WLP Action Plan for 2026 2027

Owner(s): NH,TR Last revisited: September 2026

Curriculum leaders to focus on:-

- **REFLECT-** observe teaching of your subject (IRIS/classroom); evidence this in time for monitoring
- **HOT's/Vocabulary** – profound and challenging questions, rich vocabulary across the curriculum and promoting strategies that develop extended answers, reasoning, explanation and oracy ('Say it again, better.')
- **Adaptations** - Ensure that teaching within the subject is appropriately adapted so that SEND, disadvantaged and lower-attaining pupils can access, retain and apply key learning.
- **Enrichment of your subject**- what does it look like for a child at SMA? What is the impact?
- **Monitoring the curriculum area;** overview – evidence of spaced learning and interleaving, well presented on website, evidence of pupil voice, a resources audit, evidence of book looks, data impact on your curriculum subject. Monitoring should secure continuous improvement and develop impact.

OFSTED

- To embed the role of subject leaders, ensuring that they **systematically check and quality assure how well the curriculum is being delivered** and **how well pupils are achieving.** Monitor curriculum provision and develop strategies to support pupils to recall the key knowledge and **vocabulary** set out in the curriculum.
- To develop subject leaders' role in supporting teachers to **use assessment well enough to check that pupils fully understand what they have been taught, in order for them to build knowledge securely on what they already know,** eradicating any gaps in knowledge. To support teachers in using assessment strategies

Intention Data, Recovery programme, resources, staffing including pedagogy, innovation	Implementation	Implementation Time frame/ Staff involved	Proposed Impact	Evidence towards proposed impact
To promote and ensure that the subject is high profile with reference to: • Policy • Website • Pupil voice • Enrichment	• Review of policy and curriculum information • Audit the school website and ensure coverage of H/G/A/DT, celebration of learning and enrichment opportunities • Share examples of high quality WLP work and enrichment opportunities – website and display	By December 2026	• WLP is visible and valued across the school community • Pupils can articulate what they have learnt and why it is important • Website and display accurately reflects the quality of the curriculum	

			• Pupils have increased opportunities to apply learning beyond the classroom	
To monitor how well the curriculum is delivered and how well pupils are achieving. Is REFLECT being used well? Is there opportunity for: • Teaching vocabulary • Key knowledge • Adaptations • HOTS • Oracy skills?	• Undertake planned monitoring through lesson and book looks, pupil voice, Iris • Evaluate REFLECT and how it supports retrieval and AFL, including HOTS • Monitor progression of key knowledge and vocabulary – see audit • Check that learning demonstrates adaptation appropriate for ability without reducing ambition • Review evidence of spaced learning and interleaving across H/G/A/DT	Spring 2027	• Consistent high-quality delivery of WLP across year groups • Pupils increasingly retain and apply previously taught knowledge • Teachers have a clear understanding of progression in WLP • Adaptations enable all pupils to access and succeed • Pupils use subject specific vocabulary when speaking and writing • Monitoring leads to continuous improvement • Pupils demonstrate greater depth of understanding through HOTS and greater confidence when explaining,	

			reasoning and justifying ideas	
To ensure that assessment is used well to support, embed and deepen learning. Are the assessment protocols – systems and processes in place? Are they having the desired effect? • Vocabulary audit • Who is God calling me to be? Slides • Art ladders • Big Quiz • Pop Tasks • SMATTs	• Review current assessment protocols and ensure they are consistently understood and implemented • Review use of AFL – retrieval strategies, pop tasks, etc. to identify gaps in knowledge and address • Review the effectiveness of art ladders, big quiz, pop tasks, SMATTS • Seek evidence of pupil secure understanding and progression	Spring – Summer 2027	• Assessment provides accurate information about pupils' understanding and gaps in knowledge – used to inform teaching and planning • Pupils retain key knowledge and vocabulary over time • Gaps, errors and misconceptions are identified and addressed • Pupils demonstrate increasing independence in applying previously learned knowledge	
To ensure coverage, staff confident and enrichment within WLP to close gaps. • Microbits workshop for Y5/6 • Books for Topics audit and resource • Art and DT subject knowledge	• Review staff confidence and identify areas where further CPD or support is required • Audit topic books and resource from 'Books for Topics' website – quality reading material	Autumn 2 2026	• Appropriate coverage of all WLP curriculum areas • Staff voice – increased confidence in teaching WLP • Resources and high-quality texts are well matched to objectives	

	• Provide practical opportunities where required, e.g. microbits		• Pupils experience a broad range of practical and enriching opportunities	