



Together we Learn and Grow

SIP 2025-26

School Improvement Priorities

1. Assessment for Learning

To continue to strengthen assessment practice across the school to ensure pupils make good progress by building staff confidence in the use of Assessment for Learning strategies in order to improve understanding of progression in learning, showing an impact on the accuracy of their assessment of pupils' attainment and progress (formative and summative).

Rationale

Staff undertook professional development activities during 2024-5 to improve their understanding of the purposes of assessment, implemented and reflected on agreed AFL strategies and procedures and undertook some moderation activities with colleagues. Pupils have a better understanding of their strengths and areas for development but need to take more ownership of their learning. Peer and self assessment became a focus and lesson observations showed staff confidence is improving in these areas, although time to embed is needed and questioning was identified as an area to develop. The Evisence App has been introduced to aid AFL in the SPC. Our QA document identifies assessment as an area for growth and one of our "Growth Priorities" identified at validation was developing deeper understanding of the purpose of assessment, making it explicit to the learner so that they can take greater ownership of their learning and self-reflect on their next steps. We need to carry out further staff training, look at how to use standardised assessments and ensure agreed actions are being implemented.

<i>Impact on pupils</i>	<i>Pupils will have an understanding of their strengths and areas for development. Pupil will take greater ownership of their learning so that their progress is further accelerated. Pupils achieve well, making expected or better progress.</i>
<i>Impact on staff</i>	<i>Staff will be clear that purpose of assessment is to improve achievement not just measure attainment, Staff will be able to use assessment to plan teaching that challenges pupils appropriately and improves their learning</i>
<i>Impact on School</i>	<i>School policy and practice in assessment will ensure all elements of assessment support raising attainment. Data and information to be consistent and comparable across teachers, classes, and time periods.</i>

[LINK TO DESC VALUES - Integrity, Fairness](#)

[LINK TO SCHOOL VALUES - Integrity, Positivity, Togetherness,](#)

Link to QA – Growth Priority 3

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2. Curriculum

To ensure our curriculum is coherently planned and designed so that all learners gain knowledge, skills, understanding, attitudes and values to progress by embedding the changes made last year to science and reading and focusing on the implementation of the new writing entitlement documents.

Rationale

Work linked to last year's SIP ensured entitlement documents/frameworks for Science (draft), "Talking and Listening" and "Reading" were all introduced, as was the EQUALS curriculum in the SPC. This means our curriculum is more up to date and relevant. Staff have a clearer understanding of the curriculum expectations in each year and this is helping pupils develop the skills to become successful learners. Outcomes for pupils are improving. The school curriculum statement was reviewed but does still need to be updated. Changes made last year need embedding and the new entitlement document for Writing needs to be introduced and linked to our existing T4W curriculum overview

<i>Impact on pupils</i>	Learners' outcomes demonstrate sustained progress throughout all stages, in view of their different ages and abilities. <i>Know what they are learning and when</i>
<i>Impact on staff</i>	Staff will ensure there is a rigorous approach to develop the learners' progression in reading, which is embedded across the school. Staff will have a clear understanding of curriculum expectations in each year group, particularly for writing Staff have good knowledge of the subject(s), content and skills they teach, particularly writing
<i>Impact on School</i>	The school curriculum will be constructed to give all learners, at all ages and stages, the opportunity to achieve their personal goals and succeed in life. The school curriculum is coherently planned and designed so that all learners gain knowledge, skills, understanding, attitudes and values to progress.

[LINK TO DESC VALUES - Integrity, Fairness.](#) [LINK TO SCHOOL VALUES - Positivity, Togetherness, Understanding.](#)

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3. Metacognition

To embed metacognitive strategies across the curriculum to improve pupil independence, resilience, and attainment, particularly for the more able.

Rationale

Following validation Growth Priority 2 stated “Leaders should consider how they implement the aspirational intent for more able learners, so that teachers reflect further on how they embed appropriate stretch and challenge which is more consistently based on individual learner choice and independence.” We will do this through developing understanding of metacognition—often described as “thinking about thinking.” This is a powerful tool for improving learning outcomes. In primary education, where foundational skills and attitudes toward learning are formed, developing metacognitive strategies is especially impactful as it builds independent learners and helps pupils plan, monitor, and evaluate their own learning. This fosters independence, enabling children to take ownership of their progress and become more self-regulated learners, being particularly impactful for the most able. Research, including the Education Endowment Foundation (EEF) guidance, shows that metacognition and self-regulation strategies can lead to significant gains in academic performance. These strategies help children understand how they learn best, leading to more effective study habits and problem-solving approaches. The development of metacognition equips them with the tools to manage more complex tasks and therefore work at greater depth.

Impact on pupils

Improved Independence - Students learn how to plan, monitor, and evaluate their own learning, encouraging ownership of learning and reduces over-reliance on teacher support.

Greater Resilience - Pupils develop strategies to cope with challenges and setbacks.

Enhanced Attainment - Metacognitive learners tend to perform better academically, especially in problem-solving and higher-order thinking tasks.

More able pupils are stretched through self-directed learning and deeper thinking.

