



Fritwell CE Primary School

School Development Plan Academic Year 2026-27

Draft plan of SDP 2025-26 for SLT / Governors	(July 26)
Final draft version of SDP 2025-26 for Staff	(Sept 26)
Final version of SDP 2025-26 for all stakeholders (including publication of summary on website)	(Sept 26)
1 st mid-year RAG-rated review of SDP 2025-26 for SLT/Governors	(Dec 26)
2 nd mid-year RAG-rated review of SDP 2025-26 for SLT/Governors	(March 27)
Final RAG-rated review of 2025-26 for SLT/Governors	(July 27)

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Priority Areas: 2026/27	OfSTED Area	Link Gov member
Priority Area 1: To provide a well-planned and carefully sequenced curriculum that enables children to develop excellent knowledge and skills, preparing them for future learning. To ensure the curriculum reflects the school's Christian theological vision and provides opportunities for children to actively engage in a culture of justice, responsibility, and compassion.	Curriculum and Teaching and Learning Personal Development	
Priority Area 2: To introduce and then embed the Rosenshine's Principles so that teaching and learning is consistently strong across the school.	Curriculum and Teaching and Learning	
Priority 3: To embed a rigorous data led graduated assessment and monitoring system for disadvantaged, SEND and vulnerable pupils so that the majority make accelerated progress.	Inclusion	
Priority Area 4: To develop rich and meaningful opportunities within the curriculum, collective worship and throughout school life for children to grow in their understanding of spirituality.	Personal Development	
Priority 5: All teaching staff consistently apply the agreed approaches outlined in the Fritwell Fundamentals for Flourishing, with a focus on behaviour, teaching and learning, the learning environment, and marking and feedback.	Curriculum and Teaching and Learning	

Subject/Area of Responsibility	Lead	Subject/Area of Responsibility	Lead
Assessment	Ginny Bayliss	Geography	Ginny Bayliss (shadowed by Hollie Winstone)
SENCo Early Years Operational SENCo	Jo Ejiogu	History	Ginny Bayliss (shadowed by Hollie Winstone)
Pupil Premium	Ginny Bayliss	PE	Robyn Williams
Early Years	Holly Haselgrove	Computing	Robyn Williams
English including Early Reading and Phonics	Caroline Allen	Music	Jo Ejiogu (shadowed by Hannah Wheatley)
Mathematics	Josh Clack EPA Maths strategic lead	Art	Holly Haselgrove
Science	Caroline Allen	Design Technology	Holly Haselgrove
RE	Jo Ejiogu	Languages	Caroline Allen
PSHE	Caroline Allen		

Priority Area 1: To provide a well-planned and carefully sequenced curriculum that enables children to develop excellent knowledge and skills, preparing them for future learning.

To ensure the curriculum reflects the school's Christian theological vision and provides opportunities for children to actively engage in a culture of justice, responsibility, and compassion.

Ofsted Area: Curriculum and Teaching

Expected outcomes and Success Criteria:

- The curriculum will be reviewed to ensure that all subject areas have a clear progression of knowledge and skills
- Pupils' work across the curriculum is of good quality.
- Teachers have good knowledge of the curriculum they teach and where there are areas for development, subject leads action plans identify necessary professional development.
- The school's Christian vision and spirituality is interwoven within the curriculum so that all documentation clearly demonstrates how teaching and learning opportunities promotes flourishing for all pupils.

Lead:	Gov Link:		
Action	Monitoring	Timescale	Resource requirements
Introduce a consistent approach through the use of curriculum handbooks which detail progression of skills and knowledge. All Subject Leads to work alongside SLT to evaluate the current curriculum being delivered using their monitoring and the curriculum handbook.	Fortnightly work scrutiny so that each subject is monitored termly. Development Drops ins to take place twice every half term. Rag rated SDP 3x a year including subject lead action plans. Monitoring and evaluation records analysis-Head's report Monitoring of curriculum handbook	Summer/Autumn term 26: Curriculum handbooks will be in place for RE, Science, English and Maths Spring 27 History, Geography, Art and DT Summer 27 PE, Computing, PSHE, Music and MFL	A timetable of subject release time to work with subject leads over the course of the autumn term. (cover needed)
Review knowledge organisers to ensure a consistent approach across the school. Knowledge organisers to detail progression of vocabulary, skills and knowledge in all subject areas.	Strategic leads and other key leaders across the trust to support with overseeing consistency.	Implementation of changes to curriculum to be in place by July 2027	Teacher meeting timetable to reflect areas identified for professional development.

			SLT to work alongside members of staff where areas of support are needed.
Subject leads to identify training needs to ensure appropriate professional development to ensure effective implementation of the curriculum. School to create a timetable of professional development which shows how subjects will be developed over the academic year. Carry out ongoing monitoring and evaluation of curriculum coverage and challenge to ensure that work provided for the pupils is demanding and matches the aims of the curriculum.	Fortnightly work scrutiny so that each subject is monitored termly. Development Drops ins to take place twice every half term. Rag rated SDP 3x a year including subject lead action plans. Monitoring and evaluation records analysis-Head's report Monitoring of curriculum handbooks	See CPD timetable	CPD timetable to reflect changes as they occur. Documents to be uploaded to shared drive so that they are fully accessible.
Ensure that the school's Christian vision and spirituality is interwoven within the curriculum so that all documentation clearly demonstrates how teaching and learning opportunities promotes flourishing for all pupils. Map out the curriculum opportunities for children to explore and individual rights and responsibilities so that there is an active culture of justice and responsibility.	Monitoring of curriculum handbooks		CPD timetable to reflect changes as they occur. Documents to be uploaded to shared drive so that they are fully accessible.
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Priority Area 2: To embed the Rosenshine's Principles so that teaching and learning is consistently strong across the school

By July 2027, Rosenshine's Principles of Instruction will be consistently evident in teaching across the school, as demonstrated through lesson visits, work scrutiny, pupil voice, and improved pupil outcomes.

