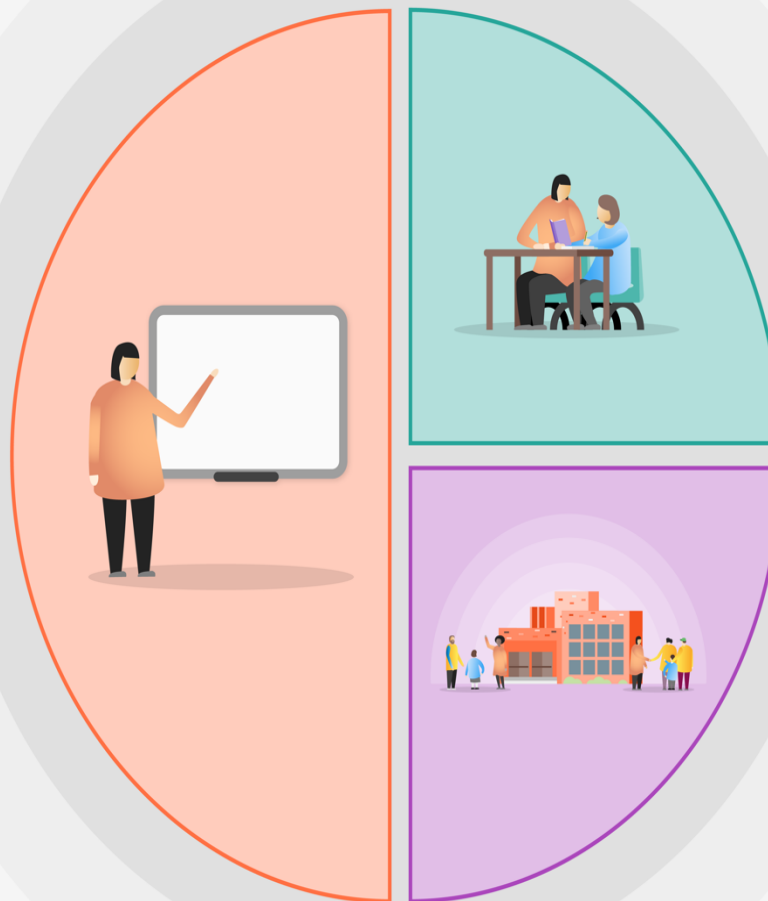


SCHOOL PLANNING (2025-26) – TIERED MODEL

Chester Blue Coat CE Primary School

1 Teaching

- Evidence-informed CPD: All staff access regular CPD, shaped by EEF research and the needs of our pupils, to embed teaching strategies proven to accelerate progress for disadvantaged learners.
- Peer-support coaching model: A structured peer coaching and mentoring system to collaboratively reflect on practice and sustain high-quality strategies
- Vocabulary-rich curriculum: broad and engaging curriculum to prioritise language acquisition, with explicit vocabulary instruction embedded across all subjects.
- Core skills focus: Systematic teaching of early reading (Little Wandle phonics), spelling (Pathways to Spell), and a culture of Reading for Pleasure.
- Disciplinary approaches to the wider curriculum:
 - History, Geography, Science: Taught through enquiry-led learning, developing critical thinking and independence.
 - Art & DT: Creative and structured approaches (Research–Plan–Make–Evaluate) develop problem-solving, resilience and oracy.
- Whole-class reading with assessment focus: All pupils, including disadvantaged learners, access challenging texts through whole-class reading, with formative assessment built in. Oracy development in Early Years to underpin comprehension and language growth.
- Curriculum essentials revisited: Core knowledge and skills in Reading, Phonics, Writing and Maths are deliberately revisited and reinforced across the wider curriculum.
- Financial education: Delivered in partnership with external specialists, giving all pupils – including those in low-income families – essential life skills and cultural capital.
- Formative assessment and tracking: High-quality formative assessment embedded in daily practice. Insight Tracking to monitor gaps in progress
- Collaborative planning and curriculum development: Regular subject planning and development meetings to maintain high expectations and coherence across the curriculum, with a consistent focus on disadvantaged pupils' access, progress and achievement.



2 Targeted academic support

- Same-day in-class intervention – Assessment for Learning strategies for in class direct feedback
- Teacher-led targeted group teaching for Year 5 and Year 6 pupils.
- Specific intervention programmes led by both Teachers and Teaching Assistants
- Targeted group programme of support for mathematical learning in KS2
- Focused support for English through small group TA and Teacher-led intervention.

3 Wider strategies

- Lessons on identifying emotions and self-regulation strategies – development of self-awareness through myHappyMind programme of study
- Continued development of Trauma Informed Model for self-awareness, self-regulation, problem solving, social awareness and relationship skills shared
- Embed Behaviour Principles into a consistent, modelled approach, adopted by all stakeholders.
- Help young people grow with integrity, resilience, and empathy. Embed Character Education, to help learners gain the confidence, values, and skills to make positive choices, contribute to their communities, and thrive both in school and in life.