



# School Development Plan

2025 – 2026

*“Progressing together – inside & out”*



## SDP: A SUMMARY

Safeguarding		
Inclusion	Curriculum & teaching	Achievement
Attendance & behaviour	Personal development & well-being	Leadership & governance

Focus	Overarching Aim	Evaluation area(s)
<u><a href="#">Attendance</a></u>	Improving the attendance & punctuality of vulnerable children.	<b>Attendance &amp; behaviour;</b> safeguarding; inclusion; achievement; personal development & wellbeing; leadership & governance
<u><a href="#">Scaffolding</a></u>	To embed consistent and effective scaffolding strategies for the lowest 20% of learners, ensuring they are supported to access age-related expectations and make strong progress across the curriculum.	<b>Curriculum &amp; teaching;</b> inclusion; achievement; leadership & governance
<u><a href="#">SEND</a></u>	Strengthen SEND and Therapeutic Thinking provision across the school by embedding effective assessment practices, developing inclusive, regulation-focused spaces such as The Nest, and enhancing Positive Play opportunities- underpinned by sustained, evidence-informed CPD that equips staff to meet the diverse needs of all pupils.	<b>Inclusion;</b> attendance & behaviour; personal development & well-being; leadership & governance
<u><a href="#">Assessment</a></u>	Ensure depth of teaching across the foundation curriculum by using effective end-of-unit assessment to evaluate pupils' knowledge and skills, inform future teaching, and close learning gaps.	<b>Achievement;</b> curriculum & teaching; leadership & governance
<u><a href="#">Interactions</a></u>	Ensure high-quality adult interactions in EYFS and Year 1 continuous provision to promote strong progress for all pupils, with a particular focus on developing communication and language skills. <i>'Every interaction with children is a teaching or learning opportunity or a chance to build a connection'.</i>	<b>Curriculum &amp; teaching;</b> personal development & well-being; leadership & governance



## SDP: ACTION PLANS

<b>ATTENDANCE</b>					
<b>Overarching Aim:</b> Improving the attendance & punctuality of vulnerable children.					
Intent (the what?)	Implementation (the how?)	Cost	Owner?	Timescale/ date	Impact (how will we know?)
<p>Aim to reduce the percentage of pupils recorded as PA from 18% to below 12% by the end of the academic year.</p>	<p> <b>1. Early Identification &amp; Monitoring</b></p> <ul style="list-style-type: none"> <li>• Track attendance closely, flagging pupils at risk of falling below <b>90%</b> early.</li> <li>• Use thresholds (95%, 93%, 91%) as <b>warning zones</b> for early intervention.</li> <li>• Review attendance termly, focusing on vulnerable groups (PPG, SEND, CP, EAL).</li> <li>• <b>Hold short induction sessions for parents</b> early in the term to explain how important attendance and punctuality are in EYFS (e.g. phonics, routines, early learning behaviours).</li> <li>• <b>Use visuals or multilingual handouts</b> to explain how missing a few days adds up quickly.</li> <li>• Promote the message: <b>“Reception: Every Day Counts!”</b></li> </ul> <p> <b>2. Targeted Parent Engagement</b></p> <ul style="list-style-type: none"> <li>• Hold <b>structured meetings</b> with parents once attendance drops below <b>93%</b>.</li> <li>• Use <b>supportive language</b> that encourages partnership, not blame.</li> <li>• Offer interpreters or translated letters where needed.</li> <li>• Agree on <b>attendance action plans</b> with targets and review dates.</li> <li>• <b>SR will notify parents when targets are met.</b></li> </ul> <p> <b>3. Personalised Support for PA Pupils</b></p> <ul style="list-style-type: none"> <li>• Identify and address barriers (e.g. illness, anxiety, housing).</li> </ul>	<p>Cost of EWA support through SLA</p>	<p>SR with SG support</p>	<p>Ongoing over academic year – periodic reviews reported to FGB</p>	<p><b>Reduction in the percentage of pupils classified as persistently absent (PA)</b> (below 90% attendance), compared termly and across the academic year - e.g. PA rate drops from 18% to below 12%.</p> <p><b>Improvement in individual pupil attendance</b>, especially among previously persistently absent children, as shown in tracked attendance data and case studies.</p> <p><b>Increased engagement from families of PA pupils</b>, reflected in improved communication, attendance at support meetings, and uptake of Early Help or pastoral support.</p> <p><b>Positive pupil and parent feedback</b> (via surveys or conversations), showing improved attitudes toward school attendance and greater understanding of its importance.</p> <p><b>Improved punctuality and reduction in broken weeks</b> (weeks where pupils attend fewer than 5 days), especially among key groups (PPG, SEND).</p> <p><b>Clear documentation of interventions and actions</b> in individual pupil attendance plans or safeguarding records (CPOMS/MyConcern/Notion etc.), showing proactive, supportive steps taken.</p>

