

Beam County Primary School Improvement Plan: 25/26

Operating Plan

Our vision:

Creating a lifelong love of learning.

Our values

- Striving
- Inspiration
- Community

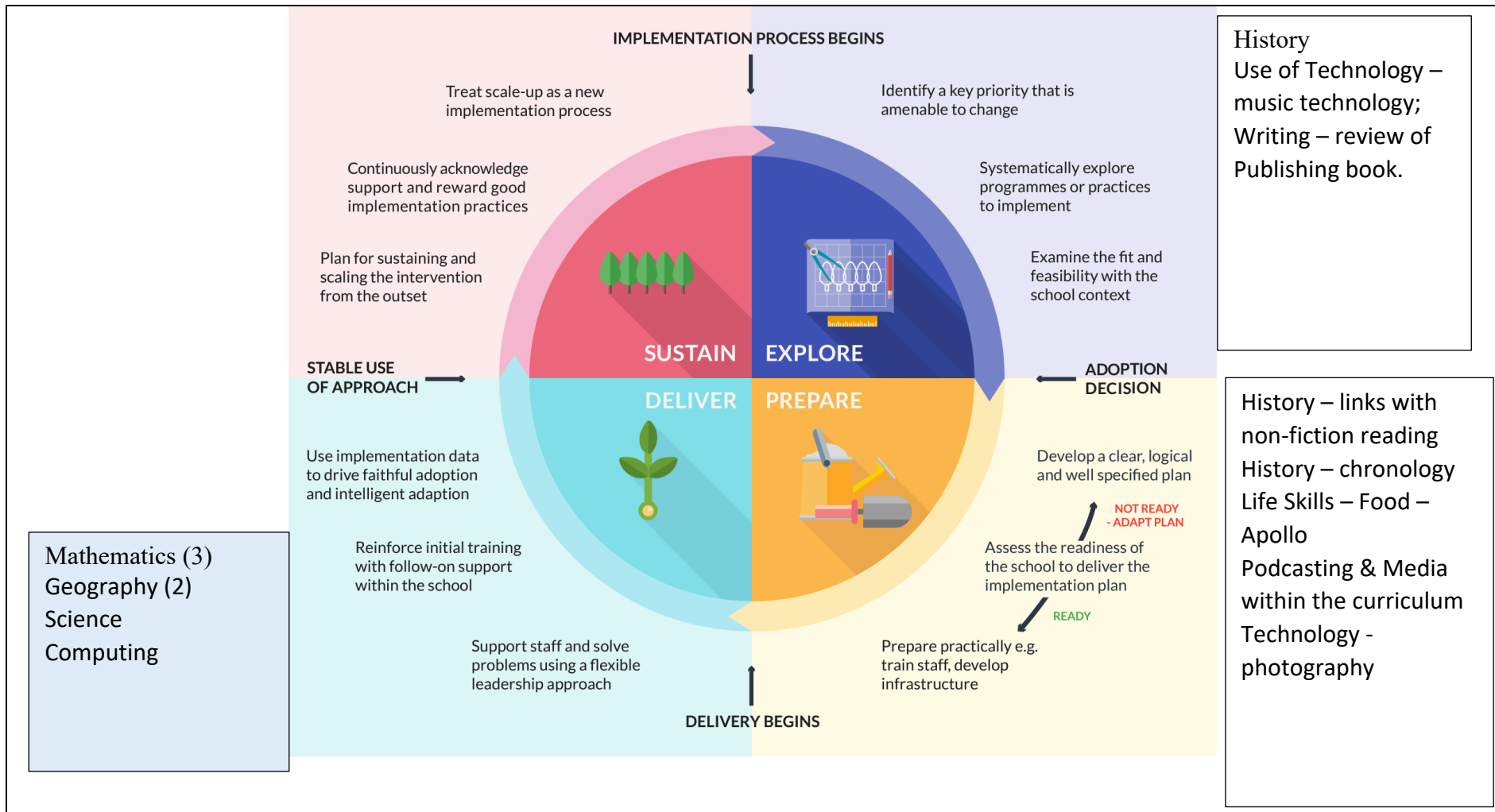
Virtues

- Teamwork
- Independence
- Creativity
- Experiential
- Respect



Priority 1 – Quality of Education
 To ensure Quality First teaching is developed and underpinned by current research to ensure all learners make expected progress. All subjects must have a broad, well-sequenced, and challenging curriculum with a consistent approach to purposeful assessment which feeds into curriculum planning. In blue are the current subjects that are part of the school improvement plan.

- Music
- PHSE
- Art
- Design and Technology
- Reading for Pleasure
- Physical Education
- Latin
- PE



Context & Guiding Principles

- From November 2025, all inspections are full graded ones; schools will be judged across multiple domains (Curriculum & Teaching, Leadership & Governance, Behaviour & Attitudes / Attendance, Personal Development & Wellbeing, Inclusion) on a **five-point scale** (Urgent Improvement → Needs Attention → Expected Standard → Strong Standard → Exceptional).
- The new “Exceptional” grade is reserved for schools whose practices are **sustained, embedded, and transformative**, especially for vulnerable/disadvantaged learners.
- The new framework places **inclusion** at the heart of all judgements—inspectors will expect that all learners can fully access the curriculum.
- “Powerful Pedagogy” (2025) highlights high expectations, scaffolding, cumulative curriculum, modelling, feedback, and adaptation as essential.
- The **EEF Five-a-Day** approach (explicit instruction, metacognitive strategies, scaffolding, flexible grouping, use of technology) is particularly effective for SEND and disadvantaged learners.
- In AI integration, the **Oak National/Aila pilots** stress strong guardrail principles:
 - prompt design,
 - asynchronous moderation,
 - human-in-the-loop review,
 - bias checks, and
 - iterative evaluation.

