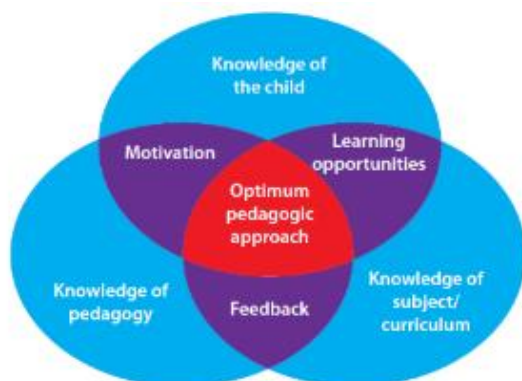


Fishbourne Church of England Primary School – 2026-2027 School Development Plan



Model of Implementing Change: Explore – Prepare – Deliver – Sustain

Rationale:



All development at Fishbourne CE Primary School builds towards achieving an optimum pedagogic approach for learning – meaning the best possible way to lead the learning taking place within our classrooms. In doing so, we recognise the importance of our:

- knowledge of the child (our WHY!)
- knowledge of pedagogy (our HOW!)
- knowledge of subject/curriculum (our WHAT!)

and equally the role of feedback, motivation and learning opportunities.

At each stage of implementing any change, we recognise the need to explore, prepare, deliver and sustain to ensure that the changes are embedded and impactful in the long term.

As a result, this SDP should be read in conjunction with the 'journey towards..' documents:

<https://www.fishbourneprimary.co.uk/attachments/download.asp?file=916&type=pdf>

<https://www.fishbourneprimary.co.uk/attachments/download.asp?file=917&type=pdf>

We recognise that change doesn't happen overnight! Underpinning our school development plan is an understanding that development is a living and breathing process, one that requires professional tinkering along the way! We are passionate about developing a strong learning and deep-thinking culture within our school community at all levels and are relentlessly optimistic about our vision for all learners at Fishbourne Primary.

Priority 1	Priority 2	Priority 3	Also...
CULTURE / WELLBEING To intentionally cultivate a culture in which every member of the school community works to live out the school vision in their daily words, actions and choices, resulting in all children, staff and families flourishing (2nd of 2 year journey) KNOWLEDGE OF CHILD MOTIVATION LEARNING OPPORTUNITIES	ADAPTIVE TEACHING To embed high-quality adaptive teaching across the whole school curriculum, resulting in <u>all</u> children making good or better progress from their own starting points. (1st of 2 year journey) KNOWLEDGE OF CHILD KNOWLEDGE OF SUBJECT KNOWLEDGE OF PEDAGOGY FEEDBACK	ENGAGEMENT To maximise genuine engagement and investment of all members of the school community in play and learning. (1st of 2 year journey) KNOWLEDGE OF CHILD KNOWLEDGE OF PEDAGOGY MOTIVATION	*EYFS and Y1 action plan – opportunities for the teams to work collaboratively AND as part of the BLLP schools to develop and strengthen EYFS/Y1 practice. *Pupil Book Study will continue to quality assure areas of the non-core curriculum. This year there will be a Geography whole school learning experience which will have a focus on foundational knowledge. In addition, PBS will take place for Art, RE and history with a view to whole school LE taking place in these areas the in 27/28. *Explore stage - Continued professional reading by the SLT around adaptive teaching and engagement which we anticipate will continue to be on our SDP in 27/28.

