evaluate and Improve:</p> <p>Development days for phonics leads in their own settings, (RWINC and phonics DSAT lead, Holly Wain), including focusing on tuition and narrowing gaps.</p> <p>Ongoing support and challenge for maths leads from K Staniforth throughout the year, DSAT Maths School Improvement Advisor, to support the development of T+L including adapting teaching and breaking learning into small steps.</p> <p>SEND reviews for schools (externally provided and through A. Adair, CEO).</p> <p>Pupil pursuit monitoring termly (SLT) focused on vulnerable pupils. Ask: why this and why now? Are adaptations reflected on personal plans? How well do pupils take ownership of their own learning (metacognition, self-regulation)?</p> <p>Half-termly monitoring of the quality of feedback to pupils.</p> <p>Half termly monitoring ensuring that staff check for how well pupils <b>know and can show</b> what they have learned, particularly in subjects where both substantive and procedural knowledge is being learning (for example, PE, music and art)</p>	<p>Short term: All staff engage in training.</p> <p>All staff are focused on adapting provision to meet the needs of pupils, including scaffolding learning. Essential for some and good for all principles are understood.</p> <p>Medium term: Staff more confidently adapt teaching where needed in most subjects.</p> <ul style="list-style-type: none"> <li>- EEF 5-a-day plate becoming a part of daily practice in nearly all classrooms.</li> </ul> <p>Long term:</p> <ul style="list-style-type: none"> <li>• Staff confidently and consistently adapt teaching where needed across the curriculum.</li> <li>- All TAs know when to step back and watch a pupil before moving to scaffolding learning.</li> <li>- EEF 5-a-day plate is embedded daily practice in nearly all classrooms.</li> </ul> <p>SEND is the <b>golden thread.</b></p>

**SEND is the golden thread**

Autumn 1 Actions		Autumn 2 Term Actions		Spring 1 Term Actions		Spring 2 Term Actions		Summer 1 Term Actions		Summer 2 Term Actions	
<p><b>September INSET:</b> Behaviour and relationship Walkthrus.</p> <p>Brain development – connect and redirect strategy. What do adult actions teach children?</p> <p><b>Staff Meetings:</b> Develop and implement effective strategies to support Key Stage 2 children identified as having a reading age below their chronological age.</p>		<p><b>November DSAT INSET DAY (all teachers and TA's)</b></p> <p><b>Staff Meetings:</b></p> <ul style="list-style-type: none"> <li>- Writing scaffolds and adaptations</li> <li>- Review visual timetables.</li> </ul>		<p><b>Staff Meetings:</b></p> <ul style="list-style-type: none"> <li>- EEF 5-a-day plate</li> <li>- Share findings from pupil pursuits.</li> </ul>		<p><b>Staff Meetings:</b></p> <ul style="list-style-type: none"> <li>- Share findings from pupil pursuits.</li> </ul>		<p><b>Staff Meetings</b></p> <ul style="list-style-type: none"> <li>- Share findings from pupil pursuits.</li> </ul>		<p><b>Staff Meetings:</b></p> <ul style="list-style-type: none"> <li>- Share findings from pupil pursuits.</li> </ul>	
<p><b>Monitor:</b></p> <ul style="list-style-type: none"> <li>• Visual timetables and now and next boards.</li> <li>• SLT to monitor what children know and remember in art.</li> </ul> <p>SENDCO pupil pursuits reactive to pupil needs.</p>		<p><b>Monitor:</b></p> <p><b>Pupil pursuit: LKS2 focus</b></p> <p><b>In PP meetings, evaluate FFT reading data and set actions.</b></p> <p>SENDCO pupil pursuits reactive to pupil needs.</p>		<p><b>Monitor:</b></p> <ul style="list-style-type: none"> <li>- Writing scaffolds and adaptations</li> <li>- <b>Pupil pursuit: UKS2 focus</b></li> </ul> <p>SENDCO pupil pursuits reactive to pupil needs.</p>		<p><b>Monitor:</b></p> <p>SLT to monitor what children know and remember in PE. <b>Pupil pursuit: KS1 focus</b></p> <p><b>In PP meetings, evaluate FFT reading data and set actions.</b></p> <p>SENDCO pupil pursuits reactive to pupil needs.</p>		<p><b>Monitor:</b></p> <p><b>Pupil pursuit: EYFS focus</b></p> <p>SENDCO pupil pursuits reactive to pupil needs.</p>		<p><b>Monitor:</b></p> <p>SLT to monitor what children know and remember in music</p> <p><b>In PP meetings, evaluate FFT reading data and set actions.</b></p> <p>SENDCO pupil pursuits reactive to pupil needs.</p>	
Green- actioned				Amber- need to review				Red- needs further work			