Key Areas of Judgement: 1. Curriculum & Teaching	Lead	Exceptional Descriptor: Pedagogy is consistent, adaptive, and inclusive. Pupils demonstrate metacognitive independence and deep understanding
Strategic Aim: Deliver a cohesive, rigorous, inclusive curriculum taught via evidence-informed pedagogy (Gradual Release, EEF Five-a-Day, metacognition).		
Responses to Ofsted AOIs: <ul style="list-style-type: none"> Variability in reviewed subjects/misconceptions not addressed: unit golden threads, misconception libraries, hinge questions every lesson, exit tickets, immediate re-teach loops, fortnightly micro-walkthroughs. Staff capacity to deliver revised curriculum with fidelity: modelled unit exemplars, fidelity rubrics, co-planning time, half-termly QA. 	Support Staff Contribution (LSAs): <ul style="list-style-type: none"> Reinforce GRR phases by scaffolding and prompting in “We Do/You Do” activities. Pre-teach key vocabulary (Geography/English) and lead guided groups in Maths. Support retrieval practices and feedback on misconceptions. 	
Success Criteria: ≥90% lessons show pedagogical fidelity; ≥30% reduction in repeated misconceptions; KS2 ≥85% ARE; PP/NPP gap ≤5%.		

Strand	Objective	Key Strategies / Actions	Success Indicators / Evidence	“Exceptional” Descriptor
Pedagogy & Teaching Practice	To embed a consistent, evidence-informed pedagogical model across all classrooms (Gradual Release, EEF Five-a-Day, metacognition)	- Adopt whole-school GRR model (I do / We do / You do) with scaffolding/fade. - Embed EEF Five-a-Day Year 1 (2025–26): English, Maths, History, Geography: retrieval, vocabulary, questioning, scaffolding, feedback. - Explicit metacognitive routines (planning, monitoring, evaluating learning). - CPD cycles: modelling, questioning, feedback,	- Observations show fidelity to GRR + Five-a-Day. - Student work shows scaffold → independence progression. - Pupils articulate strategies and metacognitive processes. - Assessment outcomes strengthen, esp. for	Pedagogy is highly consistent, adaptive, and inclusive . Teachers dynamically scaffold and fade support; pupils engage in metacognitive talk routinely. Practice is distinctive and sustained, eradicating weaknesses swiftly.

		scaffolding, adaptive teaching. - Lesson observation/coaching linked to evidence. - Walkthroughs, peer reviews, and lesson study cycles. - LSA role: support scaffolding, guided groups, pre-teaching, retrieval checks.	SEND/disadvantaged. - CPD evaluation confirms improved practice. Both teachers and LSAs will develop a strong pedagogical understanding of how to implement the model effectively in their subject areas, with coaching cycles used to secure consistency and depth.	
Curriculum & Teaching	To deliver a cohesive, rigorous, inclusive curriculum taught via evidence-informed pedagogy (Gradual Release, EEF Five-a-Day, metacognition).	Further refine curriculum maps with clear vertical/horizontal coherence and “golden threads.” - Embed hinge questions, retrieval practice, misconception libraries. - Subject leader co-planning and modelled exemplars. - Lesson study cycles on scaffolding fade, questioning, adaptive teaching. - LSAs pre-teach vocab, support	- ≥90% lessons follow GRR + Five-a-Day. - Pupils articulate “why this, why now.” - 30% reduction in repeated misconceptions. - QA deep dives show curriculum coherence. - KS2 ≥85% ARE; PP/NPP gap ≤5%.	Teaching is highly consistent, adaptive, and inclusive . Pupils engage metacognitively and progress equitably. Curriculum sequencing is coherent across all subjects with clear rationale and minimal gaps.
Professional Development & Capacity Building	To create a professional learning culture where all staff engage with research, reflect, and improve	- CPD cycles: research studies, lesson study, peer coaching. - Structured time for professional reading (EEF, Chartered College, <i>Powerful Pedagogy</i>). - Coaching/mentoring for all, esp. ECTs. - Use external experts for high-quality CPD. - CPD linked to pedagogical model and AI literacy. - Operational staff (site, catering, cleaning, admin) included in training	- CPD logs, surveys show high impact. - Improved teaching quality over time. - Teachers reference research routinely. - High staff retention/morale. - Operational staff implement training outcomes in daily practice.	The school is a learning organisation where all staff (teaching, LSAs, operational) reflect, collaborate, and act on research. Professional development leads to sustained improvements in pedagogy, inclusion, safeguarding,

		for safeguarding, sustainability, cost-effectiveness.		sustainability, and efficiency.
Monitoring, QA & Continuous Improvement	To ensure the plan is dynamic, evidence-driven, and responsive	- Bi-termly review cycles (SLT/subject leads). - Lesson drop-ins, walks, deep dives, book scrutinies aligned to plan strands. - Deploy targeted support where strands lag. - Stakeholder voice (pupils, staff, parents). - Document “what works/what doesn’t” for iterative refinement. - Governors receive dashboard updates, including cost-effectiveness and sustainability measures.	- Regular QA reports, dashboards with RAG ratings. - Adjustments documented and acted upon promptly. - Risks mitigated early. - Evidence shows continuous improvement across domains.	Monitoring is purposeful, agile, and improvement focused . Weaknesses are identified early, addressed swiftly, and fed into continuous cycles. Governors have clear oversight via evidence-based dashboards and report cards.

