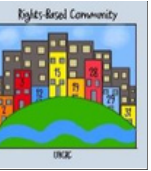
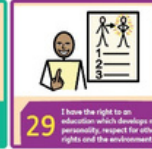


St John's RC School Improvement Priorities 2026/27

	Curriculum	Learning, Teaching & Assessment	Continue to...
School priorities	Focus on: Challenge and enjoyment Breadth Personalisation and Choice Relevance Community Literacy, Numeracy, HWB by refreshing rationale. Embed literacy and numeracy progression pathways Engage with HWB pathways	To develop an 'Excellent Lesson' and a consistent Learning and Teaching toolkit across the school, with a focus on specific pupil feedback. Review grammar progression pathways with our Learning Community schools. Improve moderation and assessment procedures in literacy, using CEC progression pathways.	To celebrate diversity Explore sustainability through Laudato Si', Global Goals and UNCRC Strengthen pupil voice through leadership groups and opportunities for wider achievement
Vision Links	  	  	   
UNCRC Articles	  	  	   
NIF Priorities	3. Ensuring equality and equity  5. Literacy and numeracy attainment 	1. Children's Rights  4. Skills 	1. Children's Rights  2. H&WB 

Successful approaches to planning learning, teaching and assessment, and shared standards and expectations, result in

CHILDREN EXPERIENCING HIGH LEVELS OF CHALLENGE



CLEAR about LEARNING

1 FOCUS

on what makes a

SUCCESSFUL LEARNER



RESILIENT



Learn from mistakes

ETHOS OF self-challenge
49 50 51

CONFIDENT DISCUSSING THEIR LEARNING

EFFORT AND PERSEVERANCE

CONTEXTS ARE CHALLENGING

CRITICAL THINKING IS ENCOURAGED

Apply learning TO REAL LIFE CONTEXTS

2 APPROACHES

TO PLANNING LEARNING, TEACHING AND ASSESSMENT

ENJOYABLE

include creative and investigative activities



These build up a picture of a St John's Learner

Effective pace of learning



CLEAR understanding of the MODERATION CYCLE

4 in MODERATION

- ENTHUSIASTIC about the positive impact of this work
- FORMAL AND INFORMAL OPPORTUNITIES school, cluster and local authority
- MORE CONFIDENT using Curriculum for Excellence Benchmarks
- RIGOROUS professional judgements

CHILDREN TALK ABOUT what they are LEARNING



CHILDREN use self and peer assessment well

Purposeful feedback from their TEACHERS

AND UNDERSTAND NEXT STEPS

3 SECURING PROGRESS

TEACHERS' SKILLS monitoring and tracking the progress of children and making adaptations



CHILDREN'S SKILLS setting and describing ways to achieve targets, and taking responsibility for their own learning