Ofsted Area: Curriculum and Teaching**Expected outcomes and Success Criteria:**

- Rosenshine principles incorporated within Fritwell's Fundamentals
- Rosenshine principles evident in lesson structure
- Quality First teaching includes evidence of Rosenshine's principles
- All children are fully included in lessons
- Evidence of effective implementation of the principles leads to good or better progress

Lead:	Gov Link:		
Action	Monitoring	Timescale	Resource requirements
Establish a shared understanding of Rosenshine's Principles through whole-staff training.	Staff questionnaire; training evaluations	Training in Sept, Nov, January and March	Joint CPD to take place with another school in the trust
Develop a Rosenshine teaching framework or non-negotiables document. (Fritwell's Fundamentals)	Learning walks Book scrutiny Staff feedback	Implement Spring 27	Time to look at good practice to format document
Deliver a phased CPD programme: introductory whole-school training, practical workshops, subject-specific modelling sessions and follow-ups.	Learning walks Book scrutiny S DIs analysis EPA reviews taff feedback	Training in Sept, Nov, January and March	Allocation of teacher meetings for Rosenshine CPD
Establish peer observation and professional learning communities focused on Rosenshine practises and subject-specific pedagogy, with documented lesson study and shared resources. To allow time for teachers to visit other schools to observe practice where the Rosenshine Principles are embedded.	Learning walks Book scrutiny Staff feedback	CPD in Autumn term Peer observations to begin in second half	
Teachers and TAs to carry out good practice visits to other schools within the trust to observe principles in action.	Staff feedback DDIs analysis EPA reviews		

December 26 Impact

Priority Area 3: To embed a rigorous data led graduated assessment and monitoring system for disadvantaged, SEND and vulnerable pupils so that the majority make accelerated progress.			
Ofsted Area: Inclusion and Achievement			
Expected outcomes and Success Criteria: - All disadvantaged, SEND and vulnerable pupils are identified early through consistent use of graduated assessment processes - The majority of disadvantaged, SEND and vulnerable pupils make at least expected progress with an increasing proportion making accelerated progress - Staff expertise is developed so that adaptive teaching is consistently strong across the school.			
Lead:	Gov Link:		
Action	Monitoring	Timescale	Resource requirements
Establish baseline data (2025-26) for PPG and SEND attainment across all year group with a particular focus on those pupils who did not achieve GLD at the end of FS. Ensure that all baseline data is uploaded onto Provision map.	Pupil Meeting progress notes Provision Map Tracker analysis	Termly	Pupil Progress meeting to take place each term. (Sept, January and April)
Use the July 26 AP3 SEND progress data report to identify areas of concern and ensure regular monitoring is taking place involving the SENCO to drive responsive intervention	AP3 Data report Learning walk notes Book scrutiny evidence Pupil Voice Case studies	Termly	Time for SENCo to complete reports Monitoring timetable created and use trust leaders to validate progress.
Implement targeted small-group and 1:1 intervention programmes (structured phonics, early maths mastery, language therapy) with fidelity.	Learning walk notes Provision Map Tracker analysis SEND review documentation Governor monitoring reports Case studies	Half termly	Pupil Progress meeting to take place each term. (Sept, January and April) SENCO/HLTA to evaluate progress on provision tracker.
Strengthen adaptive in-class teaching (scaffolding, flexible grouping, pre-teaching and overlearning) with lesson planning clearly showing targeted approaches for PPG/SEND.	AP3 Data report Learning walk and DDI notes Book scrutiny evidence Pupil Voice Case studies	At least two CPD sessions planned termly	Termly DDI's Learning walk EPS review to focus on inclusion and T&L
Implement the EPA disadvantage tracker which shows progress overtime for vulnerable and highlights the barriers to their learning.	Termly analysis Pupil Premium report analysis	Half termly	Trust SENCO to share tracker and provide training on how to use it in Sept 26
Ensure learning plans are fully implemented to support SEND pupils and strategies are bespoke for individual need.	Learning walk notes Provision Map Tracker analysis SEND review documentation Governor monitoring reports Case studies	Termly	

Priority Area 4:			
Ofsted Area: To develop rich and meaningful opportunities within the curriculum, collective worship and throughout school life for children to grow in their understanding of spirituality,.			
Expected outcomes and Success Criteria: • Collective worship is a significant contributor to spiritual flourishing. • Spiritual opportunities identified in all subjects • Pupils and staff confidently articulate spirituality • Demonstrable impact on flourishing evident			
Lead:	Gov Link:		
Action	Monitoring	Timescale	Resource requirements
Develop a spirituality policy or guidance document so that staff have clear expectations for promoting spirituality.	Learning walks on policy into practice	By the Autumn 26	Diciose advisor to support with learning walks
Provide training on spirituality and ensure all staff have a shared understanding on how spirituality is becoming embedded within the culture of the school and is contributing significantly to Christian distinctiveness.	Diocesan Advisor and governors to carry out follow up visits to monitor impact.	By November 26 spirituality resources in place.	INSET 2
Audit current curriculum opportunities for spiritual development using agreed indicators.	Curriculum audit documentation	Ongoing	Time for subject leads to look through the curriculum to document opportunities for spirituality.
Increase pupil leadership and response opportunities	Surveys, pupil interviews, consultation records	Ongoing	Time for leadership groups to meet.
Develop indoor and outdoor reflection spaces	Diocesan Advisor to carry out termly visits to look at impact.	Ongoing	Time for teachers and Tas to set up areas.
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Priority Area 5: All teaching staff consistently apply the agreed approaches outlined in the Fritwell Fundamentals for Flourishing with a focus on behaviour, teaching and learning, the learning environment, and marking and feedback.

Ofsted Area: Curriculum and Teaching

Expected outcomes and Success Criteria:

- Pupils independently access and use classroom resources effectively.
- The reading area is used regularly, and pupils engage enthusiastically with books and reading activities.
- Pupils can talk positively about reading and recommend books to others.
- Pupils' handwriting and presentation show improvement and align with the school's agreed expectations.
 - Classroom displays and teacher modelling consistently exemplify high standards of handwriting and presentation.

Lead:	Gov Link:		
Action	Monitoring	Timescale	Resource requirements
Launch and revisit the Fritwell Fundamentals for Flourishing with all teaching staff, ensuring expectations are clear and understood.	DDIS, book monitoring and stakeholders voice to have been gained to inform revised Fritwell Fundamentals for Flourishing	By December 26, FF will be in place.	Launch Fritwell Fundamentals for Flourishing in Autumn 1 Agreed final version for Autumn 2.
Create working party to review the Behaviour policy to ensure it aligns with the school's vision and values. Communicate with both parents and pupils to gain their voice for the revised policy.	DDIS, book monitoring and stakeholders voice to have been gained to inform revised Fritwell Fundamentals.	By October, revised Behaviour policy in place	CPD on revised behaviour policy on INSET 2
Revised Marking and Feedback policy to ensure that feedback is addressing errors and misconceptions so that all pupils are making progress.	Monitor pupils' books to ensure marking and feedback align with the agreed policy.	By November revised marking and feedback policy in place.	CPD on marking and feedback policy in Autumn 2.
Agree on the expectations of the classroom environment as part of Fritwell Fundamentals for Flourishing Organise classroom resources so that pupils can independently access and return materials, including stationery, learning tools, and curriculum resources.	Learning walks, pupil voice, book scrutinies, classroom observations, and monitoring of pupils' independence, reading engagement, and presentation standards.	Fritwell Fundamentals to be reviewed in autumn term.	Time to review Fritwell fundamentals.
Ensure displays in classroom are consistent and reflect the learning in class. These include an English and Maths working wall.	Learning walks, pupil voice, book scrutinies, classroom observations, and monitoring of pupils' independence, reading engagement, and presentation standards.	Autumn 26	Time to review Fritwell fundamentals.