Curriculum & Teaching (formerly “Quality of Education / Developing Teaching” in new toolkit)

Strategic Aim

To deliver a **cohesive, rigorous, inclusive curriculum** taught via **evidence-informed pedagogy**, ensuring all pupils know more, remember more, and do more.

Responses to Ofsted AOIs

- **AOI: variability in recently reviewed subjects / misconceptions not always addressed quickly**
 - Introduce **unit “golden threads”** documents with expected links, common misconceptions, prerequisite knowledge, and progression criteria.
 - Mandate **hinge questions** every lesson, mini-checks (whiteboards, short tasks) at key points, exit tickets, and immediate re-teach loops (within next lesson).
 - Create a **misconception library** shared by subject teams; annotate common error types and model re-teach scripts.
 - Conduct **fortnightly micro-walkthroughs** focused solely on diagnostic questioning and teacher response.
- **AOI: staff capacity to deliver revised curriculum with fidelity**
 - Co-planning time built into subject teams; modelled unit-lesson exemplars.

- A fidelity rubric (for each subject) that defines *expected, strong, and exceptional* practice—used in coaching.
- QA calendar: half-termly deep dives, book scrutiny, cross-phase sampling.

Key Actions

- Review and refine curriculum maps; articulate **“Why this, why now?”** rationale for every unit, subject-wide vertical and horizontal alignment.
- Build cumulative retrieval architecture: weekly low-stakes quizzes, half-term cumulative reviews, spaced retrieval.
- Develop **tiered vocabulary progression lists**; teach morphology, etymology, and subject-specific vocabulary strategies.
- Ensure disciplinary literacy (how the subject “thinks”) is woven into every unit.
- Embed EEF Five-a-Day across all lessons (explicit instruction, metacognition, scaffolding, flexible grouping, technology).
- Metacognitive routines: model planning, monitoring, evaluating strategies; reflection journals; peer metacognitive talk.
- Coaching/lesson study cycles focusing on scaffolding fade, worked examples, questioning quality, and responsive adaptation.
- Use AI tools (under guardrail protocols) to assist planning, generate adaptive tasks, model exemplars, retrieval quizzes, conceptual scaffolds (teacher must vet all output).

Metric	Year-End Target	Exceptional Descriptor
% of lessons observed using the intended pedagogical model (gradual release + 5-a-day)	≥ 90%	All teachers deliver lessons with clarity, progression, fade scaffolding, real-time adjustment, and metacognitive support
Pupils’ ability to explain <i>how</i> they learn and <i>why</i> tasks are sequenced	80% in pupil voice	Deep ownership: pupils routinely explain strategy use, can adapt learning plans themselves
Reduction in repeated errors / misconceptions	≥ 30% fewer repeat errors mid → late year	Misconceptions are anticipated, intercepted early, and minimised systematically
Disadvantaged / SEND vs non-disadvantaged progress gap (in core)	≤ 5%	All groups progress similarly or recover gaps; curriculum supports full access
Deep-dive QA outcomes showing coherent sequencing across all subjects	≥ 90% of units sampled	Curriculum is clearly coherent, with connecting threads across subjects, minimal content gaps

Key Areas of Judgement: 2. Inclusion	Lead	Exceptional Descriptor: Inclusion is seamless; scaffolds and AI enable equitable access and outcomes for all learners.
Strategic Aim: Remove barriers to ensure SEND, EAL, disadvantaged, and LAC pupils thrive.		
Actions: <ul style="list-style-type: none"> • Conduct a barrier audit across subjects for groups (SEND, EAL, disadvantaged, LAC). • Design adaptations built into planning (EEF Five-a-day examples such as: Gradual Release, checklists, sentence strips, word banks, talk partners, widgit symbols, recording devices). • Use AI-driven scaffolding (e.g. summarisation, chunking, adaptive vocabulary, pre-teach) with human oversight. • Flexible grouping: dynamic regrouping based on live assessment rather than fixed ability sets. • Strengthen CPD in inclusive pedagogy, Universal Design for Learning (UDL). • Monitor disaggregated data (attendance, behaviour, progress) regularly—trigger responsive action. • Use pupil voice from vulnerable groups regarding access, usefulness of scaffolds, and perception of inclusion. 	Support Staff Contribution (LSAs): <ul style="list-style-type: none"> • LSAs deliver scaffolds in real time, ensure accessibility, feedback barriers to teachers. 	
Success Criteria: ≤5% gap between SEND/disadvantaged and peers; 100% units include inclusive strategies. <ul style="list-style-type: none"> • No subgroup lags behind more than defined threshold vs national expectations. • Intervention records (in class / small group) show measurable gains in learning for those previously underperforming. • In observations, adaptation is visible, scaffold fade is appropriate, and students are challenged. • AI personalisation tools are used in a way that supports access (not replacing teacher), with documented impact. • Pupils with additional needs report their scaffolds are helpful and timely. 		

Beam has anticipated access issues at unit design stage, scaffolding is seamless and tailored, AI tools support personalized access, and no learner is left behind—progress is equitable and flourishing for all groups.