	<ul style="list-style-type: none"> <li>Involve internal staff and external services as needed.</li> <li>Use <b>reduced timetables</b> or <b>staggered returns</b> where appropriate, with clear timeframes.</li> </ul> <p> <b>4. Incentives &amp; Motivation</b></p> <ul style="list-style-type: none"> <li>Celebrate attendance improvements</li> <li>SR will run termly attendance rewards for her focus families.</li> </ul> <p> <b>5. Inclusive &amp; Engaging Provision</b></p> <ul style="list-style-type: none"> <li>Audit curriculum and routines for disengagement triggers.</li> <li>Use roles and clubs to build a sense of belonging and motivation to attend.</li> </ul> <p> <b>6. Multi-Agency Collaboration</b></p> <ul style="list-style-type: none"> <li>Work with local authority services, EWOs, and Early Help.</li> <li>Refer early in long-term PA or non-engagement cases.</li> </ul>				<p><b>Staff consistently follow school attendance procedures</b>, and are confident in spotting and escalating concerns — as evidenced through monitoring and staff feedback.</p> <p><b>Wider attendance figures improve</b>, with the overall school attendance rate moving closer to (or exceeding) national average.</p> <p><b>Governors and SLT are regularly informed</b>, showing clear evidence of progress and targeted work to support PA pupils.</p>
<p>To increase participation of PPG (Pupil Premium Grant) children in extracurricular clubs and activities, ensuring greater access to wider school opportunities and enrichment.</p>	<p><b>1. Identify &amp; Remove Barriers</b></p> <ul style="list-style-type: none"> <li>Use pupil/parent voice to understand non-participation.</li> <li>Provide free/subsidised access to clubs, trips, and resources (e.g. kit, instruments).</li> <li>Prioritised Free KS2 Morning Club places</li> </ul> <p><b>2. Improve Communication</b></p> <ul style="list-style-type: none"> <li>Personally invite pupils via trusted staff – phone calls or in person.</li> <li>Message parents directly, highlighting relevant clubs.</li> </ul> <p><b>3. Broaden &amp; Adapt Club Offer</b></p> <ul style="list-style-type: none"> <li>Align clubs with pupil interests (e.g. sport, coding, art).</li> </ul> <p><b>4. Monitor &amp; Review Participation</b></p> <ul style="list-style-type: none"> <li>Track club/trip uptake for PPG pupils termly.</li> <li>Adapt offer and follow up with non-attenders.</li> </ul>	<p>NA</p>	<p>SG with support from SR</p>	<p>Each big term when new club invites are sent.</p>	<p><b>Increased percentage of PPG pupils</b> regularly attending at least one extracurricular club or enrichment activity (tracked termly).</p> <p><b>Positive feedback from PPG pupils and parents</b> about their experiences of clubs, trips, and wider school opportunities.</p> <p><b>Reduction in the gap</b> between PPG and non-PPG pupils in club attendance rates.</p> <p><b>Improved confidence, engagement, and sense of belonging</b> among PPG pupils, reflected in pupil voice, behaviour logs, or engagement in class.</p> <p><b>Staff can identify which PPG pupils attend clubs</b> and take steps to encourage participation of those who don't.</p> <p><b>Evidence of enrichment in PPG provision mapping</b> (e.g. on Notion, provision maps, or pupil premium reviews).</p> <p><b>Governors and SLT receive regular updates</b> on participation trends and see improvement over time.</p>