Impact on staff

Improved understanding of metacognitive practices

More intentional lesson planning with a focus on thinking skills and learning processes.

Increased use of strategies like modelling thinking aloud, scaffolding, and self-assessment.

Impact on School

A culture where thinking, reflection, and self-improvement are valued.

Practice will align with evidence-based practices, enhancing the school's reputation for high-quality teaching.

[LINK TO DESC VALUES - Respectful. Fairness Trust.](#) [LINK TO SCHOOL VALUES – Belonging, Positivity, Togetherness,](#)

[Link to QA – Growth Priority 2](#)



SIP 2025-26

Together we Learn and Grow

These actions will help us achieve our school vision, please see our vision statement

These actions will also help DESC achieve our shared vision:

OUR SHARED VISION...

To inspire, empower and provide learning, sporting and cultural opportunities that support all children, young people and adults.

In striving for excellence, be a forward thinking, inclusive and nurturing organisation which enables everyone to achieve; enriching the lives of the community within the Isle of Man.

Area: Priority 1 – Strengthen assessment to ensure pupils make good progress by building staff confidence in the use of Assessment for Learning strategies

– Priority Lead Jo McCabe

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GritRiskOptimismWork

Action/Objective	Key Tasks	Resources/time/support	Impact	Date	
				Start	Completion
To ensure consistency in AFL practices across the school.	Create draft 1 of AFL toolkit/non negotiables for all areas of school, inc SPC. Policy to be updated.	Staff meeting/twilight time	A shared resource bank will ensure there is consistency and progression across the school.	Nov 25	Dec 25
To improve pupil outcomes by embedding formative assessment practices using GL Assessment tools.	Agree which groups will take part in GL assessments. Aut Assessments to be carried out. Develop staff confidence and competence in interpreting and using assessment data (meeting time with senior colleagues).	Team meeting time, time with senior leaders to action plan.	Teachers to better understand pupil progress, identify learning gaps, and tailor instruction to meet individual needs. Data used to inform teaching, interventions, and curriculum planning.	Oct 25	Nov 25
To improve questioning across the school	Staff training on questioning and wait time.	Staff meeting time	Increased use of effective questioning to promote deeper thinking. Greater pupil engagement and ownership of learning.	Jan 26	Jan26
To embed agreed AFL practices across the school	All staff to implement the toolkit and use questioning techniques. Peer observations - Staff to observe and reflect on AFL practices in each others' classrooms,	Time for peer observations.	Increased use of effective questioning to promote deeper thinking. Greater pupil engagement and ownership of learning.	Jan 26	Mar 26
To improve pupil outcomes by embedding formative assessment practices using GL Assessment tools.	End of year Assessments to be carried out. Staff to look at results and agree actions.	Team meeting time, time with senior leaders to action plan.	Teachers to better understand pupil progress, identify learning gaps, and tailor instruction to meet individual needs.	May 26	June 26
To assess impact of agreed actions and plan next steps.	Collect pupil feedback on AfL strategies and assess impact on learning – pupil interviews, work scrutiny, staff/team discussions on peer observations.	Release time for team leaders to carry out pupil interviews Team meeting time	Evidence of AfL strategies in books, Greater pupil engagement and ownership of learning. More targeted and effective teaching Enhanced pupil progress and attainment observations, and pupil feedback.	May 26	June 26

Area: Priority 2 – Curriculum – Zoe Galloway and Jennie Pulman (writing), Teamleaders for other areas.

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Action/objective	Key Tasks	Resources/ti me/support	Impact	Date	
				Start	Complete
To embed the changes to reading, talking & listening science and EQUALS introduced last year.	Reminders of expectations at staff meeting times, Staff implement the reading, talking & listening and science documents. Senior staff to monitor implementation. Curriculum Statement revised.	Staff meeting time	All teaching staff to be using the reading science and talking & listening frameworks.	ONGOING OVER THE YEAR	
WRITING ENTITLEMENT DOCUMENT					
To ensure all staff understand the new writing entitlement framework and its implications for teaching and assessment.	Share the new writing framework with all staff Twilight sessions with Literacy Lead from DESC to unpick the framework	Time at INSET Twilight Time	Staff have access and initial understanding All teaching staff to have a better understanding of the document so they can start to use it after half term.	Sep 25	Dec 25
To align current writing expectations and practices with the new framework.	Review current writing expectations and align with the new framework	Time at Oct twilight	Staff to know how they will be using the document from after Oct half term	Oct 25	Oct 25
To implement revised planning and assessment in classrooms	All staff to start using the new entitlement document from Nov 25		All staff using the new document	Nov 25	ongoing
To support staff to implement the framework	Regular team meetings to discuss what is working, what needs support.	Team meeting time	Strengths and areas for support shared with SLT.	Nov 25	June 26
To carry out CPD to help staff understand specific aspects of the framework (identified from regular team reviews).	Staff meetings time with school literacy leads and Literacy Lead from DESC INSET in June to be Writing focus	Staff meeting time	All teaching staff to have a better understanding of the document so they can further improve their practice.	March 26	June 26
To monitor impact through lesson obs, book looks, learning walks, and pupil voice	Lit and writing lead to monitor planning and work (termly) Lesson obs to be linked to the writing framework (and metacognition) (summer 1)	Release time for subject leads.	Consistency across the school in what is being implemented. Next steps to be identified	Nov 26 Oct 24 RA	May 26

