





# WILLOW DENE SCHOOL DEVELOPMENT PLAN 2025-26



 To embed the learner centred pedagogy and its implementation with particular focus on the responsive adult so that it positively impacts the learning experiences and progress of children and young people in Compass Special Schools

 Ensure last year’s pedagogical knowledge is implemented in classes by providing tailored resources that help teachers and TAs apply what they have learned to improve outcomes for children.

 Adults will be able to demonstrate how pedagogy shapes daily classroom practice and reference key documents (BEST) when discussing children’s progress and positive outcomes.

## SPRING 2026

<b>What?</b> (action)	<b>Why?</b> (is the change needed)	<b>Success</b> (what will it look / sound like?)	<b>Evaluation</b> (sources of impact feedback)
Targeted collaboration with the newly appointed Assistant Headteacher to support the development of a bridging curriculum.	Curriculum and pedagogical oversight will bring together current priorities and the curriculum’s historical context to inform and guide the future development of a coherent bridging curriculum.	Success will be seen through the implementation of a coherent bridging curriculum that is informed by both past curriculum practice and current pedagogical priorities. Staff will be able to clearly articulate its purpose and content and use it confidently to identify and address gaps in learning. As a result, pupils will demonstrate improved readiness and more secure prior knowledge as they progress to the next stage of learning.	Bridging curriculum Key focus for bridging classes embedded in pedagogy CPD
Introduce and share the flow chart with all leaders and staff, ensuring a shared understanding of its purpose	Staff vary in their experience, confidence, and expertise, and without a clear process, gaps in	Evidenced when all staff and leaders confidently use the flow chart to identify gaps in learning	Flow chart Pedagogy knowledge PPs (Statistics)

<p>and how it directs staff to appropriate support and resources.</p>	<p>learning or pedagogy can be misidentified or supported inconsistently. A shared flow chart provides a common language and agreed approach for identifying and addressing gaps. The flow chart promotes a supportive, developmental culture, making clear that identifying gaps is about improving practice, not performance management.</p>	<p>and access appropriate support. This will lead to more accurate diagnosis of need, targeted professional development, and greater consistency in teaching and curriculum practice across the school.</p>	
<p>Pedagogy sessions will focus on clearly identifying and consistently applying the specific strategies within our teaching toolkit.</p>	<p>Staff often use similar strategies but with different interpretations, leading to inconsistency in classroom practice and pupil experience. Being explicit about the strategies in the teaching toolkit creates clarity and shared understanding of what effective practice looks like in the school. Clear focus allows CPD to be practical, purposeful, and transferable to the classroom.</p>	<p>Staff can confidently identify and consistently apply the specific strategies from the teaching toolkit, leading to more coherent and effective classroom practice and improved pupil learning outcomes.</p>	<p>LWs Conversations with link leaders Check ins with staff</p>
<p>Support staff to develop a strong understanding of child development to enhance teaching and learning.</p>	<p>This change is needed to ensure staff have a strong understanding of child development, enabling them to adapt language and teaching appropriately. It will help reduce gaps in learning, support consistent approaches across the school, and ensure strategies meet pupils' developmental needs.</p>	<p>Staff confidently apply their knowledge of child development in their interactions and teaching, using age-appropriate strategies to support learning and engagement. Pupils' needs will be met consistently, leading to improved progress, readiness for new learning, and high levels of engagement.</p>	<p>LWs Conversations with link leaders Check ins with staff</p>