					<p><b>Sustained attendance over time</b>, not just one-off participation, showing that PPG pupils are enjoying and committing to enrichment.</p>
<p>To increase punctuality by 10% for target families with historically low attendance, improving access to learning.</p>	<ul style="list-style-type: none"> <li>• Build a strong, positive relationship with target families through regular contact and non-judgmental support.</li> <li>• Arrange an initial family meeting to hear their story and understand challenges to punctual arrival.</li> <li>• Offer short-term access to Breakfast Club if it would help alleviate morning stress.</li> <li>• Use a collaborative approach with class teachers, pastoral staff, and support workers to provide consistency and encouragement.</li> <li>• Praise and reinforce improved punctuality daily.</li> <li>• Track impact of improved punctuality on mood, behaviour and readiness to learn.</li> <li>• Celebrate success (phone calls, postcards, check-ins, texts).</li> <li>• Use the insights gained to inform future support for other families facing similar challenges.</li> </ul>	NA	SR and SG	Termly reviews	<p><b>Improved punctuality data</b> a 10% or greater reduction in late registrations by Christmas.</p> <p><b>Increased time in class</b> at the start of the school day, ensuring full access to phonics, routines, and core learning.</p> <p><b>Improved classroom behaviour and engagement</b>, evidenced through fewer low-level behaviour logs and more settled starts (as recorded on CPOMS).</p> <p><b>Positive feedback from teachers and support staff</b> about children's readiness to learn and morning attitude.</p> <p><b>Improved wellbeing and self-esteem</b> in children- arriving on time reduces anxiety and helps build routine.</p> <p><b>Sustained improvement</b> across at least a half-term (not just short-term fixes).</p> <p><b>Parent voice</b> (via informal feedback or check-ins) reflects increased confidence, reduced morning stress, and greater school partnership.</p>

## SCAFFOLDING

**Overarching Aim:** To embed consistent and effective scaffolding strategies for the lowest 20% of learners, ensuring they are supported to access age-related expectations and make strong progress across the curriculum.

Intent (the what?)	Implementation (the how?)	Cost	Owner?	Timescale/date	Impact (how will we know?)
<p><b>Enhance scaffolding and task design in shared reading lessons</b> to ensure pupils in the lowest 20% are effectively supported to access texts, engage with key content, and make measurable progress in reading comprehension and fluency.</p>	<p>Provide CPD focused on <b>effective scaffolding in shared reading</b>, including modelling, oral rehearsal, vocabulary pre-teaching, and chunked questioning.</p> <p>Ensure all staff <b>identify the lowest 20% readers</b> in their class and plan specific supports (e.g. guided reads, stem sentences, sentence starters).</p>	£0	SC		<p>Pupils in the lowest 20% show improved access and engagement in shared reading lessons, evidenced in lesson observations and pupil voice.</p> <p>Improved comprehension and vocabulary outcomes for identified pupils, as tracked through formative assessment and standardised tools.</p>

	<p>Use <b>collaborative planning sessions</b> to co-design scaffolded tasks that:</p> <ul style="list-style-type: none"> <li>• Reduce cognitive load</li> <li>• Maintain access to high-quality texts</li> <li>• Support retrieval and inference</li> </ul> <p>Embed use of <b>visuals, sentence stems, vocabulary banks, and reading frames</b> to support access and engagement.</p> <p>Review and adapt tasks <b>after formative assessment</b>, using pupil responses to guide adjustments.</p>				<p>Tasks are consistently scaffolded across year groups, with clear structures that allow struggling readers to access high-quality texts and respond with increasing independence.</p> <p>Pupil confidence and participation in reading discussions increase, especially among those previously reluctant to contribute.</p>
<p><b>Improve scaffolding and task design in foundation subjects</b> (Science, Geography, History, Art/DT and PSCH) to ensure pupils in the lowest 20% are able to access subject-specific knowledge and skills, participate fully in learning, and make sustained progress.</p>	<p>Deliver CPD on scaffolding in foundation subjects, with subject-specific strategies (e.g. graphic organisers in History, vocabulary mats in Science, visual modelling in Art).</p> <p>Allocate PPA time to implement AI-assisted scaffold creation, with subject leads supporting review and adaptation of generated materials.</p> <p>Embed subject-specific oracy strategies and practical learning to reduce the need for excessive written scaffolds — for example:</p> <ul style="list-style-type: none"> <li>• Use of structured talk tasks (e.g. “think-pair-share”, talk frames, oral rehearsals)</li> <li>• Paired explanations or role-play in science</li> <li>• Practical demonstration and modelling in Geography</li> </ul> <p>Encourage specialist-led oracy routines (e.g. using visual prompts to build vocabulary, guided discussion during experiments or evaluations) to support deeper conceptual understanding for all pupils, especially the lowest 20%.</p> <p>Staff to reflect on scaffolds and to add in notes after lesson to highlight changes needed for the follow year</p>	NA	IB	Summer Term	<p>Foundation subject tasks are more accessible for the lowest 20%, enabling meaningful participation and reduced adult dependency.</p> <p>Pupils in the lowest 20% demonstrate improved knowledge retention and skill development, seen in written work, assessments, and class discussion.</p> <p>AI-supported scaffolding improves teacher efficiency and consistency, reducing planning workload while maintaining quality.</p> <p>Pupil books show clear evidence of progression, supported by well-pitched scaffolds and structured tasks.</p> <p>Monitoring shows increased engagement and improved outcomes in foundation subjects for target pupils, closing the gap with peers.</p>

