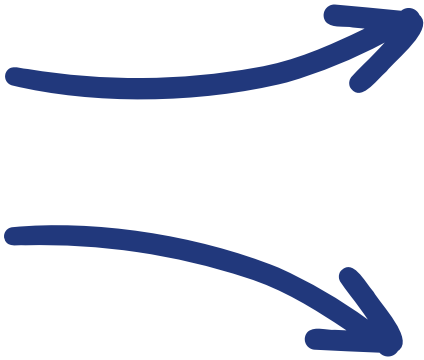


## Developing Teaching and Learning

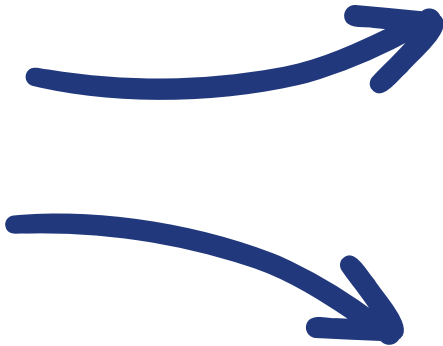
To embed high-quality inclusive teaching (HQIT) and adaptive practice across the curriculum, with a focus on improving progress and outcomes for disadvantaged pupils and those with SEND.



- All staff consistently apply adaptive teaching strategies to meet pupil's needs.
- Curriculum planning and sequencing are designed to be inclusive and ambitious, ensuring all pupils—especially those with additional needs—can access, engage with, and succeed in their learning.
- Disadvantaged and SEND pupils make sustained progress from their starting points
- Monitoring, coaching, and mentoring are used to drive sustained and rapid improvements in teaching, learning and assessment.
- Staff take responsibility for their professional learning and continually strive to improve their knowledge and expertise.
- Reading is high profile with focussed intervention for those who need to close gaps, enabling pupils to access and engage with the curriculum.

## Personal Development and Well-being

To further develop and embed an exceptional, bespoke, equitable, and impactful personal development offer that is inclusive, trauma-informed, and relational, ensuring it meets the diverse needs, ambitions, and aspirations of all pupils, particularly those experiencing disadvantage and or SEND.



- All pupils have access to a tailored and equitable personal development programme rooted in core values and trauma-informed practice.
- Provision demonstrates clear impact on pupils' social, emotional, and aspirational outcomes.
- Pupil voice and data reflect high levels of engagement, relevance, and fairness in the personal development offer.
- Staff are confident and skilled in delivering personal development through a relational, inclusive, and equity-focused lens.
- All pupils are supported to become confident, responsible, and successful individuals, ready for their next steps.