

DEVELOPING EXCELLENCE PLAN

2025-2026



THE
DIOCESE OF
SHEFFIELD
ACADEMIES
TRUST

Overarching Aim
Empowering Every Child To Flourish Without Limits

Key Focus: If memory is the residue of thought, how can we help our children think deeply about what they are learning? Challenge, Active Participation, Practice (CAP)

Engineering Success for All: Adaptive teaching

Assessment- checking for understanding
Adapting tasks to meet the needs of all
Adaptations in classroom provision
Emotional/Physical regulation (zones of regulation)
Progress and attainment, Attendance and behaviour of most vulnerable groups
Assess/plan/do/review: SEN register, Graduated approach, IEP's
Planning to the top: small steps

Staff/Leadership development

ECT support
High level support (data led instruction and incremental coaching)
Subject leadership: monitoring the impact of the curriculum
Enjoyment and engagement: impact of stories
Play leaders (OPAL)

Task Design: Adaptive teaching

Assessment- checking for understanding
Adapting tasks to meet the needs of all
Metacognition (developing thought processes)
Oracy Progression
Vocabulary
Planning to the top: small steps

Mission- Why is this our focus?	<ul style="list-style-type: none"> Our motto, 'every child, every minute, every hope', reflects our emphasis on ensuring that each child in our care grows, flourishes and is prepared for life in the modern world
Vision- Where we are going?	<ul style="list-style-type: none"> All children will learn in a safe, nurturing, inclusive environment which engages all and enables all to achieve great outcomes. All children are challenged, inspired, and supported as individuals to grow intellectually, personally and spiritually, and achieve their best. All children will experience a fun, purposeful, balanced curriculum which inspires and promotes independence, and fosters individuality by encouraging all talents and abilities. All children will develop skills within and beyond the curriculum, so that they have the knowledge, self-confidence and freedom to become life-long learners with an inquisitive, 'have-a go' mentality. All children will achieve their full potential with a desire and determination to be their very best in all they do through committed, high-quality teaching. All children will learn to communicate their views, thoughts and feelings effectively both verbally and non-verbally.
Strategy- The actions we are taking?	<ul style="list-style-type: none"> Ongoing support to continue to develop staff's skill in adapting teaching, including adapting teaching in the following ways: <ul style="list-style-type: none"> Train staff to adapt teaching in line with the checking for understanding policy Continue to develop support staff's expertise in scaffolding learning. Embed 'Essential for some, good for all' strategies (see DSAT Charter for Vulnerable Pupils) Ensure small steps are built upon and schemes adapted where necessary to include breaking down learning into precise, manageable steps. Ensure that adaptations across the wider curriculum are in place and embedded. Implement the zones of regulation to support the children to regulate their emotions and therefore support them to engage and invest in their learning Adapt social times through the implementation of the 'OPAL' curriculum Accurately assess all children across the curriculum to ensure all children achieve their full potential Train staff to ensure the tasks we provide children to practice what they have learnt is precisely matched to the knowledge that the teachers have identified the children need to learn Train staff to identify the thought processes children need to develop in order to successfully complete a task Train staff to ensure curriculum planning/ task design focuses on strategies for talk, thus bringing the curriculum alive for pupils and deepening knowledge for all pupils including the most vulnerable Train staff to engage in meaningful interactions with the children Continue to improve the quality of oracy and talk across the curriculum, therefore increasing the quality of practise, ensuring learning is generative and knowledge is committed to memory. Continue to ensure that pupil talk is structured, with precise objectives and areas for discussion linked to learning. Ensure children are always expected to talk in full sentences. Continue to embed school 'habits' linked to paired talk, and introduce 'think, pair, share', remembering that children need thinking time and a signal to start talking. Continue to precisely teach vocabulary: ensure vocabulary selections across the curriculum identify ambitious choices: be selective.