

Cam Hopton CE Primary School Development Plan 2025-26

STRETCHING EVERY LEARNER: Curriculum, Developing Teaching, Achievement (& EYFS)

Actions	Person(s) Responsible	Resources Needed	Timeframe	Success Criteria
Offer a staff development opportunity/responsibility. Provide training for an Outdoor Learning Leader (could be shared between KS1 and KS2 staff)	Headteacher	Peer to peer through the Challenge Hub (supply costs) Or External trainer (approx. £1000)	From November 2025	A member of staff takes on a developmental responsibility for planning and developing outdoor/eco provision and teaching. Opportunities for structured provision are widened.
Embed outdoor learning across the school curriculum.	Well-being leader Headteacher Outdoor leader(s) when appointed	'Learning through Landscapes' funded by grant already awarded. Climate audit	From September 2025	The curriculum includes a variety of outdoor learning for all year groups. Children have enhanced experiences at breaktimes and during lesson time. Children and staff have greater awareness about the climate and how to make a positive difference.
Staff member to start National Professional Qualification for Leading Literacy.	English Leader	£880 through Balcarras Teaching School	From November 2025	Reading and writing throughout the school is supported using evidence informed approaches. Children's language and literacy skills develop at expected and deeper level.
Move wider curriculum assessment to one platform.	SLT	Insight/Developing Experts TBC	By July 2026	Assessment across all subjects is more easily accessed and consistent. This has a positive impact on stretching learning.
Introduce opportunities for children to recommend reading books during worship.	Headteacher English Leader		From November 2025	Children are able to share their love of reading and inspire others to try different and challenging books.
Introduce 'Essential Spelling' into Y1 & Y2. (already in KS2)	English Leader	Essential Spelling curriculum	From September 2025	There is consistency in the approach to teaching spelling across both key stages. Spelling outcomes at the end of KS1 are

				improved. Positively impacting on the standard of spelling at the start of KS2.
Introduce the new Gloucestershire RE Syllabus across the school, to teachers, governors and parents. Provide teachers with CPD to be able to deliver the syllabus.	RE Leader Headteacher	Glos RE Syllabus	From September 2025	Children are taught RE within a 'Religion and World Views' framework. This helps them to broaden their understanding about the world and how beliefs have an impact on lived experiences. Teachers are able to deliver the syllabus effectively. Parents and governors have an overview of the syllabus.
Introduce Early Talk Boost as a catch-up programme for Reception.	EYFS Lead	PPG	From September 2025	Children's talking and understanding of words is significantly improved, so that gaps in language development are closed.
Extend the teaching and expectations of literacy from Reception into Year 1, using the Drawing Club approach.	EYFS lead Y1 teacher	Drawing Club CPD sessions for Y1 teacher	From September 2025	Language, motor skills and vocabulary are enriched and broadened from Reception to Year 1. Children have a good foundation to continue to develop their writing skills as they progress through the school.
Extend the teaching and expectations of literacy from Reception into Year 1, using the Drawing Club approach.	EYFS Lead Y1 teacher	Drawing Club CPD sessions for Y1 teacher.	From September 2025	Language, motor skills and vocabulary are enriched and broadened from Reception to Year 1. Children have a good foundation to continue to develop their writing skills as they progress through school.
Develop 'Retrieval Practice' within curriculum design across KS1 and KS2. Organise CPD with practical strategies for use in the classroom.	SLT Teachers	Kate Jones' CPD Staff meetings (can be offered to hub schools)	From January 2025	Retrieval practice will enhance learning by strengthening memory, improving knowledge retention, and enabling children to recall information and build on it from topic to topic/ and year to year.