



The Oaks CE Learning Federation Improvement Plan 2025 -2026

Our Vision

Connected through the values of love, respect and compassion. Three separate schools, we journey together to grow physically, spiritually, emotionally and intellectually, so that everyone can fulfil their potential. We strive to preserve the wonder of childhood, whilst ensuring our children are future ready.

"Be strong and of good courage, do not be afraid nor be dismayed for the lord your God is with you wherever you go" Joshua 1: 9

Values

All we do within our schools are influenced by our vision and values:

LOVE – THINKING OF OTHERS BEFORE OURSELVES

RESPECT – SHOWING VALUE TO EVERYONE AND EVERYTHING AND CELEBRATING OUR DIFFERENCES.

COMPASSION – ‘STANDING IN SOMEONE ELSE’S SHOES’

STRATEGIC GOALS

Love – caring for every child, ensuring every child can reach their potential - Children's progress is consistently high across all schools and all children progress is comparable between schools within the Federation.

Respect – Sharing best practice respecting each other to reach true collaboration. – ensuring best practice in teaching is distributed within all schools within the Federation, resulting in a consistent pedagogy, in order to truly evaluate the impact of provision on outcomes and support staff in their constant pursuit of excellence, resulting in high outcomes for all children.

Compassion – standing in a child's shoes - Ensure our curriculum is appropriate for every child, taking into consideration age, stage of development, individual need and inclusivity. Also that we preserve the wonder of childhood, with a curriculum that is driven by children's interest's and builds children cultural capital while developing a love of learning.

Courageous Advocates – Children develop an understanding that we can make a positive difference in the world and that every act of kindness is a positive step to a better world – preparing us to be future ready to make the world a better place.

BI- book look, PC pupil conference, PS planning scrutiny, m-meeting TC –teacher conferencing

Long Term Goal 1 <i>positive difference Future ready</i> <i>To develop resilient children who can self-regulate, understand others and manage the world in which they live</i> Success criteria <i>Staff and children use consistent vocabulary and phrases across the Federation that promotes empowerment and support regulation (Lw)</i> <i>The 5cs (comfortable, connected, count, capable and control) become embedded as a language and link to the PHSE curriculum(Ps bl))</i> <i>The behaviour policy is updated to reflect the Empowerment approach (Ps)</i> <i>The school environment reflects the empowerment approach (Lw)</i> <i>All stakeholders in the Federation understand the Empowerment approach (PC)</i>						
Short term goals - 2025-26 – Personal Development -The Empowerment Approach – Lead Teachers- Mel Maclaurin and Holly Scotland						
	Termly action	Intended impact	Predicted costs	Governor monitoring	Dates and contact	
	<u>Autumn 1</u> <i>Lead teachers (HS/MM) meet to plan out actions to roll out the Empowerment approach</i> <i>INSET DAY with Kit Messenger for all staff</i> <u>Autumn 2</u> <i>Lead teachers run two staff meetings to share proposed plan with staff. Staff share reflections</i> <i>Plan created from staff feedback</i> <i>Terminology 'Good for me , good for you , good for everyone 'to be</i>	All staff understand the aspects of The Empowerment Approach and the intended impact for the Federation (m) Planning written and given to staff to roll out (ps) Vocabulary / phrase use heard /visible (Lw) Displays develop of 5cs (SLW)	INSET	<i>Governors attend the training</i> <i>Governors can attend staff meeting</i> <i>FIP team monitor learning environment</i>	<i>Oct 24th</i> <i>Thursday 6th and 13th of November</i> <i>TBC</i>	

	<i>used by staff and taught to children</i> <i>Each 5C is introduced weekly</i> <i>Staff review learning environment</i> <i>Stakeholders (parents, governors ..) receive information via newsletter</i>	Altered learning environments – calm corners (LW) Newsletter sent before end of term (PS)			<i>December</i>	
	<u>Spring 1</u> <i>Embed language and 5cs</i> <i>Update PHSE planning</i> <i>Information sharing with Parents -</i> <u>Spring 2</u> <i>Leads review and redraft Behaviour policy</i> <i>Staff meeting about updated behaviour policy</i> <i>Leads inform governors on progress</i>	Planning is adapted and clear in PHSE implementation plan (ps) <i>Leads and head conduct learning walks across the Federation – to observe vocabulary in action (LW)</i> <i>Newsletter or parent gathering (p)</i> <i>Behaviour policy written and evident in use (PS)</i> <i>Governors updated at meeting (M – meeting)</i>		<i>Governor meets PHSE lead</i> <i>Governors welcome to attend</i> <i>FIP team observe policy and approach in place</i>	<i>Spring 2</i> <i>March /April</i> <i>Spring 2</i>	
	<u>Summer 1</u> <i>Leads in staff meeting introduce Prep 4 Best –linked to 5cs</i>	<i>Staff embed practice (LW)</i>		<i>FIP learning walk to see impact of this years work</i>	<i>Summer 2</i>	