## SEND

**Overarching Aim:** Strengthen SEND and Therapeutic Thinking provision across the school by embedding effective assessment practices, developing inclusive, regulation-focused spaces such as The Nest, and enhancing Positive Play opportunities- underpinned by sustained, evidence-informed CPD that equips staff to meet the diverse needs of all pupils.

Intent (the what?)	Implementation (the how?) <i>NB: SEND team has additional time to work on targets as not expected to attend maths &amp; English CPD sessions, unless would find focus helpful.</i>	Cost	Owner?	Timescale/date	Impact (how will we know?)
<p>To develop a bespoke ARP assessment for the whole school online assessment tool - Sonar. This may include pathway development for the ARPs for learners not yet accessing subject specific learning.</p>	<ul style="list-style-type: none"> <li>Identify the criteria for the 3 different learner pathways (Pre formal/Early learners, Semi-Formal/Intermediate learners, Formal/Advanced learners) and what the expectations are</li> <li>Place current children in our ARPs into appropriate pathways</li> <li>Explore the use of SCERTS to explore the bespoke assessment of GR/RR (RT to lead)</li> <li>Liaise (or visit) with specialist provisions to magpie ideas of their assessment tool</li> <li>Look at pre-existing assessment tools (e.g. B-Squared) to decide which best serve our children Team will be in the process of developing bespoke assessments for GR/RR (with implementation for certain subjects from Autumn 25)</li> </ul>	<p>Cost of B-Squared &amp; Sonar (already factored into school budget)</p> <p>£150 per upload to Sonar</p>	<p>SEND team CM to lead PSCHE RT to lead Spoken language CH to lead reading and writing CF to lead on transfer of assessments from B Squared</p>	<p>Maths already in place</p> <p>English by December 2025</p> <p>Science and PSCHE by April 2026</p> <p>Other subjects and changes from new curriculum by December 2026</p>	<ul style="list-style-type: none"> <li>Assessment data will be more accurate for each child and their progress will be more evident due to the bespoke nature of the system</li> <li>Children to have an individualised curriculum and targets to support better progress in lessons</li> <li>Adults working closely with the ARPs will know and understand what pathway each child is on which will inform teaching and learning for better progress</li> <li>Consideration of new children for the ARP will be better informed using the learner pathways</li> <li>Staff will have a clearer idea of how to assess children in RR/GR which in turn will inform their teaching, learning planning and effective adult interactions for accelerated progress in learning</li> <li>LA, parents and other stakeholders will have a clearer understanding of where children are with their learning and the progress that they are making</li> </ul>
<p>To support mainstream staff with scaffolding across the school for learning with SEND (both those fully in mainstream and those accessing ARP provision).</p>	<ul style="list-style-type: none"> <li>SENDCo to be linked to all phases across the school and present at phase meetings</li> <li>Open door policy of SEND office for teachers to seek support during planning time</li> <li>Arrange visits for teachers of ARP children to visit their children in the mornings</li> <li>Close links with scaffolding and assessment groups</li> </ul>	<p>£0 as time taken from SENDCo allocated time</p>	<p>SEND team</p>	<p>Across the year, by July 2026</p>	<ul style="list-style-type: none"> <li>Children making better progress, especially in Foundation subject lessons</li> <li>Teachers of ARP children able evidence progress at annual reviews</li> <li>Evidence seen of progress and access to learning in SEND reviews</li> <li>PINS walk and focus visits</li> </ul>