Area: Priority 3 – Metacognition
Priority leads -

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Action/objective	Key Tasks	Resources/ time/ support	Impact	Date	
				Start	Complete
To improve staff understanding of metacognition and its impact.	Appoint a temporary lead to research and then lead staff CPD	Temp TLR Time out of class	A lead practitioner to be a champion across school	Oct 25	Nov 25
To improve staff understanding of metacognition and its impact.	Staff CPD on Metacognition (Spring 1 twilight)	Twilight time	Staff will understand metacognitive theory and have some practical strategies to try in class.	Jan 26	Jan 26
To improve staff understanding of metacognition and its impact.	Staff to carry out own research on metacognition and try out strategies with their class, sharing practice with others at team meetings.	Research time Team meeting time	Staff will be more confident using agreed strategies Observable use of metacognitive language and routines in classrooms.	Feb 26	Easter 26
To improve pupil understanding of metacognition	All staff to agree what they are implementing – peer observations to share practice, PDR observations linked to agreed strategies (and the new writing entitlement) and pupil interviews carried out to assess pupil understanding	Half hour peer observation slots.	Strategies will be seen in lessons Pupils will be able to explain their understanding of metacognition Positive pupil feedback on learning independence	May 26	June 26
To review the impact of what has been implemented and plan to next steps.	Team meetings to share findings from observations and pupil interviews. Agree next steps. SLT to collate into plan for next year.	Team meeting time	Staff and pupils able to identify next steps and a clear plan to move forward agreed,	July 26	July 26

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	Aut 1	Aut 2	Spring 1	Spring 2	Summer 1	Summer 2
Priority 1 Assessment	Create draft 1 of AFL toolkit/non negotiables for all areas of school, inc SPC.	Policy to be updated. All staff to implement the toolkit	Staff training on questioning and wait time.	Peer observations - Staff to observe and reflect on AFL practices in each other's classrooms,	End of year GL Assessments to be carried out.	Pupil interviews, work scrutiny, staff/team discussions on peer observations.
LINK TO DESC VALUES - Integrity, Fairness. LINK TO SCHOOL VALUES - Positivity, Togetherness		Agree which groups will take part in GL assessments. Aut Assessments to be carried out. Staff to meet with senior colleagues to interpret and use assessment data	All staff to implement the toolkit and use questioning techniques.		Staff to meet with senior colleagues to interpret and use assessment data to agree actions.	Strengths and areas for development identified.
Priority 2 Curriculum	Embed the changes to reading, talking & listening science and EQUALS introduced last year – monitoring to be carried out by senior staff across the year.					
LINK TO DESC VALUES - Respectful, Fairness Trust. LINK TO SCHOOL VALUES – Belonging, Positivity, Togetherness,	WRITING Share the new writing framework with all staff - Twilight sessions with Literacy Lead from DESC. Review current writing expectations and align with the new framework	WRITING All staff to start using the new entitlement document from Nov 25 Regular team meetings to discuss what is working, what needs support.	WRITING Regular team meetings to discuss what is working, what needs support. Lit and writing lead to monitor planning and work	WRITING Regular team meetings to discuss what is working, what needs support. Staff meeting time with school literacy leads and Literacy Lead from DESC	WRITING Regular team meetings to discuss what is working, what needs support. June INSET on Writing Lesson obs to be linked to the writing framework (and metacognition)	WRITING Regular team meetings to discuss what is working, what needs support. SLT to decide next steps, Lit and writing lead to monitor planning and work

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Priority 3 Metacognition <i>LINK TO DESC VALUES - Integrity, Fairness.</i> <i>LINK TO SCHOOL VALUES – Belonging, Positivity, Togetherness,</i>	Appoint a temporary lead to research and then lead staff CPD	Temporary lead to carry out and visit other schools.	Staff CPD on Metacognition (Spring I twilight)	Staff to carry out own research on metacognition and try out strategies with their class, sharing practice with others at team meetings	All staff to agree what they are implementing. Lesson obs to be linked to metacognition (and the writing framework. Carry out peer observations to share practice.	Pupil interviews to assess pupil understanding Team meetings to share findings from observations and pupil interviews. Agree next steps. SLT to collate into plan for next year.
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3 Year action plan, subject to change dependent on data.

2025-26

Assessment/AFL – *continued. We will embed the cycle of assessment, introduce new frameworks, look at how standardised tests can improve progress and look at how questioning can be used more effectively.*

Curriculum – *continued. We will embed previous work and be part of the Island focus on writing*

Metacognition, possibly Thinking Moves, to help improve the achievement of more able learners (as identified in validation)

2026-27

Curriculum continued, embed previous work and focus on maths and foundation subjects

Metacognition – embed.

Partnerships

2027-6

Curriculum – embed previous work and focus on pupil voice.

Partnerships

Revisit Behaviour