Strand	Objective	Key Strategies / Actions	Success Indicators / Evidence	“Exceptional” Descriptor
Inclusion	To eliminate barriers to learning so that every pupil, regardless of background or need, can fully access and thrive in the curriculum.	<ul style="list-style-type: none"> - Conduct curriculum-wide barrier audits (SEND, EAL, disadvantaged, LAC). - Build adaptive scaffolds into planning (strips, dual pathways, gradual fade). - Deploy AI-driven scaffolds (summarisation, adaptive vocabulary) with human oversight. - Use flexible grouping based on live assessment. - CPD on inclusive pedagogy & UDL (Universal Design for Learning – see below). - Monitor disaggregated data (attendance, progress, behaviour). - Gather pupil voice on access and scaffolds. 	<ul style="list-style-type: none"> - Barrier audits completed; action plans in place. - Observations show visible differentiation and appropriate scaffold fading. - Intervention records show measurable gains for underperforming pupils. - AI tools used effectively to personalise support, not replace teaching. - Pupil voice shows scaffolds are timely and effective. - Data shows subgroup gaps $\leq 5\%$. 	<p>The school has anticipated access issues at the unit design stage, scaffolding is seamless and tailored,</p> <p>AI tools support personalised access, barriers are anticipated and removed in advance. and no learner is left behind—progress is equitable and flourishing for all groups.</p>

Key Areas of Judgement: 3.Safeguarding Culture	Lead	Exceptional Descriptor: Safeguarding is embedded across all roles; vigilance is proactive and universal
Strategic Aim: Ensure vigilant safeguarding across all staff.		
Actions:	Support Staff Contribution (LSAs):	
<ul style="list-style-type: none"> • DSL training, AI safety awareness, proactive check-ins 	<ul style="list-style-type: none"> • LSAs monitor wellbeing; site, catering, middays, cleaning, and admin staff trained to observe/report concerns. 	
Success Criteria: 100% safeguarding compliance; concerns logged swiftly.		

Strand	Objective	Key Strategies / Actions	Success Indicators / Evidence	“Exceptional” Descriptor
Safeguarding Culture	To maintain a vigilant safeguarding culture across all staff.	<ul style="list-style-type: none"> - DSL-led CPD for all staff (including site, catering, cleaning, admin). - All SLT members to receive their DSL training for our exit strategy of one named DSL and DDSL. - Daily pupil check-ins by LSAs. – Proactive recording and escalation of concerns. - Integration of AI safety awareness in safeguarding training. 	<ul style="list-style-type: none"> 100% safeguarding compliance. - Concerns logged consistently and swiftly. - Safeguarding audits confirm culture of vigilance. - Staff/pupil surveys confirm trust in safeguarding processes. 	Safeguarding is embedded in culture . All staff are proactive, vigilant, and confident in escalating concerns. Pupils feel safe and secure; safeguarding underpins all school practice.

Key Areas of Judgement: 4. Behaviour, Attitudes & Attendance		Lead	Exceptional Descriptor: Behaviour exemplary, attendance uniformly strong, disruptions rare.	
Strategic Aim: Maintain safe, respectful, motivated environment with high attendance.				
Actions: <ul style="list-style-type: none"> • Relaunch <i>Ready, Respectful, Safe</i> charter; restorative training; pupil ambassadors; attendance interventions • Parental workshops 			Support Staff Contribution (LSAs): <ul style="list-style-type: none"> • 	
Success Criteria: <ul style="list-style-type: none"> • ≥95% meet expectations; ≥60% fewer repeat incidents during playtime and lunchtime • attendance ≥ national. 				
Strand	Objective	Key Strategies / Actions	Success Indicators / Evidence	“Exceptional” Descriptor
Behaviour, Attitudes & Attendance	To foster safe, respectful, motivated learners with exemplary behaviour and strong attendance.	Relaunch <i>Ready, Respectful, Safe</i> charter. <ul style="list-style-type: none"> - Train staff in restorative practice. - Establish behaviour ambassadors/pupil panels. - Consistent routines and tiered behaviour responses. - Attendance strategy: early intervention, parental engagement, incentives. 	<ul style="list-style-type: none"> - ≥95% pupils meet behaviour expectations. - ≥60% reduction in repeat incidents. - Attendance ≥ national average; persistent absence low. - Pupil surveys show safe and respectful climate. 	Behaviour is exemplary and self-managed . Attendance uniformly high across demographics. Lessons are disruption-free, learning time is maximised, and mutual respect is embedded across the community.

Key Areas of Judgement: 5. Personal Development & Wellbeing		Lead	Exceptional Descriptor: Pupils are confident, ethical leaders; wellbeing support proactive and embedded.	
Strategic Aim: Foster resilience, ethical awareness, global perspective, and wellbeing.				
Actions: <ul style="list-style-type: none"> • SMSC/PSHE, enrichment (Forest School, trips, global links), pupil leadership, AI ethics education, wellbeing surveys. • Characteristics of a Beam Pupil and Rights Respecting School embedded 			Support Staff Contribution (LSAs): <ul style="list-style-type: none"> • 	
Success Criteria: 100% pupils join ≥3 enrichment activities; ≥85% report effective wellbeing support.				
Strand	Objective	Key Strategies / Actions	Success Indicators / Evidence	“Exceptional” Descriptor
Personal Development & Wellbeing	To develop character, resilience, global awareness, and wellbeing for all pupils.	<ul style="list-style-type: none"> - Deliver progressive SMSC/PSHE/citizenship curriculum. - Provide enrichment (Forest School, trips, arts, global links). - Establish wellbeing ambassadors and pupil parliament. - Embed AI/digital literacy & ethics. - Conduct wellbeing check-ins and mentoring. 	<ul style="list-style-type: none"> - All pupils participate in ≥3 enrichment activities annually. - ≥85% pupils report effective wellbeing support. - Leadership roles filled and impactful. - Pupil reflections/portfolios show resilience and character growth. 	Pupils are resilient, confident, and ethical leaders . Wellbeing is proactive and integrated; pupils engage critically with AI and global issues, thriving socially, emotionally, and academically