To enhance Positive Play provision to better support pupils who find unstructured playground time overwhelming, by offering calm, purposeful alternatives that promote emotional regulation, develop social skills, and foster a sense of safety and inclusion during break and lunch times.	<ul style="list-style-type: none"> <li>• Observations of positive play</li> <li>• Close monitoring of those who attend regularly and/or have open invites to attend</li> <li>• Discussions with staff running the sessions</li> <li>• Look at activities on offer and link to children's interests</li> </ul>	Taken from SEND budget or from parent donation	SEND team – CM to lead initially	By July 2026	<ul style="list-style-type: none"> <li>• Children speaking positively of experiences</li> <li>• A calmer and more meaningful environment</li> <li>• Fewer CPOMS incidents from within positive play</li> <li>• More children gradually able to begin to access playground at lunchtimes</li> </ul>
To complete the process of officially registering the ARPs with the DfE in order to secure their long term future and funding (subject to approval by RBC).	<ul style="list-style-type: none"> <li>• Timeline already written to be followed</li> <li>• CH to attend LA ARP meetings on behalf of SG as needed so someone is present at them all</li> <li>• Quality assurance visit to take place annually</li> <li>• Include ARPs in life of the school, focus visits etc</li> </ul>	£0	C Harkins	Significant progress by April 2026 so funding does not cease or have a gap	<ul style="list-style-type: none"> <li>• ARPs will be registered with DfE and funding will be in place for each place within Rainbow and Garden rooms</li> </ul>

## ASSESSMENT

**Overarching Aim:** Ensure depth of teaching across the foundation curriculum by using effective end-of-unit assessment to evaluate pupils' knowledge and skills, inform future teaching, and close learning gaps.

Intent (the what?)	Implementation (the how?)	Cost	Owner?	Timescale/date	Impact (how will we know?)												
<p>To ensure pupils develop a deep and secure understanding across all foundation subjects by planning for teaching that builds subject-specific knowledge and skills over time, and by using effective end-of-unit assessments to identify gaps, inform future learning, and support progress for all learners.</p>	<p>Design <b>practical and oracy-based assessment tasks</b> at the end of each unit to enable pupils to articulate and apply their learning in meaningful ways, particularly in subjects where discussion, reasoning, and expression are key.</p> <p><b>Plan curriculum units backwards from the end-point assessment</b>, ensuring that teaching sequences and activities build the depth of knowledge and skills pupils need to succeed. This ensures coherence, progression, and high expectations across subjects.</p> <p><b>Senior leaders (SG and IB)</b> to work alongside colleagues to review and refine planning in their allocated subject areas. This process will be supported by curriculum subject leads to ensure consistency and ambition in curriculum design.</p> <p><b>Senior leadership (HT/DHT)</b> to provide clarity in the whole-school approach to assessment in foundation subjects, ensuring shared</p>	NA	SG & IB	<p>All subjects covered over 3 academic years</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: center;">Year</th> <th style="text-align: center;">SG</th> <th style="text-align: center;">IB</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">2025-26</td> <td style="text-align: center;">Geog/ History Science</td> <td style="text-align: center;">Art/DT PSCHE</td> </tr> <tr> <td style="text-align: center;">2026-27</td> <td style="text-align: center;">MFL Computing PE – Y3 up</td> <td style="text-align: center;">Music RE PE – FS &amp; KS1</td> </tr> <tr> <td style="text-align: center;">2027-28</td> <td colspan="2" style="text-align: center;">Consolidation year</td> </tr> </tbody> </table>	Year	SG	IB	2025-26	Geog/ History Science	Art/DT PSCHE	2026-27	MFL Computing PE – Y3 up	Music RE PE – FS & KS1	2027-28	Consolidation year		<p><b>Pupils will achieve stronger outcomes</b> in foundation subjects, demonstrated through improved retention of key knowledge, more secure understanding of subject-specific concepts, and greater ability to apply disciplinary skills (e.g. historical enquiry, geographical reasoning, artistic techniques).</p> <p><b>Pupils will make measurable progress</b> in the identified foundation subjects through improved curriculum sequencing, increased depth</p>
Year	SG	IB															
2025-26	Geog/ History Science	Art/DT PSCHE															
2026-27	MFL Computing PE – Y3 up	Music RE PE – FS & KS1															
2027-28	Consolidation year																

