Alder Tree Primary ADIP:
Let's Say Education 2026-2028

This plan outlines the school's key priorities, intentions, implementation and expected outcomes to ensure high-quality education and personal development for all pupils.

The Magic of Childhood

	Intention	Action (implementation)	Outcome
Priority 1: Everyone's a Leader	To develop confident, reflective, and responsible learners and adults who understand how to lead themselves and others. Pupils and staff will demonstrate integrity, independence and strong learning behaviours across the curriculum.	• Implement Natural Leader programme (3 lessons per half term and assemblies). • Strengthen pupil leadership groups (School Parliament, Reading, STEM, Eco, Play Leaders, Resilient Ambassadors). • Implement the ATP formative assessment guide for teachers. • Ensure all subject leaders embed self-regulation strategies within their subjects.	• Pupils show increased independence and ownership of their learning. This is evident in lessons and books. • Strong pupil voice influences school improvement. • Leadership opportunities are accessed by all pupils, including disadvantaged groups. • Teaching consistently demonstrates effective formative assessment practices. • All staff actively contribute to leadership across all aspects of the school, demonstrating shared ownership, initiative, and accountability for whole-school improvement.
Priority 2: Botheredness – Bringing	Adults to deliver an engaging and inspiring curriculum that captures pupils' imagination and enthusiasm. Ensuring that learning is memorable, meaningful and relevant so that every child experiences the magic of childhood.	• Use storytelling approaches (The Teacher Collection by Mary Myatt) to enhance foundation subjects. • Strengthen Hywel Roberts' 'Botheredness' approach through planned 'Let's Say' lessons. • Subject leaders will support staff to ensure curriculum teaching and planning follows a MUST, SHOULD, COULD structure. • Utilise outdoor learning spaces and resources to teach the curriculum. • Embed in all classrooms enquiry-based learning approaches.	• Pupils demonstrate high levels of engagement and curiosity. • Increased retention of knowledge due to meaningful experiences. • Adults confidently plan and deliver a creative curriculum through enquiry-based learning. • Subject leaders have strong subject knowledge, clearly identifying what pupils must, should and could learn, and ensuring this is consistently delivered through the taught curriculum.
Priority 3: Disciplinary Literacy	To improve pupils' ability to develop literacy skills across the entire primary curriculum	• Introduce Disciplinary Literacy in Primary Schools (Shareen Wilkinson) through half-termly book club CPD. • Support subject leaders to embed disciplinary literacy within their action plans. • Provide ongoing CPD linked to subject-specific literacy. • Ensure English Lead alongside subject leaders monitors and quality assures implementation. • Adults plan in disciplinary literacy into their lessons and explicitly teach how to speak, read and write like a Scientist, Historian etc. A range of texts are purposefully used in curriculum lessons.	• Pupils confidently use subject-specific vocabulary in speaking and writing. • High-quality teaching of speaking, reading and writing in all classrooms. • Pupils produce high quality pieces of work across the curriculum that shows their ability to write like a Scientist, Historian, Geographer as examples.
Priority 4: Resilience	To develop resilient, emotionally literate people who can manage challenges, think critically and maintain positive mental health and well-being for them to be prepared for their next stages of life	• Embed a trauma-informed approach using the Compassionate Leeds programme, through CPD and whole school systems. • Develop child and adult Mental Health Champions across school. • Introduce and embed 'Resilience Wednesday' sessions including PSHE, Pol Ed, MindMate, Natural Leader, team-building and HPL. • Provide opportunities for the ATP Activity Passports to build independence and challenge that supports a strong personal development offer.	• Pupils demonstrate improved emotional regulation and well-being, showing confidence in a variety of situations. • Pupils show confidence in problem-solving and critical thinking through the curriculum. • Adults have a strong sense of self-worth and a bank of effective knowledge and strategies to support everyone to be the best version of themselves.
Priority 5: Oracy	To ensure adults and pupils develop strong speaking and listening skills, enabling them to communicate clearly, confidently and effectively in a range of contexts.	• Strengthen 'Every Interaction Matters.' approaches across school through CPD e.g. conversations, interventions, feedback, play etc. • Implement Voice 21 programme over three years. • Use teacher benchmarks to monitor oracy progression. • Intensive Interaction CPD delivered across EYFS and Key stage 1.	• Adults and Pupils speak clearly, confidently and appropriately for audience and purpose. • Adults maximise every opportunity to develop learning, provide meaningful feedback ensuring pupils feel noticed. • Improved language development, particularly in EYFS and SEND pupils. • Increased participation in classroom discussions, debates and presentations. • Oracy is evident and valued across all areas of the curriculum.
	Believe	Belong	Become

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