MOORLANDS SDP SUMMARY 2026

Quality of Education

- **Teaching & Learning:** Systematically embed cognitive science principles (retrieval practice, deliberate task design) and high-impact classroom talk across all subjects. Use formative assessment (planned hinge questions, live mini-whiteboard checks) to address misconceptions in real time. Establish overarching "Big Questions" at the start of every topic to deepen conceptual understanding and evaluate long-term retention at the end of units.
- **Oracy:** Develop a whole-school talk culture using the Voice 21 framework. Explicitly teach exploratory and presentational talk skills. Embed physical visual prompts (Talk Tactics sentence stems) and structured grouping tools (talking tokens, roles) to ensure equitable participation and active listening across all pupil demographics.
- **Writing:** Secure transcriptional fluency through daily Read Write Inc handwriting, pencil grip posture mantras, Grammarsaurus spelling (Y2–LKS2), and regular dictation. Explicitly teach and model sentence-level structures within unit model texts. Build staff expertise on Greater Depth Standard (GDS) benchmarks through collaborative book looks and utilize AI tools to generate exemplar texts and analyse student work for precise next steps.
- **Maths:** Model with physical manipulatives on every desk for *all* pupils to prove mathematical concepts, side-by-side with pictorial and abstract representations. Adapt White Rose slides (supplemented by NCETM and NRICH) to reduce cognitive load and provide open-ended problem-solving. Integrate structured partner "Talk Tasks" supported by dual-coded vocabulary cards.
- **SEND & Disadvantaged:** Eliminate learned helplessness by training staff to plan and systematically remove (fade) visual and written scaffolds. Ensure 100% of falling-behind Y1 disadvantaged pupils receive same-day phonics catch-up. Fully sequence the Additional Resource Provision (ARP) curriculum around functional literacy, numeracy, and life skills using specialized MLD/SLD communication strategies (e.g., 10-second wait time, Widgit/Makaton symbols).

Behaviour & Attitudes

- **Attendance:** Reduce persistent absence (below 90%) and target pupils in the 90–94.9% range with early intervention meetings and action plans to bring overall school attendance above 94.4%.
- **Behaviour Curriculum:** Teach and consistently enforce agreed whole-school routines across lessons, corridors, playgrounds, dining areas, and assemblies to eliminate low-level disruption and maximize learning time.
- **R Time:** Deliver timetabled weekly R Time sessions across all year groups to teach restorative approaches, emotional literacy, and self-regulation, ensuring at least 90% of pupils feel valued and heard.

Personal Development

- **PSHE / RSHE & RE:** Align full curriculum mapping with statutory guidance while incorporating local faith groups, safety issues, and health needs. Hold annual parent consultations on sensitive RSHE topics.

- **Pupil Leadership:** Increase formal pupil leadership roles (School Council, Subject Ambassadors) to at least 15% of the pupil population, actively targeting vulnerable and disadvantaged children. Implement highly visible "You Said, We Did" action boards updated half-termly.
- **Character & Experiences:** Reduce learned helplessness through explicit teaching of self-regulation tools. Track and guarantee that 100% of pupils participate in at least 3 high-quality enrichment experiences per year (e.g., residentials, cultural visits, external speakers).

Leadership & Management

- **Subject Leadership:** Transition subject leaders to independently run complete monitoring cycles—including learning walks, book looks, pupil voice, and curriculum audits. Leaders will verify that spaced retrieval, faded scaffolding, high-quality oracy, and end-of-unit assessments are consistently embedded across all foundation subjects.

Early Years Foundation Stage (EYFS)

- **Physical Development:** Sequence gross and fine motor skills from Nursery to Reception using embedded daily routines (Dough Disco, Finger Gym, sensory circuits). Redesign indoor/outdoor continuous provision to build core stability, shoulder strength, tripod grips, and writing stamina.
- **Disadvantaged Provision:** Create "experiential gap profiles" within the first 2–4 weeks to identify missing cultural capital. Plan explicit "experiential hooks" (cooking, local walks), pre-teach core vocabulary, prioritize daily 1:1 reading, and offer barrier-free home learning schemes.
- **Interactions & CPD:** Upskill all EYFS practitioners in high-quality communication using the **ShREC** approach (Share attention, Respond, Expand, Conversation), open-ended questioning, and the 5-second wait rule to foster Sustained Shared Thinking (SST) and reduce the word gap.