



# THORNTON PRIMARY SCHOOL

Love • Respect • Ambition  
School Improvement Plan 2024-2026

**Key Priority:** To develop positive learning behaviours that will ensure children remain on task and focused throughout lessons leading to improved learning and behaviour outcomes.

Quality of Education	Behaviour & Attitudes	Personal Development	Leadership & Management
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*“Education is the passport to the future, for tomorrow belongs to those who prepare for it today.” — Malcolm X*

Intention	The Active Ingredients and Implementation	Staff Responsible	Monitoring Implementation	Impact teaching and pupil outcomes	Evaluation of Implementation
<p><b>Autumn</b> To establish what the ‘key learning behaviours’ will be for our school.</p>	<p>Gather teachers and support staff’s opinions on what behaviours make a good learner. Agree on 4/5 key behaviours. Explain ‘why’ we are focusing on learning behaviours and the impact it will have on education and behaviour.</p> <p>Teachers to speak to the children in their class and gather their thoughts:</p> <ol style="list-style-type: none"> <li>1. What makes an engaging lesson.</li> <li>2. What behaviour does a good learner display?</li> </ol>	JW, BB	BB and JW to monitor	Staff and pupils involved in deciding the school ‘key learning behaviours’. This will ensure that all stakeholders have a say and feel involved in the decision making.	<p>All staff involved in the process of deciding the Learning Behaviours has ensured buy in from staff.</p> <p>The children were consulted to gain their buy-in and understanding of what the Learning Behaviours are and what they will mean when applied in the classroom and around school.</p> <p>Meditation hasn’t yet been fully established and needs to be reviewed in line with the changes of staff. A simplified version will be considered for all teaching staff to utilise after transitions such as lunchtimes and break times.</p>
<p>To create resources for staff training, lessons and displays</p>	<p>Resources to explain to staff so that staff understand what the behaviours are and how to promote them effectively.</p> <p>Resources to introduce the behaviours to all pupils that are then displayed in</p>	JW, BB			



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<p>To introduce the 'Learning behaviours' to staff</p> <p>Share the learning behaviours with governors</p> <p>To introduce meditation techniques to one class in Key Stage 2</p>	<p>the classroom and can be referred to during the lessons. Display resources</p> <p>Staff PD will clearly define what staff's collective responsibility is to aid the learning behaviours e.g. engaging lessons, relationships, staff modelling. PD will include the need to utilise the 5 a day approach so that children can access a wide range of high quality teaching.</p> <p>Gather governor opinions and explain why we are introducing the learning behaviours.</p> <p>One session per week delivered by a trained growth mindset/meditation practioner.</p>	<p>JW, BB</p> <p>JW, BB</p> <p>JW, CT</p>			
<p><b>Spring</b></p> <p>To introduce the 'Learning behaviours' to children and to help them understand and apply them.</p>	<p>Share with children our 'Learning behaviours'. Ask them what they mean? Can they give examples of what they would look like in the classroom and beyond? Can they think of</p>	<p>All staff</p>	<p>Pupil Voice</p>	<p>Children more engaged and active in lessons.</p> <p>Children showing more responsibility for their learning</p>	<p>The Learning Behaviours are reviewed in each class every week through questions and discussions.</p> <p>The Learning Behaviours are celebrated each week during Assembly with the new</p>



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<p>Discuss the 'learning behaviours' in assembly. 1 per half term.</p>	<p>anybody who displays these? Incorporate into PSHE curriculum.</p> <p>Real world examples shared in assembly.</p>	<p>BB, JW, DA, TB</p> <p>DA and all staff</p>		<p>Children able to explain how the key learning behaviours will help them.</p>	<p>Learning Behaviours Certificate awarded for showing one or more of the 3 Learning Behaviours.</p>
<p>Celebrate the 'Learning behaviours'</p>	<p>Learner of the week certificate instead of best efforts in celebration assemblies.</p>	<p>JW</p>	<p>Check the displays are active</p>		<p>Information has been sent to all parents/carers about the Learning Behaviours in the school's weekly Newsletter.</p>
<p>Weave 'Learning behaviours' throughout the curriculum and school day</p>	<p>Display in the corridor and every classroom.</p> <p>Learning behaviours highlighted during PSHE lessons and the wider curriculum.</p>	<p>All staff</p>	<p>Lesson observations</p>	<p>Children aware of how the learning behaviours apply to life outside school as well.</p>	<p>Meditation hasn't been implemented in all Key Stage 2 classes due to staffing issues. This part of the plan will have to be adapted for Autumn 2025.</p>
<p>Weekly review on the back of flashback Friday</p>	<p>Children to reflect and record when they have achieved each of the 4 learning behaviours that week.</p>	<p>DA</p> <p>BB, JW</p> <p>All staff</p>	<p>Parent Survey</p>	<p>Parents support the children and are aware of the learning behaviours.</p>	<p>Additional displays to promote the Learning Behaviours have been installed in the corridors.</p>
<p>Inform, educate and engage parents</p>	<p>Newsletter to inform</p> <p>Parent/workshop to introduce the learning behaviours</p> <p>During the end of term 'parent sessions' explain what the learning</p>	<p>All staff</p>			



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<p>To implement meditation in all classes in Key Stage 2 based on evidence from one class</p>	<p>behaviours are and how and why we use them in class.</p> <p>Report termly on key learning behaviours. End of Year report to focus on learning behaviours in more detail.</p>				
<p><b>Summer</b></p> <p>To Inform, educate and engage parents</p> <p>To implement meditation in Key Stage 1 based on the evidence from Key Stage 2</p>	<p>Parental engagement: Text, postcard, phone call home to celebrate the learning behaviours</p> <p>Parents share examples of children displaying the learning behaviours outside of school. Display in school of examples of learning behaviours/</p>	<p>All staff</p>		<p>Children’s confidence and self-esteem grow through a celebration of their successes inside and outside school.</p>	<p>No part of this plan has yet become established. The ideas now need implementing in the Autumn Term.</p>