School Commitment Plan (2025-26)

At Ellingham CE Primary School, we are committed to continual improvement.
In line with meaningful self-evaluation, we have identified 4 aspects that we feel are essential to our future growth as a school.

Strategic priority 1	To embed a whole-school approach to oracy that supports pupils in developing the skills to communicate effectively, listen actively, and express themselves confidently across the curriculum.
Strategic priority 2	To strengthen adaptive teaching so that all pupils, including those with SEND or who are vulnerable, are supported in accessing the curriculum, in order to make sustained progress.
Strategic priority 3	To raise standards in writing by improving pupils' ability to write with accuracy, fluency, and creativity across the curriculum.
Strategic priority 4	To develop staff skills in using Google applications (including AI) to improve collaboration, reduce duplication and reduce workload.

A more detailed action plan with key actions and milestones is in place for each key area however, below is a summary of key actions.

Strategic Priority 1

1	Develop a progressive oracy framework for each year group, aligned with the national curriculum, including consistent opportunities for pupils to practice oracy in all subjects (e.g., debates, presentations, storytelling, role play).
2	Provide CPD for staff on strategies to promote talk for learning, including dialogic teaching, structured discussions, and exploratory talk, using Voice 21 resources.
3	Ensure SEND pupils access routines and sentence stems to support structured talk across the curriculum.

Strategic Priority 2

1	Staff access CPD on evidence-based adaptive teaching strategies (e.g., scaffolding, use of manipulatives, questioning techniques, flexible grouping).
2	Embed the consistent use of high-quality resources and strategies that reduce cognitive overload whilst maintaining high expectations for pupil outcomes.
3	Monitor the impact of adaptive teaching through lesson observations, work scrutiny, and pupil voice.

Strategic Priority 3

1	Ensure that the planning of writing incorporates oracy and strategies to rehearse and aid recall.

2	Strengthen feedback and editing strategies to develop pupils' independence and resilience as writers, including by the use of AI to aid teacher workload.
3	Ensure a consistent approach to developing fundamental transcription skills, including grammar, punctuation, spelling and handwriting, through monitoring and work scrutiny.

Strategic Priority 4

1	Access CPD to improve staff skills and confidence in using Google applications.
2	Staff will share good practice examples of using Google tools in teaching, administration and research.
3	Explore the use of Google AI tools to reduce workload and aid communication with stakeholders.