	<i>Staff embed this in this term</i> <i>Leads seek pupil voice to gain understanding of impact of the Empowerment approach</i> <u><i>Summer 2</i></u> <i>Learning walk heads and leads to review impact of programme on behaviour in school</i> <i>Staff survey</i> <i>Plan next steps to continue (DOSE</i>	<i>Pupils can talk about the 5cs and use common phrases</i> <i>Pupils can talk about what they understand (PC)</i> <i>Elements of programme evident in the school day across the Federation (LW)</i>				
Evaluation						

Long term goal 2 - . To ensure that across the Federation formative assessment is effective and leading to strong progress across the curriculum- *progress and pursuit of excellence*

Success criteria

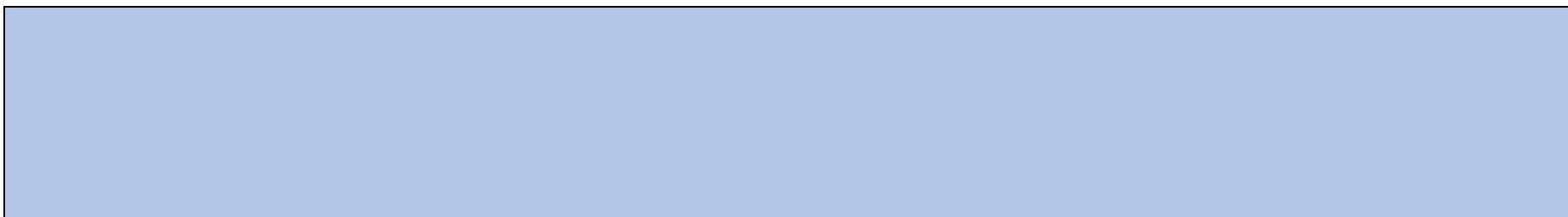
- *Retrieval of key learning is systematic and built into planning PS (planning scrutiny) LW, learning walks*
- *Pupils are given regular feedback both orally and through accurate marking LW, learning walks, PC pupil conference BL book look*
- *Pupils act on feedback in the lesson LW, learning walks, PC pupil conference BL book look*
- *Teachers use prior knowledge and formative assessment to adapt short term planning and lessons (including use of additional adults, teacher focus groups and independent tasks) PS (planning scrutiny) LW, learning walks*
- *Formative assessment is used to ensure that use of lesson time is highly effective (use of cut away groups , dual inputs by the teacher and Ta , planned assessment points within the lesson) PS (planning scrutiny) LW, learning walks*

Short term goals - 2025-26 – Excellence – Assessment – Lead Teacher - mary.flynn@netleymarsh.hants.sch.uk

	Termly Action	Intended outcome	Predicted costs	Governors	Times and dates	
	Revisit expectations and understanding of formative assessment Amalgamate assessment into the new teaching learning and assessment policy Share best practice in terms of deployment of TA and effective use of time across classes Teaching teams develop use of PPA and ongoing communication systems to ensure all additional adults are well deployed and have an impact on progress Potential lesson structures identified in the TLA policy and understood by all staff	<i>New TLA policy in place by end of Autumn term</i> <i>Additional adults are well deployed at all points of the lesson across classes in core subjects LW SF (TAs</i> <i>Planning in maths is adapted in light of formative assessment) PS MLW</i> <i>Retrieval practice at the start of a lesson evident in all science lessons and maths lessons PS SLW MLW</i>		<i>Meet with maths lead to see examples of planning and then science lessons</i>	<i>Autumn 2</i>	

	Formative assessment then used to adapt lesson structure to meet next steps for pupil learning Autumn 1 retrieval practice at the start of a lesson built into all maths lessons Autumn 2 science <i>Autumn 2 Adapt maths planning for possible formative assessment points in the lesson EG a key question , multiple choice questions , visual etc</i>	<i>Formative assessment activities identified in science planning PS</i> <i>Lesson structure planned in light of formative assessment in science and maths PS LW</i>		<i>Meet with the maths lead and look at the planning and maths lessons</i>		
	<i>Spring 1 retrieval practice at the start of a lesson built into all writing lessons</i> <i>Spring 2 retrieval practice at the start of a lesson built into all History lessons</i> <i>Coaching in place to support teachers and TAs where further development is needed</i> <i>Staff meeting to share examples of live marking and its impact on pupils eg modelled example, additional question, speech bubble, additional practice</i> <i>Spring 1 . Adapt science planning for possible formative</i>	<i>Positive impact of any coaching in place ensuring that tAs are well deployed in all classes and teachers across teams are confident in planning lesson structure and deployment in light of formative assessment LW SF</i>		<i>Learning walk with a focus on live marking and can see impact of additional adults throughout the lesson – all three schools</i>	<i>FIP team Spring 1</i> <i>Meet spring 2</i>	

