

Bowden Brompton Community School 2026 Improvement Plan

Where do we want to get to?

Implement a consistent whole-school approach to teaching, integrating Explicit Direct Instruction (EDI), WalkThrus strategies, and metacognitive practices, to enhance student engagement and learning outcomes.

Department for Education: Strategy Area of Impact – Effective Learners

Metacognition and self-regulation: Learners who can stop and think about what's needed to best achieve the task in front of them. Learners are able to understand and manage their behaviour and reactions to their environment.

How might we get there?

If we embed a consistent pedagogical approach that:

- Uses the EDI framework,
- Integrates WalkThrus teaching techniques,
- Teaches metacognitive, problem-solving techniques and strategies,
- Explicitly teaches students how to plan, monitor and review their learning,
- Uses Newman's Error Analysis to support explicit Maths teaching practice,
- Uses Choice Theory to inform explicit teaching practices that develop student personal and social skills,

we will see students develop metacognitive and self-regulation strategies that support their improved levels of engagement and achievement.

Actions – Teacher and student success criteria

We will see the teachers:

- Embed EDI principles and incorporate WalkThrus techniques in all lessons,
- Explicitly teaching, modelling, and prompting for the metacognitive teaching technique in their lessons; Metacognitive Talk - (using ADAPT for context)
 1. Set a problem and explore,
 2. What do we already know?
 3. Where do we start?
 4. Make a plan and monitor,
 5. Have we been successful?
- Use Newman's Error Analysis to determine where students are having difficulty solving worded problems, and design curriculum support accordingly,
- Apply Choice Theory to guide explicit teaching practices, and
- Engage in coaching and feedback that supports ongoing professional practice and development.

We will see the students:

- Stop and think about what's needed to best complete their tasks,
- Use a reflective vocabulary to verbalise their thinking,
- Plan, monitor and evaluate their learning,
- Take responsibility for, self-reflect on, and self-regulate their learning,
- Increase their stamina in learning.

Give it a go – Teacher actions.

A1- All lessons have an EDI lesson design with embedded WalkThrus techniques.

A2- All teaching staff will develop and enhance their use of Metacognitive Talk, with this technique being incorporated into every lesson.

A3- To strengthen teacher practices in metacognition and Math problem solving by all staff understanding Newman's Error Analysis.

A4- Teaching staff will incorporate Choice Theory language to guide explicit teaching practices that support personal and social programmes and student's metacognition and self-regulation.