Key Areas of Judgement: 6.Leadership, Governance & Staff Wellbeing	Lead	Exceptional Descriptor: Leadership visionary and ethical; governance strategic; wellbeing high.
Strategic Aim: Strengthen leadership, embed ethical AI, prioritise workload and wellbeing.		
Actions:	Support Staff Contribution (LSAs):	
<ul style="list-style-type: none"> AI charter and oversight, middle leader coaching, workload reduction via AI, governance challenge cycles. 	<ul style="list-style-type: none"> Streamline processes, automate MIS tasks, reduce printing, centralise procurement. 	
Success Criteria: ≥80% staff report manageable workload; ≥15% workload reduction; safeguarding fully effective.		

Strand	Objective	Key Strategies / Actions	Success Indicators / Evidence	“Exceptional” Descriptor
Personal Development & Wellbeing	To lead with clarity, embed ethical AI, and ensure workload and wellbeing balance.	<ul style="list-style-type: none"> - Strengthen middle leadership and governance oversight. - Publish AI charter with monitoring. - Use AI tools to reduce teacher/admin workload. - Protect staff PPA, conduct wellbeing surveys. - Governors receive transparent RAG dashboards. - Admin staff streamline systems, 	<ul style="list-style-type: none"> - ≥80% staff report manageable workload. - ≥15% reduction in planning/marketing/admin tasks via AI. - QA confirms leaders articulate curriculum/AI integration clearly. - Safeguarding fully effective. 	Leadership is visionary, ethical, and rigorous . Governance is strategic and supportive. Staff feel empowered and valued, with high morale and balanced workload.

		automate MIS, utilise expertise of in-house personnel.		
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7. Key Areas of Judgement: Sustainability & Climate Action		Lead	Exceptional Descriptor: Sustainability integral to culture; pupils lead climate action.	
Strategic Aim: Embed eco-literacy and cut carbon footprint by 15% by 2026.				
Actions:		Support Staff Contribution (LSAs):		
<ul style="list-style-type: none"> Eco ambassadors, curriculum integration, site/catering/cleaning audits, Forest School. 		<ul style="list-style-type: none"> Site staff: monitor energy/water, preventative maintenance. Catering staff: plan menus to reduce waste, source local produce. Cleaning staff: use eco products, energy-efficient methods. Support Staff: lead eco-projects with pupils. 		
Success Criteria: ≥90% engagement in eco-initiatives; carbon milestones met.				

Strand	Objective	Key Strategies / Actions	Success Indicators / Evidence	“Exceptional” Descriptor
Sustainability	To embed eco-literacy, pupil leadership in climate action, and reduce the school’s environmental footprint.	<ul style="list-style-type: none"> - Site staff: monitor energy/water, preventative maintenance. - Catering staff: reduce food waste, source local produce. - Cleaning staff: use eco-products, zoned 	<ul style="list-style-type: none"> - ≥80% staff report manageable workload. - ≥90% pupil/staff engagement in eco-initiatives. - Carbon footprint reduced by 15% by 2026. 	<p>Sustainability is integrated into curriculum and daily life.</p> <p>Pupils lead eco-initiatives, staff embed sustainable practices, and the school models environmental responsibility.</p>

		cleaning, efficient equipment. - LSAs and pupils lead eco-projects and Forest School. - Embed sustainability themes in Geography, Science, PSHE.	- Sustainability reports show year-on-year progress.	
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<p>Key Areas of Judgement: 9. Cost Effectiveness</p>	<p>Lead</p>	<p>Exceptional Descriptor: Beam operates with lean, high-impact systems: resource use is optimally efficient, duplication is eliminated, and savings are transparently reinvested into improving teaching and learning. All staff and operational teams (site, cleaning, catering, admin, LSAs) actively contribute to cost-effectiveness without compromising inclusion or quality. Financial scrutiny is rigorous, data-driven, and aligned with school priorities. Staff are empowered, workloads are efficient, and governors can clearly trace how resource decisions have directly supported pupil outcomes.</p>
<p>Strategic Aim: To embed a financially sustainable culture where every resource (staff, contracts, services, facilities) is optimised for impact on pupil outcomes, ensuring that cost efficiency directly strengthens teaching, inclusion, and curriculum delivery.</p>		
<p>Actions:</p> <p>5-Year Action Plan (Cost-Effectiveness)</p> <p>Year 1 (2025–26)</p> <ul style="list-style-type: none"> • Finalise 5-year budget scenarios using ICFP/Access/IMP software . • Complete contract register with review dates; cancel/renegotiate non-value SLAs . • Undertake deep dive in catering stock, menus, rota; test outsourcing feasibility . • Start reducing admin overspend (correct mis-coding, monitor workshops/uniforms groceries) . • Launch FSM entitlement drive to increase funding . • Benchmark SLT costs vs similar schools; begin phased restructure planning. 	<p>Staff Contributions:</p> <ul style="list-style-type: none"> • Site staff: monitor energy/water, preventative maintenance. • Catering staff: plan menus to reduce waste, source local produce. • Cleaning staff: use eco products, energy-efficient methods. Reduce food waste, monitor rotas, test outsourcing. • Support Staff: lead eco-projects with pupils. • Teachers/LSAs: Reduce duplication, digital-first, FSM drive, in-house CPD. • Admin staff: Maintain contract register, streamline systems, automate MIS. • Governors/SLT: Oversight, benchmark monitoring, transparent reporting. 	