	<i>assessment points in the lesson EG a key question , multiple choice questions , visual etc</i> <i>Spring 2 . adapt writing planning for possible formative assessment points in the lesson EG a key question , multiple choice questions , visual etc</i>	<i>Planning in writing and maths is adapted in light of formative assessment) PS MLW</i> <i>Retrieval practice at the start of a lesson evident in all writing lessons and History lessons PS SLW MLW</i> <i>Expectations of live marking are clear SF</i> <i>Live marking is evident in al core lessons PS LW</i>		<i>Meet with the science lead and look at the planning and maths lessons</i> <i>Governors attached to subects leads look at planning (writing , history, maths)</i>		
	<i>Summer 1 . Adapt Geography planning for possible formative assessment points in the lesson EG a key question , multiple choice questions , visual etc</i> <i>Summer 2 . Adapt History planning for possible formative assessment points in the lesson EG a key question , multiple choice questions , visual etc</i> <i>Planning adapted in all subjects across the summer term to ensure retrieval practice at the start of all subjects taught .</i>	<i>Planning in Geography is adapted in light of formative assessment) PS MLW</i> <i>Planning in history is adapted in light of formative assessment) PS MLW</i> <i>Other subject leads adapt planning in light of formative assessment</i>		<i>Retrieval practice across the curriculum thorough examples of planning</i> <i>Pupil conferencing with their books about marking and feedback in the lesson</i>	<i>Subject leads give feedback to governors during summer term or at meetings?</i>	
Evaluation						



Long term goal 3 -.

*Every child can reach their potential in the core subject of maths **progress and pursuit of excellence***

Success criteria

There will be a shared language of math consistently used across the Federation (lw BI)

Mastering math sessions will have a clear structure that includes concrete, pictorial and abstract aspects (ps, BL)

Adaptive planning and resources will structure lessons to ensure inclusion (ps)

Planning will link from Foundation stage to Key Stage One to ensure a smooth transition in learning (ps,bl, pc)

Short term goals - 2025-26 – lead teacher Mr Jon Warren jon.warren@netleymarsh.hants.sch.uk

	<i>Termly Action</i>	<i>Intended outcome</i>	<i>Predicted costs</i>	<i>Governors</i>	<i>Times and dates</i>	
	<u>Autumn1</u> Staff review and evaluate maths planning New lead attends NCETM training	New lead meets staff and begins to develop planning during PPA sessions				

	<i>New lead meets staff to discuss planning</i> <u>Autumn 2</u> <i>New lead continues NCETM training</i> <i>Lead to observe current teaching of maths</i> <i>Maths lead to share findings at a staff meeting – plan for next steps</i> <i>Consistent KS1 planning format created including vocabulary /phrases – inclusive practice</i>	<i>Maths lead can evaluate current teaching practice and create an action plan (ps)</i> <i>Staff understand action plan and expectations for teaching (Lw, Tc)</i> <i>Inclusive planning structure in place (ps)</i>		<i>Maths governor meets new maths lead</i>	<i>Autumn 2</i>	
	<u>Spring 1</u> <i>New lead continues NCETM training</i> <i>Maths lead creates maths toolbox of concrete resources that each class will use</i> <i>Tas are supporting children's oracy in maths by making notes of children's interaction</i> <u>Spring 2</u> <i>Maths lead observes maths lessons in year R and meets with lead to discuss year R curriculum and transitional planning for teaching</i> <i>Teaching observed in key stage one with focus on tas and resources</i>	<i>All classes have visible intended resources to support teaching and learning (ps, Lw)</i> <i>TAs are making notes to impact teachers assessment (ps, Tc)</i> <i>Action Plan is in place to support transition (ps)</i> <i>Use of learning resources , language and use of notes are consistent (lw)</i>		<i>FIP team (LW)</i> <i>Maths governor meets maths lead</i>	<i>FIP team Spring 1</i> <i>Meet spring 2</i>	

	Summer 1 Lead continues NCETM training Teaching learning and planning and vocabulary is agreed with Maths lead and foundation stage lead, for smooth transition Summer 2 Planning for Autumn transition is created Lead to observe all maths lessons across the Federation	Staff are clear on expectations for Autumn1 (ps) Teaching is consistently good or better (lw)		Maths lead reports to governors in FIP meeting	Summer 2	
Evaluation						