Key activity schedule	Autumn		Spring		Summer	
	1	2	1	2	1	2
CULTURE / WELLBEING To intentionally cultivate a culture in which every member of the school community works to live out the school vision in their daily words, actions and choices, resulting in all children, staff and families flourishing (continued from last year)	Induction for new staff. INSET – resetting and returning to the pedagogy Identification of high-quality texts (SLT/LC) Dedicated CREW planning time for teaching staff.	QA of CREW across school Dedicated CREW planning time for teaching staff. Identification of high-quality texts (SLT/LC) CPD for staff team about devotionals led by Jess.	Dedicated CREW planning time for teaching staff. Identification of high-quality texts (SLT/LC)	Dedicated CREW planning time for teaching staff. Identification of high-quality texts (SLT/LC)	QA of CREW across school Dedicated CREW planning time for teaching staff. Identification of high-quality texts (SLT/LC)	Staff confidence and engagement survey Dedicated CREW planning time for teaching staff. Identification of high-quality texts (SLT/LC)
ADAPTIVE TEACHING To embed high-quality adaptive teaching across the whole school curriculum, resulting in all children making good or better progress from their own starting points.	Foundations for adaptive teaching		INSET – Adaptive teaching and making adjustments to planning. C the G meetings to emphasise adaptive teaching.	INSET – Adaptive teaching and case studies BLLP QA review to inform planning and next steps for the summer term. Data drop	To be updated following BLLP QA review. Self-directed/selected WalkThru for staff to deliberately practise an adaptive teaching method.	Celebration WalkThrus meeting in which we share good practice re. adaptive teaching methodologies...
	INSET tracking SEND and disadvantaged on Insight Precise learning objectives Through WalkThrus	Checking for understanding through WalkThrus. Lesson Study in preparation for Spring and prioritising adaptive techniques. Feedback policy to be reviewed and updated to reflect EEF guidance and to have a focus on 'checking for understanding')				
ENGAGEMENT To maximise engagement and investment of all members of the school community in play and learning. <i>'...a culture where learning and playing feel unmissable - where children lean in, care about their experiences, and genuinely get stuck in.'</i>	X2 OPAL CPD sessions for the whole staff team.	OPAL launched to children. Baseline in lesson drop ins and taking a temperature check for engagement/ investment – identification of classes who are more/less engaged.	Developing a shared understanding of what we mean by Engagement. INSET – BLLP – Jonathan Lear	INSET – following up Jonathan Lear Geography CPD whole school LE using existing pedagogy for irresistible learning AND ideas from Jonathan Lear	Botheredness CPD x 3 Geography CPD whole school LE using existing pedagogy for irresistible learning AND ideas from Jonathan Lear	Botheredness CPD x 3 Collaborative development of a pedagogy for botheredness. Art, History and RE leaders to plan for whole school LE that set out to promote botheredness.



Priority 1: To intentionally cultivate a culture in which every member of the school community works to live out the school vision in their daily words, actions and choices, resulting in all children, staff and families flourishing (continued from last year)

Problem (Why?)	Intervention Description (What?)						
Leadership *We have come to the end of a very successful year of implementing CREW across school – all stakeholders understand the ingredients of CREW and there are high levels of investment and engagement. *CREW does not yet have a robust and rigorous curriculum that sits beneath it, resulting in it lacking strategic impact that can be articulated clearly. *The addition of a curriculum will enable a progression in CREW to be developed so that progress can be monitored through the delivery of CREW.	Active Ingredient 1: *Six key blocks of CREW have been identified which all year groups will experience, with key themes to be identified by PSHCE lead, climate lead, HoC lead and SLT. <table><tr><td>Habit of Character</td><td>Protected characteristic</td><td>Environment/ Climate</td><td>PSHCE block</td><td>PSHCE block</td><td>School vision – make world a better place</td></tr></table> High quality texts to be explored and identified by SLT and Library Champion to support staff development.	Habit of Character	Protected characteristic	Environment/ Climate	PSHCE block	PSHCE block	School vision – make world a better place
Habit of Character	Protected characteristic	Environment/ Climate	PSHCE block	PSHCE block	School vision – make world a better place		
Staff *Staff have not had autonomy over the planning of CREW – to date the blocks of CREW have been planned for staff and, while this has been welcomed, the staff team do not 'own' their planning. The limitation of this approach has been that planning has been generic and applied across Y1-Y6, meaning that there have been some opportunities missed for unique cohorts of children.	Active Ingredient 2: *Staff have dedicated time to plan from high quality texts, with opportunities for support and collaboration.						
Children: *Levels of engagement with CREW are high and children value this time in school. *Children's experiences of CREW content have been limited as a result of the shared resources for CREW – in this send part of the delivery phase, their experiences will become more age/phase appropriate.	Active Ingredient 3: *Ongoing quality assurance ensures that the quality of CREW sessions across school remains high and that all children have high quality opportunities and experiences.						
	Active Ingredient 4: Progression in Habits of Character (hope, ambition, integrity, empathy, curiosity, collaboration and reflection) will be developed with support from Ed Psychology team at WS.						