- Review **staff deployment & pupil/adult ratios**; reduce agency dependency .
- Reconfigure **cleaning/catering/site overlap** to minimise overtime .
- Introduce **DfE Buying for Schools frameworks** for procurement .
- Review **energy/utility SLAs** for best deals .
- Pilot digital tools to reduce printing/admin duplication.

Year 3 (2027–28)

- Adjust staffing model in response to **falling rolls** (possible 2-form entry) .
- Embed **AI-supported scheduling & forecasting** for efficiency.
- Expand in-house CPD to cut external training costs (retain ECTs, reduce turnover) .
- Reinvest efficiency savings into curriculum resources and SEND provision.

Year 4 (2028–29)

- Consolidate catering provision: outsource or optimise in-house with reduced per-pupil cost.
- Continue phasing down SLT % of spend to align with benchmarks .
- Link **governor oversight** to efficiency dashboards (cost vs outcomes).
- Refresh estate/ICT strategy under DfE Good Estate Management standards .

Year 5 (2029–30)

<ul style="list-style-type: none"> • Achieve staffing cost ratio within national thresholds (74–76% TRI) . • Deliver per-pupil catering/admin/utilities costs at/below national median. • Evidence reinvestment: SEND, enrichment, teacher CPD, AI integration. • Publish annual value-for-money statement to governors/community. 	
<p>Success Criteria:</p> <ul style="list-style-type: none"> • Contract register completed; savings logged year-on-year. • Cost-saving tracker shows measurable efficiencies across all departments. • Staffing ratios within national benchmarks by Year 5. • Governors receive termly efficiency dashboard. • Documented reinvestment into curriculum/SEND/CPD. 	

Strand	Objective	Key Strategies / Actions	Success Indicators / Evidence	“Exceptional” Descriptor
Cost Effectiveness	To ensure efficient use of resources and financial sustainability while protecting quality.	Admin staff streamline systems, automate MIS, and utilise in-house expertise. - Strategies for raising funds – lettings, sponsorship, grants, PTA, etc.	- Cost-saving tracker evidences efficiencies across site, catering, admin, and cleaning. - Reduced spend on consumables and printing. - Preventative maintenance cuts	Cost-effectiveness is embedded across operations . Resources are used wisely, duplication reduced, and savings reinvested into learning. All staff contribute to financial sustainability without

		<ul style="list-style-type: none"> - Catering staff monitor food portions and reduce waste. - Site staff implement preventative maintenance to cut long-term costs - Cleaning staff adopt efficient scheduling and eco-friendly products. - LSAs reduce duplication of planning with AI support and promote digital-first resources. - Review of timetabling - Review of SRMA recommendations 	<p>emergency repair costs.</p> <ul style="list-style-type: none"> - Staff report workload and efficiency gains. 	<p>compromising quality or inclusion.</p>
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1. Gradual Release of Responsibility (Beam Model)

Target:

To ensure the Gradual Release of Responsibility is explicitly embedded in every lesson across the curriculum, with clear evidence of 'I Do – We Do – You Do (and Reflect)' in English, maths, history and geography. This approach will be extended across all primary subjects, with subject-specific adaptations underpinned by research and pedagogy. Both teachers and LSAs will develop a strong pedagogical understanding of how to implement the model effectively in their subject areas, with coaching cycles used to secure consistency and depth.

Implementation & Phasing (Lesson-Specific):

Year 1 (2025–26): English, Maths, History, Geography (Core Subjects)

English: 'I Do' – teacher models reading/writing with think-alouds; 'We Do' – shared reading/writing; 'You Do' – independent tasks with LSA prompting reflection.

Maths: 'I Do' – teacher models problem-solving; 'We Do' – scaffolded problems; 'You Do' – independent problem-solving with strategy reflection.

History: 'I Do' – teacher models source analysis; 'We Do' – guided group enquiry; 'You Do' – independent written responses.

Geography: 'I Do' – teacher models using enquiry approach; 'We Do' – scaffolded group tasks; 'You Do' – independent representation/analysis.

Year 2 (2026–27): Science, RE, Computing, PHSE

- **Science:** 'I Do' – teacher models experiment; 'We Do' – guided enquiry; 'You Do' – independent write-up.

- **RE:** 'I Do' – teacher models text analysis; 'We Do' – shared interpretation; 'You Do' – independent reflection/debate.

- **Computing:** 'I Do' – coding steps; 'We Do' – pair programming; 'You Do' – independent coding task.

- **PHSE:** 'I Do' – teacher models ethical scenarios; 'We Do' – scaffolded discussions; 'You Do' – independent reflections.