Long term goal 4 - To develop children's understanding of spirituality and these spiritual moments can be encapsulated **the wonder of childhood** how they can make **a positive difference in the world** – courageous advocacy

Success criteria

- Levels of behaviour are consistently high as children can articulate how their behaviour can make others feel (lw)
- Children can talk about the impact of their actions, including charity work, acts of kindness etc (pc)
- Children recognise when others are making a difference and celebrate this. (pc)
- Children's spiritual development impacts on their understanding of the world (bl, ps, Pc)

All stakeholders are able to articulate how our vision and values impacts on the running of the schools within the federation and provide examples of how our vision and values make a positive impact on the lives of our pupils, families, staff and wider community (Stakeholder conferencing)

Short term goals - 2025-26 – lead teacher Mrs Vikki Day vikki.day@ Lyndhurst.hants.sch.uk

	Termly Action	Intended outcome	Predicted costs	Governors	Times and dates	
	<u>Autumn 1</u> Head meets with Sue Bowen from the diocese to discuss spirituality	Meeting is booked for Sue Bowen to meet and support new RE lead	Cost of coaches for NM & CT	RE Lead to establish who RE Govenor is and arrange an introductory meeting	Autumn 1	
	RE lead to meet with Sue Bowen to discuss current situation and next steps on the Spirituality journey.	RE lead to have a clear understanding of what is expected of them and what the next steps are moving forwards. (M)				
	<u>Autumn 2</u> Sue Bowen to do pupil conferencing across the federation to establish a baseline of our children's understanding. RE lead to discuss with Sue and draw out any specific points for development	To establish a clear baseline of our Children's current understanding of spirituality. (Pc)				
	All children to experience the awe and wonder of the Walk-through Nativity					

	<i>All children to participate in the Samaritans Purse Christmas shoebox appeal</i>	<i>Children to begin to become courageous advocates and understand that they can make a difference in somebody else's life. (Pc)</i>				
	Spring <u>Spring 1</u> Staff meeting time to: - Share/recap our vision and it's theological underpinning. - share findings from the Pupil conferencing by Sue Bowen. -Discuss/plan how to launch the next step of our spirituality journey – children understanding about 'Door moments' through collective worship programme and story telling. To consider how our environments reflect spirituality Twilight staff meeting: Consider how potential mirror and door moments can be highlighted on medium term planning. Spirituality moments to be shared with parents through a letter home. <u>Spring 2</u>	All teachers to have a secure knowledge and understanding of our federation vision and the theology that underpins it. All teachers to have and awareness/understanding of the 4 elements of spirituality Evidence of spirituality in learning environments e.g. displays around 'door moments' Hearing the language of mirror and door moments used around our schools. (LW) Staff start to create spiritual areas within the school/class environments (Lw) Medium term plans to show some evidence of mirror and door moments (PS) Parents to be aware of the language we are using to develop out children's understanding of spirituality. Possible topic for discussion at parent forum? (M) Evidence of spirituality in learning environments e.g. displays around 'door		Governors invited to staff meeting led by diocesan rep Sue Bowen RE Lead to meet with RE Governor to discuss progress	January 2026 Spring 2	

	Window moments to be launched through collective worship programme. RE Lead to organise opportunity for Children to participate in local charity/community event	moments' Hearing the language of mirror, door and window moments used around our schools. (LW) Children to further develop their courageous advocacy and understand that they can make a difference in somebody else's life. (Pc) Governors are aware of the developments across the Federation about spirituality		Re lead to feedback at FIP meeting	April 2026	
	Summer <u>Summer 1</u> Staff meeting: -Staff to feedback on progress with mirror and door moments. Candle moments to be launched through collective worship programme. Candle moments to be planned for on medium term planning Re lead takes learning walks across the Federation <u>Summer 2</u> RE Lead to conduct further pupil conferencing across the Federation and compare with feedback from Autumn 2 Spirituality bags to be created for each pupil to take home, containing	Evidence of spirituality in learning environments e.g. displays around 'door moments' Hearing the language of mirror, door, window and candle moments used around our schools. (LW) Evidence of planning for Candle moment on MTP (PS) Spiritual areas in class and across the school are evident. Teaching staff to have an understanding of how our children have progressed in their spirituality this year. Children to be able to share their bags with their families. Further develop their understanding and vocabulary around spirituality outside of school.	Cost of spirituality bags to be researched by RE Lead	RE Lead to meet with RE Governor to discuss progress and planning for next academic year	Summer 2	

	a representation of a mirror, door, window and candle. RE Lead to organise opportunity for Children to participate in local charity/community event	Children to further develop their courageous advocacy and understand that they can make a difference in somebody else's life. (Pc)				
Evaluation						