Develop an inviting reading area with a diverse range of high-quality texts that reflect pupils' interests, abilities, and backgrounds.	Learning walks, pupil voice, book scrutinies, classroom observations, and monitoring of pupils' independence, reading engagement, and presentation standards.	Autumn 26	Time to look at what makes an effective reading area.
Ensure handwriting is consistently modelled by adults through classroom displays, teacher-written examples, working walls, and feedback to pupils.	Learning walks, pupil voice, book scrutinies, classroom observations, and monitoring of pupils' independence, reading engagement, and presentation standards.	CPD on EPA Handwriting handbook in October 26	Teachers to have EPA training and look at visualisers to support the teaching of handwriting.
Provide regular opportunities for pupils to practise handwriting skills and reinforce agreed letter formation and presentation expectations.	Learning walks, pupil voice, book scrutinies, classroom observations, and monitoring of pupils' independence, reading engagement, and presentation standards. Timetabling to show when handwriting is explicitly taught.	CPD on EPA Handwriting handbook in October 26	Teachers to ensure handwriting is on the timetable at least 3x a week.
Provide regular CPD focused on behaviour, adaptive teaching, effective classroom environments, and marking and feedback.	Learning walks, pupil voice, book scrutinies, classroom observations, and monitoring of pupils' independence, reading engagement, and presentation standards.	Ongoing	Good practice visits across the EPA to observe exceptional practice.
December 26 Impact			

Maths Action Plan: Sept 2026-July 2027

	Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?
1	Deliver Mastery Maths consistently throughout the school.	• Provide CPD for staff that reintroduces the mastery pedagogy. • Review and adapt the lesson structure used within the school to deliver mastery. • Use CPD/Teacher Meetings to support staff. • Monitor Maths lessons regularly and provide feedback. • Provide support for members of staff. • Manipulatives Equipment Audit • Pupil Voice	• All teachers to use a consistent lesson structure throughout the school. • Concrete, pictorial, abstract approach to be seen within inputs and books. • Fluency, reasoning and problem solving seen in all inputs and books. • Stem sentences used regularly. • Ping pong teaching style with challenge for all seen in all lessons.	1 year	CPD timetable TA support for equipment audit Monitoring time for books and lessons.	JC/JE
2	To embed a consistent task design template that promotes fluency, reasoning and problem solving.	• CPD for staff to introduce a consistent task design template. • Monitoring of Maths books and moderation internally. • To see best practice e.g. book looks and examples to store for reference. • Live marking and feedback to be seen in books. • Reduction in work sheets and tailored use of White Rose resources.	• High expectations in books across the school. • All children to be challenged and have opportunities for fluency, reasoning and problem solving.	1 year	CPD Monitoring time/moderation time Access to books from other settings.	JC/JE

3	Develop teacher subject knowledge to plan and deliver effective lessons	- Teachers to plan effective maths lessons using proformas and with support from JC. - Three teachers to be sent on specialist training led by the MathsHub/EPA - Year 5/6 teacher to be supported by JK. - Teachers to observe best practice within the EPA - Teacher Questionnaire	- All children to be engaged and challenge effectively in lessons. - Teachers to increase their subject knowledge of maths. - All teachers to be able to tailor Maths lessons and reduce the overreliance of White Rose.	1 year	CPD timetable Planning time with members of staff Release time for CPD	JC/JE
4	Raise the attainment of GD learners across the school.	- Focus on year 2 and year 4 cohorts to target GD learners. - To provide staff with the necessary tools to raise GD attainment. - Specific GD intervention group - Gap analysis after AP points	- Increased levels of GD during assessment points. - Staff to use effective questioning and tasks to raise attainment. - Interventions/consolidation to boost attainment.	1 year	Resources for GD Timetabled Intervention group Gap analysis time/pupil progress meetings	JC/JE

December 2026 Evaluation:

English Action Plan: Sept 2026-July 2027

	Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?
1	Ensure classroom environment is embracing English in the ethos of the school and challenges learners Particular focus on Reading corners, library and working walls.	Set up Reading area in classes to encourage children to read for pleasure Range of books in classes and library to captivate learning (with Bookworm/child-led support) Working walls to be established and purposeful. Learners using them to advance their own learning and to be interested in the genre.	Reading for pleasure improved across the school Working walls show expected learning and support	1 year	New texts where appropriate Staff to see examples from other schools in the EPA	CA and class teachers
2	To give children the opportunity to improve their handwriting skills. Legible formation of letters to be improved through new Handwriting Handbooks.	Staff to have CPD on the new Handwriting Handbook and to establish the requirements for implementation in class. All staff to model consistent approach using the environment, examples and in feedback to pupils.	CPD training in September 26 and video resources on EPA Learn/ Teachers Library sharepoint Timetable to show when handwriting is taught and when it is practised. Handwriting Heroes to praise efforts in class/school.	1 year	EPA Handwriting Handbooks for staff	CA

3	Raise attainment in GD writing Use the writing long term planners to advise on how to reach the GD attainment in each year group	Learning walks and book looks for consistent approach in school. Moderation as a trust and in school to see the level of writing Ensure spelling and handwriting is taught to aid the elements needed for assessment points	Level of GD writers improves from last year. Greater fluency and approach to writing tasks Ensure GD writers have a range of opportunities for writing	1 year	Moderation at AP1,2,3 Evidence of GD writing from EPA English lead	CA and staff
4	Ensure English is taught following the requirements in spirituality and diversity in the ethos of the school vision and values	Teacher Library curriculum section to have handbook and learning journeys available for teachers to access. Handbook created for English Opportunities for spirituality to be encompassed into our English long term planning to ensure the vision and values are evident.	Children at Fritwell School will have a broad English curriculum that encompasses the vision and values of the school. Staff will have access to learning journeys to support their planning	1 year	Medium Term Plans and long term plans reflect spirituality Handbook created for delivering English	CA

December 2026 Evaluation:

Early Years Action Plan: Sept 2026-July 2027

	Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?
1	To ensure and embed a progressive curriculum for the Early Years. From Nursery through to Reception showing the golden thread.	Deliver a new curriculum to ensure that all areas of learning are taught effectively and consistently through out the Early Years. Nursery and Reception topics to show growth of knowledge. To use the same texts to engage and inspire the young learners. Draw up a long- and medium-term plans termly to show progression. To meet weekly to discuss the impact of the learning through the two classrooms.	The impact of a solid early year's curriculum is crucial because it provides a structured and comprehensive approach to children's development. It ensures that children receive a balanced education that covers all areas of learning and development, including personal, social, emotional, physical, and intellectual growth. This type of curriculum helps children build a strong foundation for their future success, as it promotes the development of essential skills and knowledge that are necessary for school readiness and lifelong learning. Additionally, a well-planned curriculum allows for flexibility and responsiveness to children's interests and needs, fostering a nurturing and supportive learning environment.	July 27	To look at other Early Year Curriculums in the EPA schools. Quality texts to be bought.	HH