Implementation activities (How?)	Implementation outcomes (How well?)	Quality assurance (How do you know?)
High quality texts: Emphasis will be on selecting books that deepen vocabulary, represent diverse perspectives, and promote deep discussion (Reading Framework). Books will also seek to be both windows and mirrors to enable children to recognise their own lives and gain insight into the lives and perspectives of others. Initially this will be done by SLT and Library Champ, but this may be an area of development for staff team as year goes on. Dedicated planning time: All staff to have same expectations around planning for CREW, based on the model plans that have been in place during 25-26. CPD Leading devotionals – an area staff identified as having less confidence. Quality Assurance: Monitoring of planning of CREW will take place half termly to ensure that all staff have access to the same high-quality planning. Ongoing monitoring of CREW across school to ensure that there are no lethal mutations developing. Development of a progression in the Habits of Character: This is linked to being able to 'measure' the impact of CREW over time and although it does not impact on CREW curriculum directly, it does link to us being able to articulate the impact.	SHORT TERM (by Christmas) -New staff have inductions (incl. observing existing CREW, sharing of documents, following existing planning) -Re-set for whole staff team on 3/9/26 about the ingredients and expectations of CREW -Teachers will have planned two blocks of CREW for their own year group teams, using texts identified by SLT/Library champ. Awareness that -QA of CREW by ND -Autumn 2 – WWW and EBI from staff perspectives -SLT/LC to continue exploration of high-quality texts for next two blocks of CREW. -CPD for whole staff team on leading devotionals -HT ongoing development of HoC progression tool (linked to PhD in Global Education) MEDIUM TERM (by Easter) -Jan 2027 – checking in with children WWW and EBI about CREW with each class -Teachers will have planned two further blocks of CREW for their own year groups. -SLT/LC to continue exploration of high-quality texts for next two blocks of CREW (breadth of diversity) -Foundation committee to start exploring a range of devotionals for use in 27/28. -HT ongoing development of HoC progression tool (linked to PhD in Global Education) LONG TERM (by summer) -SLT/LC to continue exploration of high-quality texts for next two blocks of CREW - **Encouragement to teaching team to contribute recommendations of texts that they know that could lend themselves well to CREW. -Review of WWW and EBI from staff perspective and recording any proposed changes for the following academic year. - HT ongoing development of HoC progression tool (linked to PhD in Global Education)	*When we get CREW right, we get everything right... but it is not easy to get right. *QA of CREW sessions by ND *Sharing of good practice *Feedback *Monitoring of planning of CREW on a half termly basis. *Feedback from children and staff – plan, do, review WWW & EBI *Staff confidence and engagement survey – Summer 2.



Priority 2: To embed high-quality adaptive teaching across the whole school curriculum, resulting in all children making good or better progress from their own starting points.

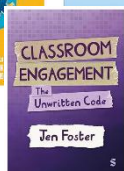
Problem (Why?)	Intervention Description (What?)
Teachers: *Teachers have been trained in a mastery approach to phonics/maths and moved away from 'differentiation' without having sufficient focus on 'adaptive teaching' which enables all children to be able to access the same learning. *Teachers do not know how well children have met the intention of the learning and therefore are not adapting the next steps of the sequence of learning. *Learning is not being effectively and consistently personalised to ensure that all children can access and make progress from their personal starting points. *As a result of 'Curtis Time', there has become a culture of 'intervention' taking place to enable children to keep up with the curriculum rather than Children: *As a result of learning not being adapted sufficiently well, some children are either 'clinging on' or 'bored' during some lessons and therefore not making good or better progress from their own starting points. This has also impacted on 'engagement and investment' of some learners (see priority 3)	3 Pillars of Adaptive Teaching – learning intentions, AFL and responsive teaching (following the successful introduction of WalkThrus and positive feedback from the staff team, we have identified WalkThrus to support staff professional development in each of the pillars). Active Ingredient 1: *Identification of clear, precise learning intentions Active Ingredient 2: *Ongoing checking for understanding (anchored to the clear learning intentions) that leads to action Active Ingredient 3: *Modification of teaching techniques to support and challenge (explanations, modelling, scaffolding) Active Ingredient 4: *A robust knowledge and understanding of Ordinarily Available Inclusive Practice Section 1: Reasonable adjustments that can be made through quality first teaching and universal provision for all children and young people. 