Year 3 (2027–28): Wider Foundation (Art, DT, Music, PE, Latin)

- **Art & DT:** 'I Do' – teacher models technique; 'We Do' – guided practice; 'You Do' – independent creation with reflection.

- **Music:** 'I Do' – teacher models rhythm/notation; 'We Do' – collaborative practice; 'You Do' – independent performance.

- **PE:** 'I Do' – teacher models skill; 'We Do' – guided drills; 'You Do' – independent performance with peer reflection.

- **Latin:** 'I Do' – teacher models grammar/translation; 'We Do' – scaffolded group translation; 'You Do' – independent translation/application.

Pedagogical Anchors:

- Rosenshine's Principles: small steps, scaffolding, questioning, high success rate, independent practice.
- Metacognition and Reflection as a 'fourth stage'.
- LSAs shift role from scaffolders to coaches of independence.

Coaching for Implementation:

- Coaching cycles (observe → feedback → deliberate practice → review).
- Lesson study to refine subject adaptations (e.g. Latin grammar, PE modelling).
- Evidence from learning walks, pupil voice, and book looks ensures consistency and impact.

Success Criteria:

- Lesson plans show clear integration of 'I Do – We Do – You Do (and Reflect)'.
- Pupil work and voice confirm understanding of gradual release.
- Teachers and LSAs articulate how they apply it in subject contexts.
- Misconceptions are swiftly identified and addressed.
- Pupils demonstrate increasing independence, resilience, and confidence.

Year 1 (2025–26): Consistent 'I do' (teacher modelling) across all lessons, CPD on explicit instruction.

Year 2 (2026–27): 'We do' – scaffolded group work, guided questioning, peer discussion, LSA training.

Year 3 (2027–28): 'You do' – pupils demonstrate independence, retrieval, and application across contexts.

2. Incorporation of AI & Digital Innovation

- AI-assisted planning & marking tools (Aila, Go4Schools) to reduce workload.
- Assistive Tech for SEND (speech-to-text, adaptive reading apps).
- AI pilots in assessment: automated feedback to identify misconceptions earlier.
- Parent workshops on AI, digital safety, and access.
- Innovation Pods: teacher-led pilots testing AI integration.

3. School Improvement Plan Headline Strands

- Classroom: cultural capital, applied reasoning, mastery maths, gradual release, independence.
- Personal Development: empathy, resilience, leadership roles, agency in school/community.
- Leadership: evidence-based practice, AI integration, sustainability leadership.

4. Appraisal Targets (2025–26)

Teachers

- Embed Gradual Release model with evidence of impact, coupled with coaching.
- Demonstrate retrieval/adaptive teaching strategies to close attainment gaps.
- Integrate AI-assisted tools to reduce marking workload by 20%.
- Contribute to curriculum enrichment and cultural capital.

Learning Support Assistants

- Implement structured interventions (EEF guidance).
- Support gradual release by encouraging pupil independence.
- Evidence of impact in supporting lowest 20%, PP and SEND pupils.

Assistant Headteachers

- Lead curriculum areas/ areas of responsibility ensuring coherence, vocabulary focus, and accurate assessment.
- Monitor and evaluate Gradual Release implementation school-wide.
- Drive innovation pilots (AI, sustainability, inclusion).
- Report progress on Balanced Scorecard KPIs.

Wider Staff (Admin, Site, Support)

- Embed sustainability practices (waste reduction, energy saving, recycling).
- Ensure effective communication with parents and stakeholders (≥90% satisfaction).
- Support safeguarding and digital safety practices.
- Support with coaching where applicable

UDL Classroom Checklist

1. Multiple Means of Engagement (the “why” of learning)

- Provide **choice** in tasks, topics, or formats where possible.
- Link content to pupils’ **interests, cultures, and real-world relevance**.
- Break tasks into **clear, manageable steps** to reduce cognitive overload.
- Use **collaborative learning** opportunities (peer support, group work).

- Provide **self-regulation strategies** (goal setting, reflection prompts, mindfulness breaks).
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2. Multiple Means of Representation (the “*what*” of learning)

- Present content in **multiple formats** (text, visuals, audio, manipulatives, digital tools).
 - Highlight **key vocabulary** with visuals, word banks, and pre-teaching (esp. for EAL/SEND).
 - Use **scaffolds** like sentence starters, graphic organisers, dual coding.
 - Provide **summaries and glossaries** (AI tools can help generate accessible versions).
 - Ensure resources are **accessible** (clear fonts, high contrast, captions for videos, translations where needed).
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3. Multiple Means of Action & Expression (the “*how*” of learning)

- Allow different **ways to demonstrate learning** (oral, written, digital, performance, projects).
 - Build in opportunities for **practice and rehearsal** (low-stakes tasks before high-stakes).
 - Use **scaffolded tasks** (e.g., “I do → We do → You do”) with gradual fade.
 - Provide **assistive technology** (text-to-speech, predictive text, translation tools).
 - Include **checklists, rubrics, and exemplars** to clarify success criteria.
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4. Implementation & Review

- Plan lessons with **anticipated barriers in mind** (rather than adding support after).
 - Gather **pupil feedback** (esp. SEND/EAL/disadvantaged groups) on accessibility.
 - Monitor progress by subgroup and adjust scaffolds promptly.
 - Share UDL strategies in **staff meetings/CPD** and capture best practice.
 - Regularly update **curriculum resources** with inclusive design in mind.
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✦ ✦ **Exceptional Descriptor (UDL in action):**

The classroom is designed so that *all learners* can access, engage with, and express their learning in meaningful ways. Scaffolds are seamlessly embedded and faded as independence grows. Pupils feel empowered by choice, supported by multiple pathways, and challenged at their level.