	<p>understanding of expectations and alignment across the curriculum.</p> <p><b>Embed the use of Notion</b> as a central platform for storing and tracking assessment information in foundation subjects, making it easy for staff to access, review, and use data to inform next steps in teaching and learning.</p> <p>Use a <b>quiz-style approach</b> in subjects like PSHE and Computing, where concepts may be less sequential, to assess retrieval and application of key knowledge effectively.</p> <p>In subjects like Geography and History, structure assessments around a <b>big question</b> or <b>P4C-style enquiry</b>, enabling pupils to draw together knowledge and demonstrate deeper understanding and reasoning.</p> <p>Provide ongoing <b>teacher and subject leader support</b> to develop staff confidence in designing and delivering high-quality assessment tasks that reflect the intent and disciplinary focus of each subject.</p> <p>Ensure assessment outcomes feed directly into <b>future planning and differentiation</b>, helping to close gaps and secure strong outcomes for all pupils.</p>				<p>of learning, and more effective assessment practices.</p> <p><b>Teachers will use Notion</b> to record and share assessment outcomes and exemplify expected standards, enabling pupils to better understand success criteria and improve the quality of their work.</p> <p><b>Assessment information will be used diagnostically</b> to adapt teaching, address misconceptions, and close learning gaps, ensuring all pupils are supported to meet curriculum expectations.</p> <p><b>Governor monitoring</b> will reflect increased confidence in how well the curriculum is being delivered and assessed, especially in subjects prioritised for development.</p>
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INTERACTIONS					
<p><b>Overarching Aim:</b> Ensure high-quality adult interactions in EYFS and Year 1 continuous provision to promote strong progress for all pupils, with a particular focus on developing communication and language skills.</p> <p><i>‘Every interaction with children is a teaching or learning opportunity or a chance to build a connection’.</i></p>					
Intent (the what?)	Implementation (the how?)	Cost	Owner?	Timescale/date	Impact (how will we know?)
<p>Staff receive evidence informed CPD</p>	<p>Work with the Early Years Stronger Practice Hub Bespoke training from Jo Budge Visits to other nurseries and school settings Join Stronger Practice Hub research projects (Move to Write, Behaviour Development)</p>		CC/SS	Throughout the year	<ul style="list-style-type: none"> <li>• Interactions are observed to be of high quality</li> <li>• Children are making above expected progress</li> </ul>
<p>The Environment is well maintained and enhanced provided rich opportunities for oracy</p>	<ul style="list-style-type: none"> <li>• Environment training with Jo Budge</li> <li>• Checklist completed on continuous provision areas</li> </ul>	Y1 and Reception	Rec/Y1 team	Throughout the year	<ul style="list-style-type: none"> <li>• Children are happy, confident learners who care and respect the school environment</li> </ul>

	<ul style="list-style-type: none"> <li>• Zones allocated to Y1 staff to maintain and enhance</li> <li>• Core resources bought, organised and maintained</li> <li>• Key vocabulary to be displayed to support adult interactions</li> <li>• Lessons for the children in how to use and care for the school environment</li> <li>• Ensure we have oracy-focused areas such as role-play, small world and talk tables</li> </ul>	budgets to be used Subs from parents to enhance			<ul style="list-style-type: none"> <li>• Children make above expected progress</li> </ul>
Maximise adult roles in continuous provision	<ul style="list-style-type: none"> <li>• Define adult responsibilities in each area</li> <li>• Adults to have oracy training and support</li> <li>• Key vocabulary displayed to support adult conversations</li> <li>• Adults to facilitate language and oracy skills</li> <li>• Adults to set up open-ended tasks that prompt discussions, negotiations and problem-solving</li> <li>• Focus activities set up to promote story-telling, asking questions or giving instructions</li> <li>• Wellcomm interventions to support communication and language</li> </ul>	Y1 and Reception budgets to be used Subs from parents to enhance	Rec/Y1 team	Throughout the year	<ul style="list-style-type: none"> <li>• Children demonstrate improved oracy skills, including: <ul style="list-style-type: none"> <li>○ Speaking in full sentences</li> <li>○ Taking turns in conversations</li> <li>○ Using subject-specific vocabulary</li> <li>○ Explaining ideas and reasoning aloud</li> </ul> </li> <li>• Children make above expected progress</li> <li>• Adult interactions reflect oracy principles</li> </ul>