## AUTUMN 2025

<b>What?</b> (action)	<b>Why?</b> (is the change needed)	<b>Success</b> (what will it look / sound like?)	<b>Evaluation</b> (sources of impact feedback)
<p>Distil last year's core pedagogy priority into a structured package for class teachers to deliver to their teams throughout the year, with a clear focus on impact for children, relationships with adults, and assessment.</p> <p>Establish and document a minimum requirement of knowledge that all staff are expected to hold. Ensure training and supporting materials provide this core knowledge in a consistent and accessible way.</p> <p>Define what knowledge must be embedded and identify the key elements that need to be revisited each term to maintain consistency and depth.</p>	<p>We have secured whole-school buy-in through guided pedagogy meetings, which have set the scene and established a shared foundation of knowledge. It is important that we continue revisiting this to ensure all adults consistently meet the minimum expectations. The next step is for teams to identify and access the most appropriate resources to support their ongoing professional development.</p>	<p>Resources will be able to support teachers to be able to deliver appropriate training for their class teams.</p> <p>The resources will provide different levels of learning so that we can provide appropriate support for staff at different stages of development</p>	<p>Feedback and reflections – establishing if teachers feel confident delivering the package to their teams.</p> <p>Observation of team sessions – is the pedagogy priority clearly communicated and applied in practice.</p> <p>Use of resources – ensure adults/teams are accessing and using materials and that this is developing this knowledge and skills.</p> <p>Impact on children – monitor how the implementation influences learning, adult-child relationships, and assessment practices (Conversations, observations, progress, PDCs)</p>
<p>Design a plan to embed the BEST framework into feedback, professional conversations, and teacher/TA development, so that it consistently guides and strengthens the pedagogy and teaching and learning narrative at Willow Dene.</p>	<p>It is important to tie together key information and documentation for adults and part of this will be embedding the BEST framework as a core reference for pedagogy and teaching and learning. This will ensure all adults not only understand its importance but can also articulate the values and principles that underpin daily life at Willow Dene and recognise how pedagogy and teaching</p>	<p>Key documents will reference the BEST framework to ensure consistency and triangulation across pedagogy, teaching, and learning.</p> <p>Success will be evident when adults can confidently reference the framework in discussions, apply it in practice, and demonstrate its impact on children's learning and relationships.</p>	<p>Adult discussions and reflections – check if adults can reference the BEST framework confidently.</p> <p>Classroom practice and observations-see if the framework is applied in teaching and learning.</p> <p>Key documents and planning-ensure consistent reference and alignment with the framework.</p> <p>Impact on children – monitor learning, engagement, and relationships to see the framework's effect in practice.</p>

	and learning drive the success of all children.		
<p>Develop quick-reference resources to support individuals and teams in building their knowledge and understanding of pedagogy. Create a flow chart to help identify gaps in learning and direct staff to appropriate resources to build their knowledge.</p> <p>Ensure class profiles accurately reflect current classes so they provide up to date information</p>	<p>With QA schedules becoming more pressured, we will make use of small pockets of time for bitesize learning. This will allow us to drip-feed key ideas and keep adults updated as changes occur. This approach may also be valuable at a Compass level for TAs, who often do not have longer periods away from working with children.</p>	<p>Teachers will be able to use bitesize resources to fill gaps in TA knowledge they are purposeful and support the appropriate learning in a class.</p> <p>Adults engage regularly in bitesize learning opportunities within QA schedules and value them as part of their professional development.</p> <p>Key pedagogy messages are consistently reinforced and visible in classroom practice and this is further embedded through triangulation of core documentation.</p> <p>All adults are clear on the learner profile of their class and understand what this means.</p> <p>TAs at Compass have the resources to and access professional development despite limited non-contact time, leading to increased confidence and knowledge. Feedback to be sought from Compass schools.</p> <p>The drip-feed approach results in a shared language and stronger alignment to whole-school priorities.</p>	<p>Staff feedback – to see how useful and accessible the bitesize learning is.</p> <p>Observations and learning walks – to check if key pedagogical ideas are being used in practice.</p> <p>Documentation – to ensure consistent language and alignment with school priorities.</p> <p>TA engagement – assess participation and confidence, especially for those with little non-contact time.</p>
<p>Quality assurance and planning for success. Considering how we ensure messages are communicated effectively across the school.</p>	<p>Learning from last year indicated that where teachers were invested, confident and highly skilled, messages were delivered well to teams. However, this was</p>	<p>All staff have access to and are engaging with clear, consistent messages that are communicated in multiple ways</p>	<p>Staff questionnaires – to assess confidence and understanding before and after training cycles.</p> <p>Classroom and meeting practice – to check whether adults are</p>

	<p>not always the case and can widen the gap in adult knowledge</p>	<p>(e.g. training, documentation, ongoing dialogue).  Leaders and teachers are equally confident in their understanding of the core knowledge and able to articulate it to others.  A clear minimum expectation of knowledge being embedded, revisited, and quality-assured each term.  Reduced variation in staff knowledge, ensuring equity of understanding and practice across all teams.  Evidence, through monitoring and feedback, that messages are understood, applied, and making a measurable impact on classroom practice.</p>	<p>using consistent language and agreed approaches.  Learning walks and observations – to monitor alignment with agreed pedagogy.  Engagement with documentation/resources – to track uptake and accessibility of shared materials.  Reduction in queries/misunderstandings – to measure clarity and effectiveness of communication over time.  Distributed leadership – to see more staff confidently leading discussions or training sessions.  Succession planning – to ensure multiple staff can deliver or reinforce key messages consistently.</p>
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SUMMER 2026			
<b>What?</b> (action)	<b>Why?</b> (is the change needed)	<b>Success</b> (what will it look / sound like?)	<b>Evaluation</b> (sources of impact feedback)