Implementation Timeline & Monitoring (high level)

Autumn 2025

- Relaunch plan, circulate updated domains and key actions.
- Audit curriculum, barrier mapping, subject leader workshops.
- CPD Stage 1: Gradual Release model, Five-a-Day introduction, metacognitive routines.
- Launch AI charter, pilot in English/Maths with guardrails.
- Relaunch behaviour & attendance protocols; baseline behaviour/attendance data.
- Staff & pupil well-being baseline surveys.

Spring 2026

- Deep dives & QA in core and reviewed subjects, focusing on diagnostic precision.
- CPD Stage 2: feedback methods, hinge questioning, adaptive scaffolding.
- Expand AI pilots into SEND / scaffolding tasks / automated analytics.
- Monitor behaviour/attendance; early interventions.
- Wellbeing mid-point check; adjust workload policies as needed.

Summer 2026

- Evaluate AI pilot impact (planning time, outcomes, equity).
- Extend pedagogical model to all subjects; update playbook.
- End-of-year CPD: research sharing, reflection, next-phase planning.
- Report card style presentation to governors across all domains.
- Pupil voice, wellbeing surveys, enrichment showcase.
- Attainment & progress analysis; gap-closing evaluation.

Ongoing Monitoring

- Termly RAG reviews per domain.
- Monthly data dashboards—disaggregated by subgroup.
- Frequent walk-throughs, book scrutiny, pupil voice.
- Governance challenge meetings each term.
- Review AI guardrails: prompt performance, bias checks, human moderation logs.

Research – For discussion: Practical Steps to Embed the AI Element into Teaching, Learning & Curriculum

A phased, practical approach to embedding AI in a safe, pedagogically sound way—so it strengthens our overall T&L quality rather than being a distraction.

Phase 0: Foundation & Safety

- **Establish an AI Steering Group** (SLT + Elementary + curriculum leads + safeguarding lead)
- **Draft an AI / generative tool policy & ethics charter**
 - Human-in-the-loop required: AI suggestions always reviewed by teachers
 - Prompt constraints / templates to reduce “hallucination” or inappropriate outputs
 - Filtering or moderation of student-facing AI outputs
 - Data privacy, safeguarding, access rights
- **Audit existing infrastructure, access and digital equity**
- **Baseline surveys** for staff and pupils: digital fluency, attitudes, concerns

Phase 1: Pilot & Capacity Building (Year 1)

- Select **1–2 year groups or subjects** to pilot AI-augmented practices
- Focus on limited use-cases first (e.g. AI for planning, quiz generation, scaffolding prompts)
- Provide **targeted CPD** in prompt engineering, AI literacy, tool evaluation
- Encourage **teacher experimentation (sandbox mode)** with oversight

- Collect **baseline and interim data** for evaluation

Phase 2: Iterate, Evaluate & Scale (Year 2)

- Based on pilot evaluation, refine the AI usage model (which tools, when, how)
- Expand to more subjects / year groups, guided by evidence and feedback
- Integrate AI usage into CPD, coaching, pedagogical model
- Use **control / comparison** (where feasible) to check that AI-enhanced classes outperform or at least match non-AI ones
- Run “AI learning walks” and feedback sessions focused on AI-infused lessons

Phase 3: Embed & Sustain (Year 3+)

- Fully embed AI usage into curriculum planning cycles, resource banks, feedback pipelines
- Set a **review and update schedule** for AI tools (stop use if no impact, update prompts, etc.)
- Continue ongoing evaluation (quarterly) and publish internal case studies
- Maintain a **teacher-AI community of practice** sharing effective prompts, pitfalls, student reflections
- Use AI insights (e.g. where learners struggle) to inform tweaks in curriculum and pedagogy

Example Use-Cases & Pedagogical Applications

Use-Case	Pedagogical Purpose	Safeguards / Quality Check
AI generates a draft lesson plan or sequencing ideas for a topic	Speeds teacher planning, suggests alternative pedagogies	Teacher reviews, adjusts, ensures alignment with curriculum and scaffolding
AI creates differentiated question sets for students at different levels	Supports targeted practice	Teacher vets accuracy, biases, clarity
AI generates multiple-choice quizzes or retrieval questions	Allows more frequent low-stakes checks	Teacher ensures distractors plausible, quizzes align with curriculum
AI-generated extension prompts / “what if” challenge tasks	Stretch tasks for faster learners	Teacher moderates complexity, checks for content relevance
AI summarises student misconceptions / common errors across quizzes	Diagnostic insight for teachers	Teacher verifies and uses to adapt next lesson
Student-facing generative tool (within controlled environment)	Learner support (e.g. scaffolding, summary)	All outputs pass through moderation, guidelines for student use, teach students critical evaluation

Be cautious: as Ofsted's study notes, **the evidence of long-term impact is still emergent.** [GOV.UK](#) Also consider equity, over-dependence risk, and agency of learners (students should not become passive recipients). [arXiv](#)

A final example: Oak National's AI planning assistant (Aila) uses **prompt engineering, threat detection, and human-in-the-loop moderation** as guardrails. [arXiv](#) Your AI policy could adopt analogous safeguards.