Implementation activities (How?)	Implementation outcomes (How well?)	Quality assurance (How do you know?)
Leadership: -Leadership team to be clear about the difference between keep up (adaptive teaching) and catch up (intervention) – to ensure that adaptive teaching is prioritised through effective planning. -SENDCo to work closely with the Closing the Gap team and Pupil Premium leader to ensure that there is a shared responsibility for the strategic decision making for these group sof children. Evidence informed CPD -Ongoing CPD which codifies and gives opportunities for deliberate practice of the three pillars using the ADAPT principles which have underpinned our SDP for the last three years. -Initial focus on the core FOUNDATIONS of adaptive teaching – precise learning objectives and checking for understanding before moving into the 'actions' as a result. Codifying practice: -Clear policies and pedagogies relating to expectations around 'checking for understanding' (to enhance the feedback policy) Culture: - A shift in culture from intervention to adaptation – resulting fewer children requiring intervention due to a renewed focus on high quality adaptive teaching.	SHORT TERM (by Christmas) *CPD for staff during Sep INSET on use of Insight for tracking SEND. *All staff are familiar with the article 'The Choreography of teaching 30 children at the same time' AND the EEF Teacher Feedback to improve pupil learning. *Teaching team have worked through ADAPT for WalkThrus – -Learning Objectives V Tasks (pp. 64 Blue WalkThru) -Check for Understanding (pp. 96 Yellow WalkThru) *CPD for staff focused on the WS OAIP document – reference made to this during SEND meetings. *The Fishbourne Feedback policy has been updated and exemplifies the principles of effective feedback - agreed with the teaching team. MEDIUM TERM (by Easter) *Continued deliberate practice of planning precise learning objectives and checking for understanding – starting with review and expectations in INSET Jan 2026, as well as modification of teaching and techniques work starts *WalkThrus support staff to deliberately practice – explanations, modelling and scaffolding (Monitoring during autumn term to result in prioritisation of these modes of adaptive teaching – with a view to flexibility on collective and personalised WalkThrus as needed) * Closing the Gap meetings to emphasise 'adaptive teaching techniques' with staff focused on articulating the adaptations that are being made for flexible groupings of children. *CPD for staff to support the development of case studies about individual children with SEND/disadv. *BLLP QA review about adaptive teaching – feedback to inform summer term next steps. LONG TERM (by summer) - To be reviewed following the BLLP QA review. *WalkThrus launched for appraisal cycle – identification of a WalkThru to develop 'adaptive teaching methodologies' *Celebration staff meeting – sharing strategies... scope for leadership of adaptive methodologies by our own staff team in 27/28. *Adaptive teaching in non-core areas of the curriculum.	* Lesson observations / drop ins will include discussion with class teacher before/after about the adaptations that are in place in the classroom. *SEND meetings and Closing the Gap meetings have an emphasis on adaptions in the classroom - fewer children requiring intervention due to a renewed focus on high quality adaptive teaching. *Book Looks have a focus on adaptive teaching (although also recognise that adaptations may not always be visible in book looks) *Evidence is sought in books that teachers know how well the children are progressing based on the steps of learning. *Children can articulate the impact that their teachers 'checking for understanding' has on their progress.



Priority 3: ENGAGEMENT - To maximise genuine engagement and investment of all members of the school community in play and learning.

'...a culture where learning and playing feel unmissable - where children lean in, care about their experiences, and genuinely get stuck in.'

