

TO IMPROVE LEARNING AND TEACHING
IN NUMERACY AND WRITING BY
DEVELOPING A CONSISTENT
APPROACH TO QUALITY FEEDBACK TO
PUPILS

- Staff will receive a refresher session on "Assessment is for Learning" (AiFL) strategies.
- We will focus on implementing clear learning intentions and success criteria.
- Staff will use refined AiFL strategies in numeracy and writing to empower pupils to take ownership of their learning through self and peer assessment.
- We will monitor progress through classroom visits, jotter monitoring, and pupil focus groups.

Why this is important
Professional discussions and classroom visits have shown a need to strengthen AiFL strategies to improve pupil outcomes in numeracy and writing



Why this is important
Inquiry-based learning has been shown to improve learner engagement, and we want to continue strengthening this approach to increase pace, challenge, and engagement across the curriculum.



ST JOHN'S
IMPROVEMENT TARGETS
2025/2026



TO EMBED A WHOLE-SCHOOL APPROACH
TO INQUIRY-BASED LEARNING, FOCUSING
ON PROGRESSION IN SKILLS,
INDEPENDENCE, AND PUPIL VOICE

- Staff will review current interdisciplinary learning (IDL) approaches and attend professional learning sessions.
- Teachers will further develop inquiry projects in their classes.
- We will track the skills and experiences covered during these projects using retrospective planning tools.
- We will use peer visits and pupil feedback to evaluate the impact of these projects

TO DEEPEN OUR UNDERSTANDING OF
EQUALITY, DIVERSITY, AND ATTACHMENT-
INFORMED PRACTICE THROUGH GOSPEL
VALUES AND EMBED THEM IN THE LIFE OF
THE SCHOOL

- We will conduct an audit of resources to ensure they reflect a diverse range of cultures.
- Staff will participate in professional learning opportunities and share strategies for implementing equality and diversity principles in the classroom.
- We will form a Learning Community Equalities Youth Forum and create opportunities for pupils to share their cultural traditions.
- We will continue to embed a consistent, whole-school approach to Attachment-Informed Practice and submit evidence to achieve Pledge 2.

Why this is important
Surveys show mixed levels of staff and parent confidence in teaching an anti-racist curriculum, and many parents are unaware of the work being done in this area. This priority will help ensure learning experiences reflect the diversity of our pupils and the wider world