**Priority 3: Continue to establish the St Alban's Way, where all children clearly understand how to behave both in and out of school and are encouraged to make a positive contribution to the school and community. Ensure that children feel a strong sense of belonging and safety, fostering a school culture and environment where they can thrive both as individuals and learners.**

**3.1** Continue to reinforce the expectations for children, staff, and parents (school norms/The St Alban's Way).

**Motto:** "Do the right thing, even when no one is watching."

**3.2** Maintain school house system.

**3.3** Enhance playtimes so that all children know how to play, feel safe, and have a sense of belonging.

**3.4** Teach self-regulation to further develop good habits and school norms.

**Why?**

At St Alban's, children's behaviour is exceptional. This is evidenced by external lesson observations, positive outcomes, our strong community reputation, and special mentions from the community. The exceptional behaviour is a result of it being a priority for many years. When children demonstrate the right learning behaviours, they feel a sense of belonging and safety, which creates an environment conducive to learning. The school has established norms that are regularly reviewed and evaluated to monitor the impact of our behaviour policy.

However, due to the impact of COVID-19, playtimes have become more challenging, sometimes requiring SLT intervention. Additionally, some children have struggled with friendships and self-regulation. The school board and SLT are committed to continuously improving playtimes to ensure that children have the best possible school experience, as we deeply value childhood.

The increased use of technology during the pandemic has also affected children's ability to self-regulate. To address this, we are focusing on teaching students good habits, including taking turns during discussions and managing their emotions.

Leadership is a fundamental part of St Alban's school culture. We aim for our students to leave school with the confidence and skills to make a positive impact on the world. By actively participating in school life, they are better prepared for their future roles in society. While our house system is well-established, there is a need to enhance the role of class ambassadors this year.

Ensuring that behaviour remains a priority at St Alban's is critical. The SLT meets weekly to monitor incidents and explore ways to continually improve the school experience for staff, students, and parents.

**We will know we are successful when:**

- Class expectations are clearly displayed and regularly referred to in each classroom.
- School norms are consistently upheld by all staff, ensuring children feel safe and know exactly how to behave.
- Students are given leadership roles in the classroom, such as librarians.
- Children can articulate school habits and norms and help guide younger students in understanding them.
- Consistent approaches to behaviour management are in place, including appropriate consequences, reconciliation strategies, and prioritising pupil dignity.
- Children demonstrate integrity by doing the right thing, even when no one is watching.
- Playtime incidents are addressed fairly and promptly, with a solution-focused approach adopted by both adults and children to continuously improve playtime experiences.
- During lesson visits, SLT monitors how well children self-regulate during paired and group activities, including their ability to take turns.

Intended Improvement	Implementation	Impact
<p><b>3.1</b> Continue to reinforce the expectations for children, staff, and parents (school norms/The St Alban's Way). <b>Motto:</b> "Do the right thing, even when no one is watching."</p>	<p>September INSET day to review the behaviour policy and agree school norms.</p> <p>Assemblies quizzing children on school norms.</p> <p>In staff meeting time, use solution-based strategy to solve whole school problems. Establishing- what is the St Alban's Way?</p> <p>Hold weekly SLT meetings to monitor and evaluate the impact of the behaviour policy.</p>	<p>Class charters displayed in classrooms.</p> <p>School norms are consistently upheld by all staff and children.</p> <p>Consistent approaches used to deal with conflict and promote good learning behaviours.</p>
<p><b>3.2</b> Maintain school house system.</p>	<p>HOS to meet with year 6 house leaders and staff house representative to create house action plans. Including- collecting points, house rewards, house assemblies, house leadership challenges. In the meeting, discuss the house value, how can we best explain this to younger children?</p> <p>HOS to facilitate class elections for children to elect house ambassadors and work on improving the role of the ambassadors.</p> <p>Democracy assemblies led by house leaders and HOS.</p>	<p>House point system in place and used by all stake holders.</p> <p>Children have an active leadership role in school.</p> <p>All children belong to a house.</p> <p>School values are thread through all aspects of school life and are understood by children.</p> <p>House leader assemblies planned.</p> <p>All staff using house system to promote positive behaviour and attitude.</p> <p>Children will have a good understanding of democracy.</p>
<p><b>3.3</b> Enhance playtimes so that all children know how to play, feel safe, and have a sense of belonging.</p>	<p>Provide training for midday supervisors to develop skills and activities that don't require equipment, enabling children to continue active games at home.</p> <p>Half termly monitoring of playtimes.</p> <p>Half termly training for midday supervisors. Dealing with conflict, consequences, reactive and proactive behaviour management.</p> <p>Playground leaders and dining room helper systems in place.</p>	<p>Reduced playtime incidents.</p> <p>School board playtime review will identify increased pupil satisfaction.</p> <p>Children will report on feeling safe at playtimes and lunchtimes.</p> <p>Skills and drills books being used well.</p> <p>Midday supervisors will feel well supported.</p>