Problem (Why?)	Intervention Description (What?)
Leadership *Evidence across school demonstrates that there are 'passengers' who need support and mechanisms to feel valued members of the school community. Teachers: *Evidence from classrooms has shown a greater proportion of children who are 'passengers' in their learning – and the work on WalkThrus has demonstrated that children's perceived level of accountability has changed. *Teachers describe children as finding it harder to attend to learning, shorter concentration spans, less motivated and harder to engage. Children: * Children find playtimes difficult and for some, they are unhappy. Children often have disagreements and find conflict resolution hard. Football dominates the space and for those children who may not be interested in football, they feel lost. *We aim for ALL our children to be leaders of their own learning and highly engaged as learners. *We have seen a change in our children's readiness to learn post covid. *Children spend more time on screens and so too do their key caregivers who find themselves increasingly distracted and less available to their children. The impact of this is children who are mentally unhealthy, socially isolated, and deeply unhappy (J Haidt).	Active Ingredient 1: *OPAL: 'an amazing hour of high quality play every day...with no exceptions' Implementation of a specific approach to outdoor play and learning (18 months) Active Ingredient 2: *To renew our existing commitment to irresistible learning as laid out in our pedagogies on a page. Active Ingredient 3: *To have a shared definition and common understanding about what Engagement looks like in the classroom and at playtime. Active Ingredient 4: *To commit to exploring AND implementing a range of techniques to maximise genuine engagement and investment in learning. Active Ingredient 5: *To develop a 'pedagogy of investment' which provides a toolbox of techniques to maximise engagement.    

Implementation activities (How?)	Implementation outcomes (How well?)	Quality assurance (How do you know?)
OPAL: Implementation within the OPAL framework using a play team working strategically and operationally to support the development of play. EXISTING PEDAGOGIES: Revisiting our existing pedagogies on a page to ensure that ALL staff have a shared understanding about the expectations already in place and how these will be quality assured across school. CPD: High quality CPD focused on the 'art' of designing learning - Jonathan Lear – speaking about irresistible learning Hywel Roberts -pedagogy of botheredness (6 x 1hr CPD sessions 'building a culture where learning feels alive and everyone gets stuck in!' Techniques identified from Jen Foster's Classroom Engagement: e.g. 'a task not an ask' pp. 59-66 Collective wisdom: Staff to share their collective ideas about HOOKS and lesson design – using the concept of CREW to	SHORT TERM (by Christmas) *Sep INSET – resetting and expectations about existing pedagogies. *x2 OPAL CPD sessions for the whole staff team in Autumn 1. *Audit, observations and strategic development plan *OPAL implementation starts in Autumn 2. *Baselining: Lesson observations during Autumn 2 to baseline the extent to which children are engaged/invested as learners in the classroom across the curriculum. Pupil survey? MEDIUM TERM (by Easter) *ongoing OPAL development (see separate plan) *Shared understanding of 'engagement/investment' developed... what is it? how do we measure it? where are we now? (see pp.4-5 and 11-12 Jen Foster) how do we know? *BLLP INSET – Jonathan Lear – curriculum design / irresistible learning *Follow up INSET immediately after half term for collective reflections on Jonathan Lear – what can we 'take away' and implement immediately... what requires more thought? How can it be applied across the whole curriculum? LONG TERM (by summer) *ongoing OPAL development (see separate plan) *Six sessions of CPD (SLT will complete in spring order to select most helpful messages) The core principles: professional imagination, story, stance, and what it means to do education is done with students, not to them Warming up the curriculum: practical techniques From engagement to investment: genuine curiosity and deepening motivation Making change stick: tried-and-tested implementation tools to help you identify what needs to change, design a workable plan, and actually follow through Leading for botheredness: how to create the conditions where staff feel confident, valued and involved — because bothered adults make bothered children Building the culture: how joy, warmth and connection sit naturally alongside clarity, consistency and purposeful routines	*Children will be intrinsically motivated by the learning and playing opportunities in school. *Pupil voice will demonstrate children's engagement. *Learning walks will capture an atmosphere of purposeful, invested and engaged learners. *Staff will be invested in facilitating learning and play that sets out to engage children. *Staff will support one another in designing learning that sets out to engage. *We will have started work on our pedagogy of botheredness.