2	To continue to market the Early Years at Fritwell School for continued growth in numbers.	To market the two Open mornings that are taking place during Term 1 and Term 2. To find out where the 'Baby and Toddler' groups and market towards those families. To deliver flyers to all feeder Nurseries. To ensure all families that come to look around Fritwell school put Fritwell as their number one choice.	To continue the upward trend in Nursery and Reception numbers to full capacity.	Dec 27	Flyers and banners to be distributed. Use social media as tool to market the school.	HH JE GB CP
3	Children have access to an engaging and interactive outdoor environment to encourage learning in all seven areas.	EYFS teachers to visit outstanding foundation provisions in Spring/Summer term to observe outdoor areas and how children are engaged in the outdoor learning environment. Design and new layout for the outdoor area and look at zones.	To ensure a high-quality provision for the children to enhance the 'Characteristics of Effective Learning'.The outdoor environment is crucial for young children's development due to its numerous benefits. Here are some key reasons why outdoor play is important: Physical Development: Outdoor play encourages children to engage in a variety of physical activities, such as running, jumping, climbing, and balancing, which are essential for developing gross motor skills and the vestibular sense. Emotional and Social Skills: Outdoor play fosters social-emotional learning by providing children with opportunities to	July 27	A budget is needed to facilitate this action.	HH

			cooperate, take turns, and problem-solve, which are vital for their personal and emotional development. Cognitive Growth: The outdoors offer an infinite learning space where children can explore and learn about the world around them, especially in STEM learning contexts. Sensory Exploration: Outdoor environments provide rich sensory experiences, such as hearing birdsong, feeling textures, and smelling flowers, which are crucial for neurological development. Health and Well-being: Spending time outdoors can improve children's health, social, and emotional well-being, and reduce stress levels.			
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December 2026 Evaluation:

Art and Design Action Plan: Sept 2026-July 2027

Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?
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Review progression of Art and Design skills and knowledge to ensure there is progression between Year Groups is clear on KCV's.	Look at topics and to know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. Knowledge Organisers to be written for Years 1-6 for all Art and Design Topics covered throughout the school. Sketch books to show the progression of work taught throughout the terms. produce creative work, exploring their ideas and recording their experiences.	As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. A clearly sequenced and progressive Art and Design curriculum is established, with key artists per term. Progression documents provide staff with a shared understanding of how skills build over time, ensuring that pupils revisit and deepen their understanding of these skills. Teachers consistently use the agreed KCVs, enabling pupils to develop and apply subject-specific vocabulary with increasing confidence and accuracy. Progression of skills highlights the key skills that need to be taught in this subject area such as drawing, painting, sculpture and other art, craft and design techniques.	June 2027		HH
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Develop and implement an Art and Design curriculum handbook that clearly articulates curriculum intent, progression of knowledge and skills, assessment, key vocabulary, and cultural capital opportunities to ensure consistency and high-quality Art and Design teaching across the school.	Carry out a full review of the existing Art and Design curriculum, planning documents, assessment systems, and resources. Gather staff feedback to identify strengths, gaps, and inconsistencies in curriculum delivery. Benchmark the curriculum against the National Curriculum and best practice guidance.	A comprehensive and accessible Art and Design Curriculum Handbook is developed, implemented, and embedded across the school, providing a clear and consistent framework for high-quality Art and Design teaching. The handbook clearly articulates the curriculum Intent, Implementation and Impact and the progression of knowledge and skills, assessment expectations, key vocabulary, and cultural capital opportunities for each year group. Teachers have a shared understanding of what Art and Design skills should be taught, and how learning should progress across the school. Knowledge, skills, vocabulary, and techniques to embedded throughout the year groups. Staff confidence and subject knowledge in Art and Design teaching increase through clear guidance and curriculum support.	June 2027	Time to look at current Art and Design curriculum and the three 'I's.	HH
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To ensure the Art and Design curriculum reflects the school's Christian theological vision.	Audit the Art and Design curriculum to identify and strengthen opportunities for exploring themes of Art and Design. Map curriculum content against the school's Christian vision and values to ensure clear and consistent links across all year groups.	The school’s values are meaningfully embedded within Art and Design and enquiries and discussions, enabling pupils to make connections between their learning, their faith, and the world around them.	June 2027	Time to look at current Art and Design curriculum and impact of it.	HH
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December 2026 Evaluation:

Subject Action Plan: Computing

Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?
Review progression of Computing skills and knowledge to ensure clear progression between year groups.	Review the Computing long-term plan and Purple Mash units to ensure that knowledge and skills are clearly sequenced and build progressively across year groups. Review the coverage of computer science, information technology and digital literacy to identify any gaps or unnecessary repetition. Review existing knowledge organisers and key curriculum vocabulary (KCVs) to ensure that essential knowledge and vocabulary are clearly identified. Gather staff feedback to identify any areas where additional resources or support may be required.	A clearly sequenced and progressive Computing curriculum is established, with knowledge, skills and key vocabulary mapped coherently across year groups. Progression documents provide staff with a shared understanding of how learning builds over time, ensuring that pupils revisit and develop their understanding of key computing concepts. Teachers have a clearer understanding of the knowledge and skills pupils should acquire, enabling them to deliver lessons that build confidence, independence and digital competence.	July 2027	Time to review long-term planning, Purple Mash units and existing knowledge organisers. Staff feedback.	RW
Develop and implement a Computing curriculum handbook to support consistency and high-quality teaching across the school.	Review existing Computing planning, curriculum documents and assessment approaches. Develop a Computing curriculum handbook outlining curriculum intent, implementation and impact. Ensure the handbook includes progression of knowledge and skills, key	A comprehensive and accessible Computing curriculum handbook is developed and shared with staff, providing a clear framework for consistent Computing teaching. The handbook clearly outlines curriculum intent,	July 2027	Subject leadership time to compile the handbook. Access to existing curriculum documents and Purple Mash.	RW

	vocabulary, assessment expectations and guidance on the use of Purple Mash. Identify opportunities for pupils to apply their computing skills across the wider curriculum. Share the completed handbook with staff and identify any additional support or training needs.	implementation and impact, progression of knowledge and skills, assessment expectations and key vocabulary. Teachers have a shared understanding of what should be taught and how learning progresses across the school. Staff confidence is supported through clear guidance and access to appropriate planning and resources.			
Ensure the Computing curriculum reflects the school's Christian theological vision and promotes responsible, respectful and safe use of technology.	Audit Computing units to identify opportunities to promote the school's Christian vision and values. Map links to responsibility, respect, compassion and fairness within the curriculum. Review opportunities for pupils to learn about online safety, digital responsibility and respectful online communication. Identify opportunities for pupils to consider how technology can be used creatively and positively to help others. Include relevant links to the school's vision and values within curriculum documentation.	The Computing curriculum reflects the school's Christian theological vision, with meaningful opportunities for pupils to explore responsibility, respect, compassion and fairness in a digital world. Pupils develop an understanding of how to use technology safely, responsibly and respectfully, recognising how their online behaviour can affect themselves and others. The curriculum provides opportunities for pupils to reflect on the positive impact of technology and how it can be used to support creativity,	July 2027	Time to review curriculum documentation and existing online safety resources.	RW

		communication and the wider community.			
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December 2026 Evaluation:

Subject Action Plan: Design and Technology

Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?
Review progression of Design and Technology skills and knowledge to ensure there is progression between Year Groups is clear on KCV's.	Knowledge Organisers to be written for Years 1-6 for all Design and technology Topics covered throughout the school. Sketch books to show the progression of work taught throughout the terms. produce creative work, exploring their ideas and recording their experiences. Ensure the following takes place throughout the year. Design: design purposeful, functional, appealing products for themselves and other users based on design criteria ♣ generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology. Make: select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] ♣ select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Evaluate: explore and evaluate a range of existing products ♣ evaluate their ideas and products against design criteria Technical knowledge ♣ build structures, exploring how they can be made	As pupils progress, they should be able to think critically and develop a more rigorous understanding of Design and Technology. They should also know how Design and Technology both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. A clearly sequenced and progressive Design and Technology curriculum is established. Progression documents provide staff with a shared understanding of how skills build over time, ensuring that pupils revisit and deepen their understanding of the skills Design, Make, Evaluate. Teachers consistently use the agreed KCVs, enabling pupils to develop and apply subject-specific vocabulary with increasing confidence and accuracy. Progression of skills	June 2027		HH

	stronger, stiffer and more stable ♣ explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.	highlights the key skills that need to be taught in this subject area.			
Develop and implement a Design and Technology curriculum handbook that clearly articulates curriculum intent, progression of knowledge and skills, assessment, key vocabulary, and cultural capital opportunities to ensure consistency and high-quality Design and Technology teaching across the school.	Carry out a full review of the existing Design and Technology curriculum, planning documents, assessment systems, and resources. Gather staff feedback to identify strengths, gaps, and inconsistencies in curriculum delivery. Benchmark the curriculum against the National Curriculum and best practice guidance.	A comprehensive and accessible Design and Technology Curriculum Handbook is developed, implemented, and embedded across the school, providing a clear and consistent framework for high-quality Design and Design teaching. The handbook clearly articulates the curriculum Intent, Implementation and Impact and the progression of knowledge and skills, assessment expectations, key vocabulary, and cultural capital opportunities for each year group. Teachers have a shared understanding of what Design and Technology skills should be taught, and how learning should progress across the school. Knowledge, skills, vocabulary, and techniques to embedded throughout the year groups. Staff confidence and subject knowledge in Design and	June 2027	Time to look at current Design and Technology curriculum and the three 'I's.	HH

		Technology teaching increase through clear guidance and curriculum support.			
To ensure the Design and Technology curriculum reflects the school's Christian theological vision.	Audit the Design and Technology curriculum to identify and strengthen opportunities for exploring themes of Art and Design. Map curriculum content against the school's Christian vision and values to ensure clear and consistent links across all year groups.	The school's values are meaningfully embedded within Design and Technology and enquiries and discussions, enabling pupils to make connections between their learning, their faith, and the world around them.	June 2027	Time to look at current Design and Technology curriculum and impact of it.	HH

December 2026 Evaluation:

Geography Action Plan: Sept 2026-July 2027

Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?
Review progression of Geography skills and knowledge to ensure there is progression between Year Groups is clear on KCV's.	Topics to be reviewed, ensuring all are relevant. Knowledge Organisers to be written for Years 1-6 for all Geography Topics covered throughout the school. -	A clearly sequenced and progressive geography curriculum is established, with geographical knowledge, skills, and Key Curriculum Vocabulary (KCVs) mapped coherently across all year groups. Progression documents provide staff with a shared understanding of how learning builds over time, ensuring that pupils revisit and deepen their understanding of key geographical concepts. Teachers consistently use the agreed KCVs, enabling pupils to develop and apply subject-specific vocabulary with increasing confidence and accuracy. Curriculum planning demonstrates clear progression in locational knowledge, place knowledge, human and physical geography, and geographical fieldwork skills.	April 2027	Time to look at current geography curriculum and impact of it.	GB/JE

Develop and implement a Geography curriculum handbook that clearly articulates curriculum intent, progression of knowledge and skills, assessment, key vocabulary, and cultural capital opportunities to ensure consistency and high-quality geography teaching across the school.	Carry out a full review of the existing Geography curriculum, planning documents, assessment systems, and resources. Gather staff feedback to identify strengths, gaps, and inconsistencies in curriculum delivery. Benchmark the curriculum against the National Curriculum and best practice guidance. Review the progression map showing how geographical knowledge, skills, and concepts build from year to year. Identify key substantive knowledge (places, processes, environments) and disciplinary knowledge (fieldwork, enquiry, analysis). Ensure progression avoids repetition and increases challenge over time. Map enrichment opportunities into each unit of work, such as: • Fieldwork experiences. • Local area studies. • Visits and visitors. • Global citizenship links. • Environmental and sustainability projects. Ensure all pupils have access to meaningful geographical experiences beyond the classroom.	A comprehensive and accessible Geography Curriculum Handbook is developed, implemented, and embedded across the school, providing a clear and consistent framework for high-quality geography teaching. The handbook clearly articulates the curriculum intent, progression of knowledge and skills, assessment expectations, key vocabulary, and cultural capital opportunities for each year group. Teachers have a shared understanding of what geography should be taught, when it should be taught, and how learning should progress across the school. Knowledge, skills, vocabulary, and fieldwork experiences are sequenced effectively, enabling pupils to build on prior learning and retain key geographical concepts. Cultural capital opportunities are explicitly planned, ensuring pupils develop a broader understanding of local, national, and global communities and environments. Staff confidence and subject knowledge in geography teaching increase through clear guidance and curriculum support.	April 2027	Time to look at current geography curriculum and impact of it.	GB/JE
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To ensure the geography curriculum reflects the school's Christian theological vision and provides opportunities for children to actively engage in a culture of justice, responsibility, and compassion.	Audit current geography units to identify opportunities to promote the school's Christian vision and values. Ensure curriculum content highlights themes of stewardship, community, justice, responsibility, compassion, and respect for God's creation. Map explicit links between geography topics and the school's theological vision statement. Incorporate learning about environmental sustainability, conservation, climate change, and responsible use of resources. Provide opportunities for pupils to explore their responsibility as global citizens and caretakers of the world. Encourage pupils to consider how geographical issues impact both people and the planet. Develop units that explore inequalities in access to resources, education, food, water, and housing. Use case studies that help pupils understand issues of poverty, migration, natural disasters, and development from a compassionate and informed perspective. Encourage critical thinking about fairness, equity, and human dignity.	The Geography curriculum consistently reflects the school's Christian theological vision, enabling pupils to develop a deep understanding of the world as God's creation and their role within it. Through carefully planned learning experiences, children are equipped to engage thoughtfully and actively with issues of justice, responsibility, stewardship, and compassion at local, national, and global levels.	April 2027	Time to look at current geography curriculum and impact of it.	GB/JE
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December 2026 Evaluation:

History Action Plan: Sept 2026-July 2027

Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?
Review progression of historical skills and knowledge to ensure there is progression between Year Groups is clear on KCV's. Review topic areas to ensure all are relevant and make local links.	Topics to be reviewed, ensuring all are relevant. Knowledge Organisers to be written for Years 1-6 for all History Topics covered throughout the school.	A clearly sequenced and progressive history curriculum is established, with historical knowledge, concepts, vocabulary, and disciplinary skills building systematically across all year groups. Key curriculum vocabulary (KCVs) is explicitly mapped and embedded to support progression and retention. Topic content is reviewed and refined to ensure relevance, historical significance, and meaningful connections to the local area, enabling pupils to develop a deeper understanding of both national and local history. As a result, pupils demonstrate increasing confidence in applying historical skills, making connections between periods of history, and using subject-specific vocabulary accurately.	April 2027	Time to look at current history curriculum and impact of it.	GB/JE
Develop and implement a history curriculum handbook that clearly articulates curriculum intent, progression of knowledge and disciplinary skills, assessment, key vocabulary, and cultural capital opportunities to ensure consistency and high-quality history teaching across the school.	History Curriculum handbook to be completed. Handbook to reflect trips, experiences and units of work Ensure the local heritage trail is incorporated into a local unit of study.	A History Curriculum Handbook is in place and used consistently by all staff, providing clear guidance on curriculum intent, progression of knowledge and disciplinary skills, key vocabulary, assessment, and cultural capital opportunities. Staff have a shared understanding of expectations and curriculum delivery, resulting in greater consistency across year groups.	April 2027	Time to look at current history curriculum and impact of it.	GB/JE

To ensure the history curriculum reflects the school's Christian theological vision and provides opportunities for children to actively engage in a culture of justice, responsibility, and compassion.	Audit the history curriculum to identify and strengthen opportunities for exploring themes of justice, responsibility, compassion, courage, and service through historical enquiry. Map curriculum content against the school's Christian vision and values to ensure clear and consistent links across all year groups. Develop enquiry questions that encourage pupils to consider moral and ethical issues, historical injustices, and the impact of individual and collective actions. Provide opportunities for pupils to reflect on how lessons from history can inform responsible citizenship and positive contributions to society today. Incorporate diverse historical perspectives, including voices that have been marginalised, to promote fairness, respect, and understanding. Create meaningful links between history topics and charitable, community, or social action projects within the school and local community.	The history curriculum clearly reflects the school's Christian theological vision, with planned opportunities for pupils to explore themes of justice, responsibility, compassion, courage, service, and human dignity through the study of significant historical events and individuals. The school's values are meaningfully embedded within historical enquiries and discussions, enabling pupils to make connections between their learning, their faith, and the world around them.	April 2027	Time to look at current history curriculum and impact of it.	GB/JE
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December 2026 Evaluation:

Modern Foreign Languages Action Plan: Sept 2026-July 2027

Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?
Review progression of MFL skills and knowledge to ensure there is progression between Year Groups is clear.	- Deep look into planning to highlight gaps and evidence of progression - All classes from Year 3 and beyond to have MFL folders to store work	MFL is taught consistently well and introduces children to the diverse nature of our society in the world. They are given basic skills which are transferrable on their individual learning paths.	1 year	Review of long term planning	CA and staff
To ensure the ethos of the school is underpinned in the teaching of MFL at Fritwell School. Clear curriculum guidance for staff to be developed.	- Handbook created for MFL - Ensure the vision and values are evident in teaching of MFL through deep look into the long term plan outcomes	Clear and consistent approach to the teaching of MFL throughout the school.	1 year	Handbook Time to create the Handbook	CA
Developing an alternative language for next academic year	- Discover on Language Angels how the Spanish units work and investigate whether this is a possibility for Fritwell.	Furthering the EPA links with other schools that teach Spanish. Alternative language that may be of use to children in the future	1 year	Language Angels ongoing subscription Time to visit EPA schools	CA

December 2026 Evaluation:

Music Action Plan: Sept 2026-July 2027

Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?
Review progression of Music skills and knowledge to ensure there is progression between Year Groups.	Use of Charanga as a scheme to be reviewed. Units to be reviewed, ensuring all are relevant.	A clearly sequenced and progressive music curriculum is established, with musical knowledge, skills, and inter-related dimensions of music mapped coherently across all year groups. Progression documents provide staff with a shared understanding of how learning builds over time, ensuring that pupils revisit and deepen their understanding of key musical concepts.	July 2027	Time to look at current music curriculum and impact of it.	JE/HW
Develop and implement a music curriculum handbook that clearly articulates curriculum intent, progression of knowledge and disciplinary skills, assessment, key vocabulary, and cultural capital opportunities to ensure consistency and high-quality music teaching across the school.	Music Curriculum handbook to be completed. Handbook to reflect musical experiences and units.	A Music Curriculum Handbook is in place and used consistently by all staff, providing clear guidance on curriculum intent, progression of knowledge and disciplinary skills, key vocabulary, assessment, and cultural capital opportunities. Staff have a shared understanding of expectations and curriculum delivery, resulting in greater consistency across year groups.	July 2027	Time to look at current music curriculum and impact of it.	JE/HW

To ensure the music curriculum reflects the school's Christian theological vision by enabling pupils to develop their musical skills, creativity and understanding while promoting justice, responsibility and compassion. Opportunities for spiritual development will be embedded throughout the curriculum, encouraging pupils to reflect on their own experiences, respond to music with curiosity, awe and wonder, and appreciate the richness of musical traditions from different cultures and communities.	Audit the music curriculum. Map curriculum content against the school's Christian vision and values to ensure clear and consistent links across all year groups. Provide opportunities for pupils to reflect on their own experiences, respond to music with curiosity, awe and wonder, and appreciate the richness of musical traditions from different cultures and communities.	The music curriculum clearly reflects the school's Christian theological vision, with planned opportunities for pupils to reflect on their experiences and respond to music with curiosity, awe and wonder and appreciate the richness of musical traditions from different cultures and communities.	July 2027	Time to look at current music curriculum and impact of it.	GB/JE
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December 2026 Evaluation:

PE Action Plan: Sept 2026-July 2027

Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?
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Review progression of PE skills and knowledge to ensure clear progression between year groups and a broad, balanced curriculum. Review existing PE equipment to ensure that appropriate resources are available to support effective curriculum delivery.	Review the PE long-term plan and Complete PE scheme to ensure that knowledge and skills are clearly sequenced across year groups. Review curriculum coverage to ensure pupils experience a broad range of physical activities and progressively develop their skills. Identify any gaps or unnecessary repetition within the existing curriculum. Review key curriculum vocabulary (KCVs) and assessment opportunities to support consistency across the school. Carry out an audit of existing PE equipment to assess its condition, suitability and availability for delivering the planned curriculum. Identify any gaps in resources and prioritise equipment that may need replacing or purchasing, taking account of curriculum requirements, available funding and the school's budget.	A clearly sequenced and progressive PE curriculum is established, with physical skills, knowledge and key vocabulary mapped coherently across year groups. Progression documents provide staff with a shared understanding of how pupils develop their skills over time, ensuring that learning builds on previous experiences and provides appropriate challenge. Pupils experience a broad and balanced PE curriculum that supports physical development, confidence, participation and enjoyment. A clear overview of existing PE equipment is established, identifying resources that are available, require replacement or may need to be purchased. The findings inform future purchasing decisions and help ensure that staff have access to suitable equipment to deliver the planned curriculum effectively and safely.	July 2027	Time to review planning and Complete PE. Time to complete an equipment audit. Access to existing PE resources and information about available funding. Budget approval for any additional purchases identified.	RW
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Develop and implement a PE curriculum handbook that clearly outlines curriculum intent, progression of knowledge and skills, assessment, key vocabulary and inclusive teaching approaches to ensure consistency and high-quality PE teaching across the school.	Review existing PE planning, curriculum documents and assessment approaches. Develop a PE curriculum handbook outlining curriculum intent, implementation and impact. Ensure the handbook includes progression of knowledge and skills, key vocabulary, assessment expectations and guidance on using Complete PE. Include guidance on adapting activities to support pupils with different needs and abilities, ensuring that all pupils have opportunities to participate and experience success. Gather staff feedback to identify any areas where additional resources, training or support may be beneficial. Share the completed handbook with staff to support consistent curriculum delivery.	A comprehensive and accessible PE curriculum handbook is developed and shared with staff, providing a clear framework for consistent and inclusive PE teaching. The handbook clearly outlines curriculum intent, implementation and impact, progression of knowledge and skills, assessment expectations and key vocabulary. Teachers have a shared understanding of how physical skills develop across the school and how activities can be adapted to meet pupils' needs. Staff confidence and subject knowledge are supported through clear guidance and access to appropriate planning and resources. Pupils have opportunities to participate, develop confidence and make progress within a supportive and inclusive PE curriculum.	July 2027	Subject leadership time to compile the handbook. Access to Complete PE and existing curriculum documents. Time to gather staff feedback and share the completed handbook.	RW
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Ensure the PE curriculum reflects the school's Christian theological vision and provides opportunities for pupils to develop teamwork, fairness, respect, compassion and perseverance. Promote personal development and spiritual flourishing through participation, reflection and positive sporting experiences.	Audit PE units to identify opportunities to promote the school's Christian vision and values. Map opportunities for pupils to develop teamwork, cooperation, fairness, respect, compassion and perseverance. Identify opportunities for pupils to demonstrate positive sporting behaviour, encourage others and celebrate individual and team achievements. Encourage pupils to reflect on personal improvement, resilience and the importance of including others. Identify opportunities for pupils to experience enjoyment, achievement and a sense of belonging through physical activity. Include relevant links to the school's vision and values within curriculum documentation.	The PE curriculum clearly reflects the school's Christian theological vision, with meaningful opportunities for pupils to demonstrate teamwork, fairness, respect and compassion. Pupils develop positive attitudes towards physical activity and understand the importance of encouraging, supporting and including others. PE provides opportunities for pupils to develop confidence, resilience and perseverance while recognising the value of participation, personal improvement and collective achievement. The school's values are reflected in pupils' sporting behaviour and interactions with others. Pupils are encouraged to reflect on their achievements, appreciate the abilities of others and experience a sense of belonging through physical activity.	July 2027	Time to review curriculum documentation and identify links to the school's Christian vision and values.	RW
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Review and develop opportunities for extracurricular physical activity and competitive sport to promote participation, inclusion and enjoyment. Explore opportunities for pupils to represent the school through local, cluster and county-level sporting events where appropriate and feasible.	Audit existing extracurricular sporting provision, including clubs, school teams, sporting events and competition opportunities. Review current participation to identify any gaps in provision and consider how opportunities can be made accessible to a wider range of pupils, including SEND and disadvantaged pupils. Explore opportunities to participate in local, cluster and county-level sporting events and competitions where appropriate and feasible. Liaise with staff and existing external providers to identify opportunities to broaden participation in physical activity. Consider opportunities for both competitive and non-competitive activities to encourage participation from pupils with different interests and abilities. Use the findings of the review to identify realistic priorities for developing extracurricular provision, taking account of staffing, transport, funding and available resources.	A clear understanding of the school's existing extracurricular sporting provision is established, including current opportunities for clubs, school teams and competitive sport. Participation is reviewed to identify opportunities for increasing engagement and ensuring that provision is inclusive and accessible to pupils with different needs, interests and abilities. Potential opportunities for local, cluster and county-level sporting participation are identified, taking account of staffing, transport, funding and available resources. The review informs realistic future priorities for extracurricular PE, supporting the school's aim to encourage physical activity, teamwork, confidence and enjoyment of sport. Where appropriate opportunities are available, pupils are able to develop their sporting skills and experience the benefits of	July 2027	Time to audit existing provision and liaise with staff and external providers. Information about local competitions and sporting opportunities. Any additional staffing, transport, equipment or funding requirements to be considered before commitments are made.	RW, in liaison with SLT and relevant staff.
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		participation and representing their school.			
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December 2026 Evaluation:

PSHE Action Plan: Sept 2026-July 2027

Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?
Review progression of PSHE skills and knowledge to ensure there is progression between Year Groups	Use of SCARF/ Family Links as a scheme to be reviewed. - Units to be reviewed, ensuring all are relevant.	A clearly sequenced and progressive PSHE curriculum is established, with relevant, topical and diverse themes covered that are essential to our learners, and the locality, coherently across all year groups. Progression documents provide staff with a shared understanding of how learning builds over time, ensuring that pupils revisit and deepen their understanding of key elements.	1 year	Time to look at current PSHE curriculum and impact of it.	CA/ LW