	Weekly monitoring of behaviour incidents.  Whole school training on dealing with conflict for midday supervisors, teaching assistants and teachers.	
<b>3.4</b> Teach self-regulation to further develop good habits and school norms.	Weekly My Happy Mind Class Assemblies to teach children how the brain works and how to self-regulate.  Monitor self-regulation and the impact of school habits, focusing on transitions to assemblies, transitions from the playground, and self-regulation during paired and group work.  Continue weekly 'My Happy Mind' class sessions so children know and learn about their brain and strategies to support self-regulation.	Children will have a good understanding of how the brain works.  Weekly My Happy Mind sessions will happen. Established school norms.

Autumn 1 Actions		Autumn 2 Term Actions		Spring 1 Term Actions		Spring 2 Term Actions		Summer 1 Term Actions		Summer 2 Term Actions	
<p><b>September INSET:</b> September INSET day to review the behaviour policy and agree school norms.</p> <p><b>Staff Meetings:</b> SLT Meet regarding house leaders.</p> <p>Midday supervisor training.</p> <p>Set up playground leaders and dining room helpers (6&amp;5)</p> <p>SLT to establish what a criteria for good self-regulation- what does it look like? How do we</p>	<p><b>Staff Meetings:</b> Solution Circle</p> <p>Midday supervisor training.</p> <p>Set up playground leaders and dining room helpers (3&amp;4)</p> <p>Weekly house meetings</p>	<p><b>Staff Meetings:</b> Solution circle Midday supervisor training. Feedback My Happy Mind findings-Charlotte.</p> <p>Set up playground leaders and dining room helpers (6&amp;5)</p> <p>Weekly house meetings</p>	<p><b>Staff Meetings:</b> Solution circle Midday supervisor training.</p> <p><b>House ambassador elections (May)</b></p> <p>Set up playground leaders and dining room helpers (3&amp;4)</p> <p>Weekly house meetings</p>	<p><b>Staff Meetings</b> Solution circle Midday supervisor training. Feedback My Happy Mind findings-Charlotte.</p> <p>Set up playground leaders and dining room helpers (6&amp;5)</p> <p>Weekly house meetings</p>	<p><b>Staff Meetings:</b> Solution circle Midday supervisor training.</p> <p>Set up playground leaders and dining room helpers (3&amp;4)</p> <p>Weekly house meetings</p>						

support children? How do we monitor this?									
Weekly house meetings									
<b>Monitor:</b> Assemblies quizzing children on school norms. Playtimes and lunchtimes (Lucy, Paul and Charlotte)	<b>Monitor:</b> Playtimes and lunchtimes  <b>(Lucy, Rachel and Chris) Charlotte to monitor the impact of My Happy Mind</b>		<b>Monitor:</b> Playtimes and lunchtimes (Lucy, Paul and Charlotte)		<b>Monitor:</b> Playtimes and lunchtimes <b>(Lucy, Rachel and Chris) Charlotte to monitor the impact of My Happy Mind</b>		<b>Monitor:</b> Playtimes and lunchtimes (Lucy, Paul and Charlotte)		<b>Monitor:</b> Playtimes and lunchtimes <b>(Lucy, Rachel and Chris)</b>
Green- actioned			Amber- need to review			Red- needs further work			