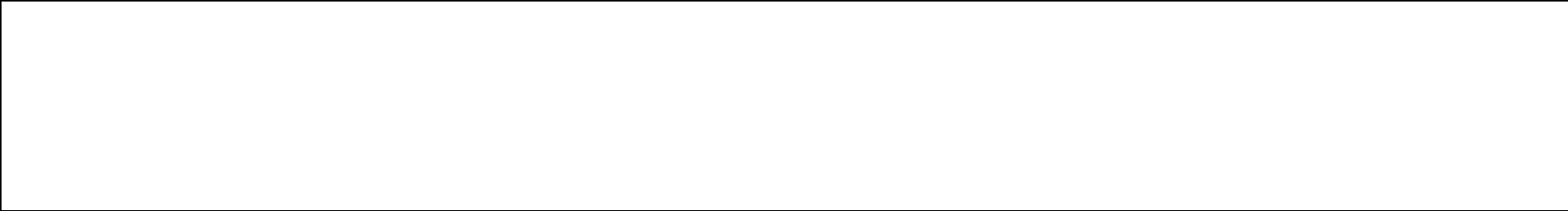
Develop and implement a PSHE curriculum handbook that clearly articulates curriculum intent, progression of knowledge and disciplinary skills, assessment, key vocabulary, and cultural capital opportunities to ensure consistency and high-quality teaching across the school.	PSHE Curriculum handbook to be completed. - Handbook to reflect key national and local themes, expressions of diverse opportunities and understanding alongside developing the well-being and nurturing aspects of our learners.	A PSHE Curriculum Handbook is in place and used consistently by all staff, providing clear guidance on curriculum intent, progression of knowledge and disciplinary skills, key vocabulary, assessment, and cultural capital opportunities. Staff have a shared understanding of expectations and curriculum delivery, resulting in greater consistency across year groups.	1 year	Time to create and share the PSHE Curriculum Handbook	CA
To ensure the PSHE curriculum reflects the school's Christian theological vision by enabling pupils to develop their musical skills, creativity and understanding while promoting justice, responsibility and compassion. Opportunities for spiritual development will be embedded throughout the curriculum, encouraging pupils to reflect on their own experiences, respond to concepts with curiosity, awe and wonder, and appreciate the distinctive and diverse communities of Fritwell and the wider world	Map curriculum content against the school's Christian vision and values to ensure clear and consistent links across all year groups. Provide opportunities for pupils to reflect on their own experiences, and have the opportunities to experience and learn from other individuals in our school and wider communities. -	The PSHE curriculum clearly reflects the school's Christian theological vision, with planned opportunities for pupils to reflect on their experiences and respond to questions with curiosity, awe and wonder and appreciate the diverse community in which our school, our village and the wider world is.	1 year	Time to implement and share ideas with staff.	CA

Religious Education Action Plan: Sept 2026-July 2027

Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?
Review progression of skills and knowledge within Religious Education to ensure there is progression between Year Groups. Ensure each unit has a clear Knowledge, Concepts and Vocabulary document (KCV) which maps out the knowledge and skills, along with key vocabulary, key questions, and opportunities for spirituality.	Purchase and introduce Jigsaw RE Provide training for staff in the use of the resources. KCVs to be written for all RE units covered throughout the school and hyperlinked within the RE Handbook.	A clearly sequenced and progressive RE curriculum is established, with knowledge, concepts, vocabulary, and enquiry skills building systematically across all year groups. Key curriculum vocabulary is explicitly mapped and embedded to support progression and retention. As a result, pupils engage with religion and belief through the complementary disciplines of theology, philosophy and human and social sciences.	Oct 2026	Cost of Jigsaw RE Time to train staff	JE

Develop and implement a religious education curriculum handbook that clearly articulates curriculum intent, progression of knowledge and disciplinary skills, assessment, key vocabulary, and cultural capital opportunities to ensure consistency and high-quality RE teaching across the school.	RE Curriculum handbook to be completed. Handbook to reflect trips, experiences and units of work.	A Religious Education Curriculum Handbook is in place and used consistently by all staff, providing clear guidance on curriculum intent, progression of knowledge and disciplinary skills, key vocabulary, assessment, and cultural capital opportunities. Staff have a shared understanding of expectations and curriculum delivery, resulting in greater consistency across year groups.	Oct 2026	Time to compile RE Handbook	JE
To ensure the RE curriculum reflects the school's Christian theological vision and provides opportunities for children to actively engage spiritually in a culture of justice, responsibility, respect, understanding and compassion.	Audit units and KCVs so they provide opportunities for spirituality and clearly reflect the school's Christian theological vision. Audit opportunities for trips, visits and experiences so that they reflect the school's theological vision and provide opportunities for children to actively engage spiritually in a culture of justice, responsibility, respect, understanding and compassion.	The RE curriculum clearly reflects the school's Christian theological vision and provides opportunities for children to actively engage in a culture of justice, responsibility, respect, understanding and compassion. The school's values are meaningfully embedded within key enquiry questions and discussions, enabling pupils to make connections between their learning, their faith, and the world around them.	Oct 2026	Time to look at current history curriculum and impact of it.	JE

December 2026 Evaluation:



Target and clarification of this target	Actions to be taken	Expected outcomes and impacts	Timescale	Resource requirements	In charge?
Review progression of Science skills and knowledge to ensure there is progression between Year Groups and this is evident in the KCVs.	Liaise with Nick Wyatt (Science EPA lead) to support individuals and a whole school science teaching model Provide training for staff in the use of the planning. Give opportunities to spend time with Nick if necessary.	A clearly sequenced and progressive Science curriculum is established, with relevant, topical and diverse themes covered that are essential to our learners, and the locality, coherently across all year groups. Progression documents provide staff with a shared understanding of how learning builds over time, ensuring that pupils revisit and deepen their understanding of key elements.	July 2027	Time with EPA Science lead	CA
Develop and implement a science curriculum handbook that clearly articulates curriculum intent, progression of knowledge and disciplinary skills, assessment, key vocabulary, and opportunities to ensure consistency and high-quality science teaching across the school.	Science Curriculum handbook to be completed. - Handbook to reflect planning requirements, resources and opportunities for trips to museums.	A Science Curriculum Handbook is in place and used consistently by all staff, providing clear guidance on curriculum intent, progression of knowledge and disciplinary skills, key vocabulary, assessment, and cultural capital opportunities. Staff have a shared understanding of expectations and curriculum delivery, resulting in greater consistency across year groups.	July 2027	Time to compile Handbook	CA

To ensure the Science curriculum reflects the school's Christian theological vision and provides opportunities for children to actively engage spiritually in a culture of justice, responsibility, respect, understanding and compassion.	Audit units and KCVs so they provide opportunities for spirituality and clearly reflect the school’s Christian theological vision. Embrace a sense of awe and wonder with nature and the wider world. - Audit opportunities for trips, visits and experiences so that they reflect the school’s theological vision and provide opportunities for children to actively engage spiritually in a culture of justice, responsibility, respect, understanding and compassion.	The Science curriculum clearly reflects the school's Christian theological vision and provides opportunities for children to actively engage in a culture of justice, responsibility, respect, understanding and compassion. The school’s values are meaningfully embedded within key enquiry questions and discussions, enabling pupils to make connections between their learning, their faith, and the world around them.	July 2027	Time to share ideas with staff and the Science lead	CA
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December 2026 Evaluation:
