

					wkbeg 25.09	wkbeg 02.10	wkbeg 09.10	wkbeg 23.10	wkbeg 30.10 TMET Moderation	wkbeg 06.11 TMET Moderation	wkbeg 13.11 - assessment week	wkbeg 20.11- leader moderation	wb 27.11	wkbeg 4.12 - PP meetings	wk beg 11.12	wk beg 18.12
	area leader	area leader	LINK TLR/SLT	Focus day												
Maths	JH		ZS								ZS					
Early English	LB		ZS													ZS
English	CJ		ZS				ZS		ZS							
Computing	FS	MO	JH		FS/MO/JH											
Science	KJ	JS	JH	ZS			KJ/JS			JH						
PE	KN	LB	EN										LB/KN			EN
RE	LL	NB	EN			LL/NB				EN						EN
PSCHE	AM	AB	EN				AB/AM		EN							
Music	KL	KC	TL								KL/KC					TL
History	PP	TP	TL			TP/PP				TL						
Geography	TL	RA	TL				TL/RA		TL							
DT	JV/SH	SP	SH										SH/SP			SH
Art	JG		SH									JG				SH
Languages	CI		SH					CI			SH					
PLT	NB	JS	ZS	ZS												ZS
Inclusion	DS		ZS													
EAL	CW		LB								CW		LB			
Oracy	NH	SC	NH					NH/SC			LB					
Wellbe award	AM		LB													
PQSM award	JS		EN													
Restorative approach award	SJ/AB		NC													

Green – link leader meeting
Orange -prepare for meeting
Purple – release to complete monitoring and evaluation (turns pink once release given)
Yellow – website update
White – complete action plan tasks

				Wk beg 08.01	Wk beg 15.01	Wk beg 22.01	Wk beg 29.01	Wk beg 05.02	Wk beg 12.02	Wk beg 19.02	Wk beg 26.02	Wk beg 04.03	Wk beg 11.03	Wk beg 18.03
	area leader	area leader	LINK TLR/SLT											
Maths	JH		ZS											
Early English	LB		ZS											
English	CJ		ZS	CJ										
Computing	FS	MO	JH	MO										
Science	KJ	JS	JH	JS (x2)	JS/KJ									
PE	KN	LB	EN	KN/LB		KN/LB			KN/LB					
RE	LL	NB	EN	NB		NB/LL			NB/LL					
PSCHE	AM	AB	EN											
Music	KL	KC	TL											
History	PP	TP	TL	PP/TP (x2)										
Geography	TL	RA	TL	TL										
DT	JV/SH	SP	SH		SP									
Art	JG		SH	JG	JG									
Languages	CI		SH											
PLT	NB	JS	ZS											
Inclusion	DS		ZS											
EAL	CW		LB											
Oracy	NH	SC	NH											
Wellbe award	AM		LB											
PQSM award	JS		EN											
Restorative approach award	SJ/AB		NC											

	area leader	area leader	LINK TLR/SLT											
Maths	JH		ZS											
Early English	LB		ZS											
English	CJ		ZS											
Computing	FS	MO	JH											
Science	KJ	JS	JH											
PE	KN	LB	EN											
RE	LL	NB	EN											
PSCHE	AM	AB	EN											
Music	KL	KC	TL											
History	PP	TP	TL											
Geography	TL	RA	TL											
DT	JV/SH	SP	SH											
Art	JG		SH											
Languages	CI		SH											
PLT	NB	JS	ZS											
Inclusion	DS		ZS											
EAL	CW		LB											
Oracy	NH	SC	NH											
Wellbe award	AM		LB											
PQSM award	JS		EN											
Restorative approach award	SJ/AB		NC											

Leaders: Jem Gohil Link Leader: Sophie Hart

Intelligence already gathered	Subject champions have created documents to support subject knowledge of teachers and the effective delivery of Art. As a result, we are now going to look at monitoring and assessing the use of these documents. Previous M&E indicated that: Art skills development books are not being used consistently. Washing lines are being used effectively to display artwork in classrooms. Art planning and staff voice identified that more time was needed for art. This has been implemented for 23-24 to allow some big questions to have an additional week for art/DT focus.				
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done ? By who?	Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3	Evidence -How will you know ? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3
1.4 Teachers confidently share knowledge and expertise in all subject areas as a result of strong subject leadership.	<i>Subject champions to audit resources for each area of Art</i>	Spring 1		Subject champion will regularly check the art resources room and overflow stock to ensure it is stocked up	
	<i>Subject champion to deepen their subject knowledge to confidently lead the subject (Including artists)</i>	Ongoing throughout the year JG		Subject champions will be attending courses/training and TMET Art Network meetings. Thus, allowing subject champions to speak more confidently about their subject and support teachers in their subject area.	
6.5 Subject champions can confidently speak about their subject area and effectively discuss monitoring and evaluation to improve outcomes for children	<i>Subject champions will conduct pupil interviews and monitor journals/Seesaw to ensure Art is pitched appropriately and key points/vocabulary are being covered.</i>	Spring 1 JG		Through the planning scrutiny champions will give feedback to teachers. Subject champions will monitor and review journals and Seesaw coverage for Art to ensure Art is pitched appropriately.	
	<i>Subject champions to refine key vocabulary and sticky words so that children are not overwhelmed with key language.</i>	Autumn term JG		Key vocabulary and sticky words are used in lessons and evident during learning walks, on working walls, in journals and through conversation with children and staff. The subject document highlights the new vocabulary to be included for each year group.	
	<i>Monitoring and evaluation from subject champions to include – working walls, washing lines, art skills development books, pupil voice, seesaw and memorable journals.</i>	Autumn 2 Summer term JG		Through the planning scrutiny champions will give feedback to teachers. Subject champions will monitor and review journals and Seesaw coverage for Art to ensure Art is pitched appropriately.	

Champions: Milli Overton // Farzana Sattar Link Leader: Jo Hill

Intelligence already gathered	Subject champions have started to develop their own subject knowledge to support other members of staff. They have also proposed changes to the long-term plan by looking at the units taught in each year group and outlining any anomalies that do not follow the sequence. They have also focused on ensuring that the lessons taught show a clear progression of skills. The subject champions have also created an action plan that clearly states the actions that will be undertaken throughout the year. Previous M&E indicated that there have been inconsistencies in planning, teaching and assessing across the subject. Teachers and staff members also lacked confidence in teaching due to gaps in subject knowledge.				
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done ? By who?	Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3	Evidence -How will you know ? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3
1.4 Teachers confidently share knowledge and expertise in all subject areas as a result of strong subject leadership *Teachers and HLTAs will have strong subject knowledge that provides high quality teaching across the school.	<i>To develop own subject knowledge as subject champions.</i>	MO/FS		Own CPD	
	<i>Observe computing and IT lessons across the school to determine areas of development.</i>	MO/FS		Lesson observation Planning checks	
	<i>Provide one-to-one support to staff to develop subject knowledge and confidence.</i>	MO/FS		Drop-in sessions/organised meetings with staff	
1.3 Robust assessment system that is embedded in Computing across the school.	<i>Implement a pre-assessment system to assess pupils and collate findings; identifying gaps in knowledge.</i>	MO/FS		Pre-assessment	
	<i>Communicate findings with teachers and HLTAs discussing actions and successes.</i>	MO/FS		Drop-in sessions/organised meetings with staff	
	<i>Implement a post-assessment system to assess pupils and review progress.</i>	MO/FS		Post-assessment	
1.4 Teachers confidently share knowledge and expertise in all subject areas as a result of strong subject leadership *The Computing curriculum deepens understanding by being progressive and sequential.	<i>Create a clear LTP that builds on prior knowledge and skills of all pupils.</i>	Autumn 1 MO/FS		Long term plan	
	<i>Monitor lessons to ensure lessons build on skills and follow the sequence.</i>	Autumn 1 MO/FS		Lesson observations Planning checks	

Development plan – DT

Leaders: Sima Prajapati/Sophie Hart Link Leader: Sophie Hart					
Intelligence already gathered	Previous M&E indicated that: inconsistencies in planning, teaching, assessing DT. Build up more of an awareness and confidence in teaching of the subject. Looking at construction, mechanics and electronics resources and replenish. (mainly from deep dive JV, SW and JH) Children were able to talk about what they had learned (use specific vocab) and showed a love for the subject.				
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done ? By who?	Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3	Evidence -How will you know ? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3
1.4 Teachers confidently share knowledge and expertise in all subject areas as a result of strong subject leadership.	<i>Subject champions to audit equipment for each area of DT</i>	SH/SP Spring	Audit for Junior building complete highlights equipment available impacting upon lessons. Order form to be completed in Spring term to allow all to go ahead well.	Audit of resources list Orders for infant kitchen	
	<i>Subject champions to review DT curriculum for each year group and share with teachers when appropriate.</i>	SH/SP Spring		LTP edited Information with teachers	
	<i>To review the Design process and deliver CPD to teachers including - Flipchart displaying slides (potential process to follow in every lesson – research, design, make and evaluate). Help with consistent DT lessons – shared through CPD/phase.</i>	SP/SH Summer 2024		CPD powerpoint and research	
6.5 Subject champions can confidently speak about their subject area and effectively discuss monitoring and evaluation to improve outcomes for children	<i>Monitoring and evaluation from subject champions to include – working walls, pupil voice, seesaw and memorable journals.</i>	SH/SP	Monitoring of planning demonstrates DT being taught according to LTP. Journals demonstrate children’s learning of DT and what they have learnt.	Monitoring and evaluation feedback collected and given to SLT to feedback Evidence – seesaw, journals and notes of pupil voice.	
	<i>Develop more opportunities to showcase ch’s work. Invite parents/carers, hold DT gallery/exhibition</i>	SH/SP Summer Term 2024		Share information on dojo Bulletin with staff	

Leaders: Lauren Bickley Link Leader: Zoe Simpson

<p>Intelligence already gathered</p>	<p>IDSR / internal data / monitoring and evaluation 22-23 Our external Reading data in KS1 below national. Our Year 2 cohort have been severely impacted by Covid and have high mobility. A significant amount of support and intervention has gone into Year 2 to close the gap and provide extra opportunities for those children who were 1 or 2 steps behind. This has resulted in an increase in reading data from DP2 (48%) to DP3 (58%). Our KS1 writing data at ARE and GD is slightly above national. Our external Phonics data in Year 1 is in line with national at 81%. This is a significant increase from last year (59%). Internal data shows in reading shows that children are making expected progress in Reception and Year 1. Children in Year 2 have made accelerated progress. End of year data: EYFS Reading 69% Writing 73% Year 1 Reading 64% Writing 71% Year 2 Reading 59% Writing 63% Phonics: EYFS children have been taught up to Phase 4 with 48/94 children passed phase 4 and 71/94 children passed Phase 3 ready to move onto Phase 5 in Year 1. Year 1 children have been taught up to Phase 5 block 5 75% of the cohort ready to move onto Phase 5 block 6,7 and 8 in Year 2. At the end of Year 2 64% of children have passed phonics with 36% of children needing to continue in Year 3. Previous M&E indicated that: Phonics interventions were taking place but were not always focussed on the specific area the children needed support with. Phonics lessons show fidelity to the ALS scheme. Book match can sometimes be inconsistent. Reading fluency is low and an area for development.</p>				
<p>Performance criteria (What do we want to see?)</p>	<p>ACTION / TASK - what will you do?</p>	<p>When will it be done? By who?</p>	<p>Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3</p>	<p>Evidence -How will you know ? Data cycle 1 / Data cycle 2 / Data cycle 3</p>	<p>Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3</p>
<p>1.4 Teachers confidently share knowledge and expertise in all subject areas as a result of strong subject leadership.</p>	<p><i>Leader to refine the phonics assessment cycle ensuring interventions are timely, effective, and focussed.</i></p> <p><i>Leader to upskill teachers knowledge of phonic decodable books and the correct book match for each individual child.</i></p> <p><i>Leader to review the classroom book areas and ensure they are purposeful and promote different books, authors and children's interests.</i></p>	<p>LB Autumn term</p> <p>LB/AG Autumn term</p> <p>AG Spring term</p>		<p>Phonic date and assessment cycles</p> <p>No. of children on track</p> <p>Correct book match</p> <p>Effective book areas</p> <p>Children accessing a range of books</p>	
<p>1.3 Effective use of data ensures that pupils make at least expected progress and the school achieves at least in line with national at the external benchmarks. (LB/EN)</p>	<p><i>Evaluate effective ways of measuring fluency as an identified area of weakness through tracking of 100 words per minute</i></p> <p><i>Create regular opportunities for fluency in classroom practice and monitor regular assessment intervals to demonstrate impact</i></p> <p><i>Create and implement interventions in response to the baseline data.</i></p>	<p>Completion of baseline assessment RR Autumn 2</p> <p>HOS identification of pupils and establish interventions Autumn 2</p>		<p>An increase in the number of children reading 100 words per minute.</p> <p>Tracking of interventions show an increase in fluency for identified pupils.</p> <p>Repeat of baseline process will show how pupils reading fluency has increased.</p>	

3.4 Increase the number of children on track and achieving GD through increased identification and exposure to relevant work	<i>Leader to provide incentives to increase pupil engagement in AR and ensure it can be used as a robust assessment tool.</i>	Autumn 2 LB/AG Ongoing throughout the year		AR monitoring Data headlines document Pupil voice Staff voice	
	<i>Leader to provide incentives for home reading across the infant building and support parent involvement.</i>	Autumn 2 LB/AG Ongoing throughout the year		Pupil progress meeting documents Data headlines document Writing progress data from Bromcom Moderation Learning walks Book looks Pupil voice	
	<i>To review whole class and shared reading and ensure that children are challenged appropriately.</i>	Spring AG Ongoing throughout the year		Pupil progress meeting documents Data headlines document Reading progress data from Bromcom Moderation Learning walks Book looks Pupil voice	
6.5 Subject champions can confidently speak about their subject area and effectively discuss monitoring and evaluation to improve outcomes for children	<i>Set up a clearly defined M+E schedule that provides and increased knowledge of teachers' subject knowledge and of the quality of teaching and learning.</i>	LB/AG Ongoing throughout the year.		Planning scrutiny Book scrutiny Learning walks Pupil voice Staff voice	
	<i>Early English leader will attend TMET English Network meetings and link with other English across the trust to seek advice and share best practice.</i>	LB/AG Ongoing		Meeting notes	

Development plan – English

Leaders: Clare James Link Leader: Zoe Simpson

Intelligence already gathered	IDSR / internal data / monitoring and evaluation 22-23 Previous Monitoring and Evaluation indicated that: A strong book-led curriculum with children articulating that they enjoy and engage with their class novels. Writing in year 3 – 6 was heavily scaffolded. Input from MH indicated not enough writing opportunities in year 6 with the need for more independence. GD data in writing below national at KS2. Whole class reading embedded across KS2. Book look showed a need for more range in genres in WCR.				
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done ? By who?	Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3	Evidence -How will you know ? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3
3.4 Increase the number of children on track and achieving GD through increased identification and exposure to relevant work	<i>Leader to provide incentives to increase pupil engagement in AR and ensure it can be used as a robust assessment tool.</i>	Autumn 2 CJ Ongoing throughout the year.	Book looks reflect impact of KN, CJ and JH in year 5 and 6. Shorter writing cycles with learning of new skills and planning clearly defined. Learning walk also reflected this with grammar skills being taught as a mechanism before being used as a creative aspect. Meeting with LB ensured that walkthrough was clearly in line with the GD writing focus. WCR in year 6 showing to have greater impact n reading as AR quiz scores continue to rise and children access the SATs style questions with more confidence. (Add assessment data next week to support.)	AR monitoring Data headlines document Quiz usage document Pupil voice Staff voice	
	<i>Leader to review writing opportunities and the writing cycle to ensure it allows for enough independence and GD writing opportunities.</i>	Reviewed Autumn 1. Review after CPD in Autumn 2 CJ		Pupil progress meeting documents Data headlines document Writing progress data from Bromcom Moderation Learning walks Book looks Pupil voice	
	<i>To review whole class reading and ensure that children are exposed to a wide range of texts and skills.</i>	Spring 1 CJ		Pupil progress meeting documents Data headlines document Reading progress data from Bromcom Moderation Learning walks Book looks	
	<i>Create a specific focus on Year 6 GD to ensure accelerated progress. Focus reading sessions on the key skills of WN, R and I. Implement a shorter writing cycle with more GD opportunities that allow for repetition of text types.</i>	Ongoing Review at each data point.		Year 6 data action plan Pupil progress meeting documents Data headlines document Reading progress data from Bromcom Writing progress data from Bromcom Moderation	
3.1 All teachers demonstrate confidence in providing writing opportunities which develop cohesion and independence, with particular impact on GD outcomes	<i>Deliver CPD on different aspects of writing with a focus on developing cohesion in writing. Aim to develop staff subject knowledge, that will be shared amongst students.</i>	Autumn 2 CJ Supported by KN	Leader has gained knowledge of current writing cycles through planning looks. Year 6 writing cycles have been shortened and refined to ensure opportunities for cohesion and independence. Staff voice has supported this. CPD is planned and Walkthru has been agreed following meeting with LB. Impact of this was that we ensured the CPD would be beneficial for all year groups and that the walkthrough could be accessed by the whole school.	Staff voice Book looks Learning walks. Data headlines Progress data on Bromcom	
	<i>To provide teachers with CPD on how children should plan writing in a way that encourages more independence and individuality in writing.</i>	Autumn 2 CJ Supported by KN		Staff voice Book looks Learning walks. Data headlines Progress data on Bromcom Improvement in pupil attitudes towards writing.	
	<i>To provide writing grids and GD writing exemplification that improves teacher confidence and</i>	Autumn 2 CJ		Staff voice Book looks Learning walks. Data headlines document	

	<i>knowledge of teaching and assessing GD writing.</i>			Progress data on Bromcom Pupil progress meetings Moderation meeting at each data point.	
6.5 Subject champions can confidently speak about their subject area and effectively discuss monitoring and evaluation to improve outcomes for children	<i>Set up a clearly defined M+E schedule that provides and increased knowledge of teachers' subject knowledge and of the quality of teaching and learning.</i>		Leader has gained knowledge through monitoring and evaluation activities about the teaching and learning of writing and this has fed into CPD cycle.	Planning scrutiny Book scrutiny Learning walks Pupil voice Staff voice	
	<i>English leader will attend TMET English Network meetings and link with other English across the trust to seek advice and share best practice.</i>	CJ Ongoing throughout the year.			
	<i>Writing across the curriculum – arisen from M&E</i> <i>Deliberate vocabulary development</i>	CJ to discuss with SH and JH- possible cycle 2 CPD. Individual support? Summer term?			

Development plan – Geography

Leaders: Tausif Lorgat & Rumaysa Alimahomed

Link Leader: Tausif Lorgat

Intelligence already gathered	Subject champions have created documents to support subject knowledge of teachers and the effective delivery of geography. As a result, we are now going to look at monitoring and assessing the use of these documents. Previous M&E indicated that: Teacher's choice of resources were not always consistent and appropriate with the year group being taught. Units of learning were taught in a logical sequence. Some year groups were using the new resources effectively for retrieval during lessons. There were inconsistencies in assessments.				
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done ? By who?	Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3	Evidence -How will you know ? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3
1.4 Teachers confidently share knowledge and expertise in all subject areas as a result of strong subject leadership.	<i>Subject champions will launch the outline of geography units document and staff to use the document to plan effective lessons and cover the key learning in each year group.</i>	Autumn 1 RA & TL	Teachers have been provided with a clear and uniformed unit overview which will demonstrate teachers confidence and knowledge in Geography. Teachers now have a clear and uniformed expectation of Geography and how it should be recorded in journals, seesaw and floor books in each year group to show children's learning. Pupils spoke with confidence demonstrating high quality teaching and learning taking place.	Teachers can confidently demonstrate the use of the outline of geography document. Children's journals will reflect the key information and vocabulary appropriate to their year group.	
	<i>Subject champions will set the expectations for geography. Staff will use the information provided in the subject spotlight (from the bulletin) to ensure the key learnings points are covered consistently.</i>	Autumn 1 Spring 2 reminder in bulletin RA & TL		Expectations shared during geography spotlight and saved in the S:Drive (geography folder) for teachers to refer to. Evidence in planning, learning walks and through pupil voice.	
	<i>Subject champion to deepen their subject knowledge to confidently lead the subject.</i>	Ongoing throughout the year RA		Subject champions will be attending courses/training and TMET Geography Network meetings. Thus allowing subject champions to speak more confidently about their subject and support teachers in their subject area.	
	<i>Subject champions will conduct pupil interviews and monitor journals/Seesaw to ensure geography is pitched appropriately and key points/vocabulary are being covered.</i>	Summer Term RA & TL		Through the planning scrutiny champions will give feedback to teachers. Subject champions will monitor and review journals and Seesaw coverage for geography to ensure it is pitched appropriately.	
6.5 Subject champions can confidently speak about their subject area and effectively discuss monitoring and evaluation to improve outcomes for children	<i>Subject champions will attend TMET Geography Network meetings and link meetings with subject leader.</i>	Autumn 1 Spring 1 RA & TL		Notes from meetings are shared between subject champions and relevant updates will be shared on the staff bulletin.	
	<i>Subject champions to revisit deep dive (Ofsted-style) questions prior to talking about the subject with link leader.</i>	Spring 1 RA & TL		Subject champions can confidently talk to the link leader about geography during a deep dive.	
	<i>Subject champions to refine key vocabulary and sticky words so that children are not overwhelmed with key language.</i>	Spring 2 RA & TL		Key vocabulary and sticky words are used in lessons and evident during learning walks, on working walls, in journals and through conversation with children and staff. The subject document highlights the new vocabulary to be included for each year group.	

Champions: Poppy Parris & Tom Paciolla

Link Leader: Tausif Lorgat

Intelligence already gathered	Teachers are aware of the supporting outline of unit document, teachers are following the LTP, children were able to talk about what they had learnt and children showed a love for the subject. Children were unable to talk about the sticky words and there were inconsistencies in assessments and work uploaded to Seesaw.				
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done ? By who?	Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3	Evidence – How will you know ? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3
1.4 Teachers confidently share knowledge and expertise in all subject areas as a result of strong subject leadership.	<i>Subject champions will relaunch the outline of history units document and staff to use the document to plan effective lessons and cover the key learning in each year group.</i>	Autumn 1 TP & PP	Teachers have been provided with a clear and uniformed unit overview which will demonstrate teachers confidence and knowledge in History. Teachers now have a clear and uniformed expectation of History and how it should be recorded in journals, seesaw and floor books in each year group to show children’s learning. Pupils spoke with confidence demonstrating high quality teaching and learning taking place. This shows lessons are pitched appropriately and key learning is being delivered by teachers.	Teachers can confidently demonstrate the use of the outline of history document. Children’s journals will reflect the key information and vocabulary appropriate to their year group.	
	<i>Subject champions will relaunch the expectations for history. Staff will use the information provided in the subject spotlight (from the bulletin) to ensure the key learnings points are covered consistently.</i>	Autumn 1 TP & PP		Evidence in delivering subjects and using correct terminology during learning walks and planning scrutinies. Teachers can confidently demonstrate the use of the outline of history document. Children’s journals will reflect the key information and vocabulary appropriate to their year group.	
	<i>Staff will use the video delivered in the subject spotlight (from the bulletin) to ensure the key learnings points are covered consistently.</i>	Autumn 1 Spring 2 reminder in bulletin TP & PP		Evidence in planning, learning walks and through pupil voice. Video shared during History spotlight and saved in the S:Drive (History folder) for teachers to refer to	
	<i>Subject champions will conduct pupil interviews and monitor journals/Seesaw to ensure History is pitched appropriately and key points/vocabulary are being covered.</i>	Summer 1 TP & PP		Through the planning scrutiny champions will give feedback to teachers. Subject champions will monitor and review journals and Seesaw coverage for History to ensure History is pitched appropriately.	
6.5 Subject champions can confidently speak about their subject area and effectively discuss monitoring and evaluation to improve outcomes for children.	<i>Subject champions will attend TMET History Network meetings and link meetings with subject leader.</i>	Autumn 1 Spring 1 TP & PP		Notes from meetings are shared to subject champion and relevant updates will be shared on the staff bulletin.	
	<i>Subject champions to revisit deep dive (Ofsted-style) questions prior to talking about the subject with link leader.</i>	Spring 1 TP & PP		Subject champions can confidently talk to the link leader about History during a deep dive.	

Champion: Claire Irons Link Leader: Sophie Hart

Intelligence already gathered	Pupil voice recorded Learning walk and a deep dive was carried out in Autumn 2. Primary Language Network scheme was purchased. A lesson plan format was created for the HLTA teaching French has been throughout the year. Previous leader attended the Modern Foreign Language Network Discussion with Subject leader around new learning progression				
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done ? By who?	Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3	Evidence -How will you know ? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3
1.4 Teachers confidently share knowledge and expertise in all subject areas as a result of strong subject leadership.	<i>New subject champion to familiarise self with curriculum and new scheme in school</i>	CI Aut 2	CI has demonstrated understanding of the scheme and created a LTP showing progression to be followed for year 3-6. Expectations of recording has been clarified and will be demonstrated on Seesaw in Spring.	Own knowledge using scheme Children's lessons	
	<i>To complete monitoring and evaluation of French lessons, planning and recording.</i>	CI Aut 2		Looking at planning, seesaw, live learning	
6.5 Subject champions can confidently speak about their subject area and effectively discuss monitoring and evaluation to improve outcomes for children	<i>Subject champion ensure assessment method is clear and used effectively throughout year 3 to 6.</i>	CI Aut 2/Spring	CI has demonstrated understanding of the scheme and created a LTP showing progression to be followed for year 3-6.	Assessment method created and implemented	
	<i>Subject champion to ensure progression is evident throughout Y3-6</i>	CI Spring		Using new scheme to create progression map.	

Development plan – Maths

Leader: Jo Hill					
Intelligence already gathered	Previous M+E has shown that reasoning is a strength over fluency. Varied fluency is not being applied consistently across the school and arithmetic lessons sometimes lack explicit teaching. Stretch and challenge is lacking in KS1. External data: Y6- 83% ARE+, Y2- 67%, Y4 MTC- 62% Internal data showed a significant increase in attainment in Y1, and marginal improvements in Y4 and 5. Y3 data dipped from DP1 to DP3.				
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done? By who?	Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3	Evidence -How will you know? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3
3.4 Increase the number of children on track and achieving GD through increased identification and exposure to relevant work	Identify children who are transitioned at ARE in each year group who demonstrate ability beyond the ARE criteria.	JH Each data point		Data headlines document Subject M+E Maths progress data from Bromcom	
	Highlight pupils in pupil progress meetings and demonstrate where M&E shows that additionality has been given.	JH Each data point		Pupil progress meeting documents Maths progress data from Bromcom	
	Ensure that there is regular exposure and opportunity to GD material through QFT and planning.	JH Autumn 2		Planning scrutiny Book scrutiny Learning walks Pupil voice	
	Evaluate, refine and review homework for pupils who are on track or could be on track for GD.	JH Spring 1		Atom Learning (year 6) M+E of homework Pupil voice Parent voice	
	Increase exposure to GD testbase questions as part of QFT	JH Autumn 2 and ongoing		Planning scrutiny Book scrutiny Learning walks Pupil voice	
	Create a specific focus on Year 6 GD with the above points to ensure accelerated progress.	JH Autumn 1. Review at each data point and 5 week check in		Year 6 data action plan Pupil progress meeting documents Data headlines document Maths progress data from Bromcom	
3.3 The focus plans for external data measure year groups lead to high quality, consistent teaching with impact on outcomes and positive pupil and staff voice.	Leaders will continue to monitor the progress of MTC scores each half term.	JH Each half term		MTC scores/ TTRS heatmaps Planning scrutiny Pupil voice Staff voice	
	Create a programme of learning for teaching multiplication tables and testing. This will be revised at each data point.	JH Autumn 1 and review at each data point		MTS data action plan MTC scores/ TTRS heatmaps Planning scrutiny Pupil voice Staff voice	
	Signpost appropriate resources for the teaching of multiplication tables and monitor impact.	JH Autumn 2		Planning scrutiny MTC scores/ TTRS heatmap Staff voice	
	To work with year 6 to group children in ability groups and monitor progress. Implement revisions as necessary.	JH Autumn 1. Review at each		Year 6 data action plan Pupil progress meeting documents Data headlines document Maths progress data from Bromcom	

		data point and 5 week check in		Staff voice	
6.5 Subject champions can confidently speak about their subject area and effectively discuss monitoring and evaluation to improve outcomes for children	<i>Review assessment systems in other settings and with TMET experts to establish a confirmed assessment process beyond child level assessment.</i>	JH Autumn 2 (after DP1)		Year 6 data action plan Pupil progress meeting documents Data headlines document Maths progress data from Bromcom Moderation	
	<i>Set up a clearly defined M&E schedule that leads to improved knowledge of teachers' subject knowledge.</i>	JH Autumn 2 and ongoing		Planning scrutiny Book scrutiny Learning walks Pupil voice Staff voice	
	<i>Following the M&E schedule curriculum leaders will create opportunities for all teachers to 'be the best they can be'.</i>	JH Autumn 2 and ongoing		Planning scrutiny Book scrutiny Learning walks Pupil voice Staff voice	
	<i>Whilst developing curriculum link meetings, leaders will ensure a consistent model for the meeting, sharing knowledge with appropriate people and actions to improve outcomes</i>	JH Autumn 2 and ongoing		M+E documents Pupil progress meeting documents Data headlines document Maths progress data from Bromcom Moderation	

Champions: Kissandar Campbell and TBC

Link Leader: Tausif Lorgat

Intelligence already gathered	Monitoring and recording evidence proved difficult at times, meaning that it was not always easy to observe pupils' progress in music and assess whether or not they were achieving the learning objectives. Enrichments and performance opportunities were available and well-utilised. Learning needed more observation across both sites, including pupil interviews.				
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done ? By who?	Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3	Evidence -How will you know ? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3
<p>1.4 Teachers confidently share knowledge and expertise in all subject areas as a result of strong subject leadership.</p> <p>The Music Curriculum covers the 6 main units of the Leicestershire Music Scheme and covers a diverse range of genres to reflect different styles of music and places in which they originate (Links to SIP 1.4)</p>	<p><i>Review the EYFS music scheme and reflect whether all units are covered in appropriate time.</i></p>	<p>KL Autumn term</p>	<p>Pupils spoke with confidence demonstrating high quality teaching and learning taking place.</p>	<p>Observation of lessons – are the children accessing the units? Review with HLTA's – have the units spanned correctly over time?</p>	
	<p><i>Review the year 6 music scheme and assess whether it is still appropriately planned alongside other lessons eg. Is there enough/too much time to teach the lessons planned?</i></p>	<p>KC Summer term</p>		<p>Check national curriculum – are the objectives being met? Review with HLTA's – have the units spanned correctly over time?</p>	
	<p><i>CPD led with HLTA's to ensure that teaching staff feel confident and have a good subject knowledge of the lessons and units.</i></p>	<p>KL (infants) KC (juniors) Spring term</p>		<p>Evaluate understanding of HLTA's through use of discussion and modelled planning from unit.</p>	
	<p><i>Children's work is assessed and pupil voice is prioritised to assess the understanding of the learning from the perspective of students.</i></p>	<p>KC Autumn term KL Spring term</p>		<p>Use of questioning to gain a deeper understanding of the children's learning. Use of videos on Seesaw and Tapestry to monitor children's involvement in group projects and individual work.</p>	
<p>6.5 Subject champions can confidently speak about their subject area and effectively discuss monitoring and evaluation to improve outcomes for children.</p> <p>Music lessons are consistent to the Leicestershire Music Scheme and follow the long term plan, creating consistency between the infant and junior site (Links to SIP 6.5)</p>	<p><i>Set out clear expectations for recording of work on Seesaw and Tapestry.</i></p>	<p>Autumn term</p>	<p>Learning walks have demonstrated understanding of the scheme and progression of the units. Expectations of recording has been clarified and will be demonstrated on Seesaw in Spring.</p> <p>Through pupil voice it was identified that rap and hip-hop were popular amongst children. This has highlighted an interest in children and children are more confident in composing their own lyrics.</p>	<p>Recording of PSE in floor books will follow the expectations. HLTA's will 'rate' children's work using the star system on Seesaw.</p>	
	<p><i>Monitor Seesaw and Tapestry to check for consistency across year groups and assess learning.</i></p>	<p>Autumn term Spring term Summer term</p>		<p>Monitoring will identify if work is high quality. Different abilities will be present when monitoring on Seesaw and Tapestry. Progression should be evident when looking at previous work from units in past work.</p>	
	<p><i>To use pupil voice to identify strengths and next steps within teaching and learning in Music.</i></p>	<p>Autumn term Spring term Summer term</p>		<p>Children can verbalise what they have learnt; in areas where there are gaps, music subject leads to discuss why there are gaps and how they could be filled: do some units need moving? Do lessons need restructuring? Is there enough time to be successful in achieving the learning objective?</p>	

Development plan – Oracy

Leaders: Nic Hall & Saffron Charles Link Leader: Nic Hall					
Intelligence already gathered	Subject champions have created a progressive curriculum plan to weave into sticky curriculum. This is designed to develop age-appropriate teaching of oracy skills across the school. Previous M&E indicated that Monitoring this year will be around it's embedding and development.				
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done ? By who?	Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3	Evidence -How will you know ? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3
1.4 Teachers confidently share knowledge and expertise in all subject areas as a result of strong subject leadership.	<p>Share progressive long term planning documents with year groups:</p> <ul style="list-style-type: none"> - Create video explaining the planning and how to complete the missing information - Share documents with staff via email (Oracy cycle too late in the CPD calendar to deliver in person) - Give deadline for year group teams to complete the planning document - Revisit completed planning and check a range of audiences and purposes are used and progressively appropriate for year group 	<p>NH/SC</p> <p>Autumn term 2 – disseminate</p> <p>Autumn term 2 – planning check</p> <p>Autumn term 2 onwards – monitoring of planning in action</p> <p>Teaching staff to complete purpose/audience for oracy assessment tasks by Friday 24th November.</p>		<p>Monitoring of completed planning documents will show staff plan appropriate outcome tasks to apply oracy skills.</p> <p>Monitoring of planned Oracy outcomes will show children are applying age appropriate oracy skills in context.</p>	
	<p>Create a 'New to Oracy' pack for staff joining Kestrel Mead without Oracy experience:</p> <ul style="list-style-type: none"> - Create video and PowerPoint pack to give to new staff as part of their induction as in introduction to the principles, skills and use of Oracy at Kestrel Mead - Check in with new staff after they have received the pack for any questions or to offer further support where needed 	<p>NH/SC</p> <p>Autumn term 2 and share with new staff upon starting throughout the year as needed</p>		<p>Completed packs will be given to new teaching/support staff when they join – signed form when received.</p> <p>Staff voice will show they have the information and guidance needed to embed oracy with the children they work with in school.</p>	
	<p>Develop an effective assessment tool for Oracy:</p> <ul style="list-style-type: none"> - Use monitoring of planning documents in action to design an assessment tool that is manageable and purposeful to staff - Trial assessment tool in our own classes and reevaluate and changes needed Staff from N-Y6 will plan Oracy activities into the identified subject areas on the planning document ensuring pupils cover a range of skills, purposes and audiences and revisit to build upon them in subsequent years. 	<p>NH/SC</p> <p>Summer term 1 and 2</p>		<p>Class on a page assessment tool will show levels of skill achieved against the new progressive curriculum. Used during handover to new teachers.</p>	
6.5 Subject champions can confidently speak about their subject area and	Subject champions will attend TMET Oracy Network meetings and link meetings with subject leader.	<p>Autumn 1</p> <p>Spring 1</p> <p>NH & SC</p>	Subject champions clear messages and expectations around Oracy in the classroom and in Sticky curriculum	Notes from meetings are shared between subject champions and relevant updates will be shared on the staff bulletin.	

effectively discuss monitoring and evaluation to improve outcomes for children	<i>Subject champions to revisit deep dive (Ofsted-style) questions prior to talking about the subject with link leader.</i>	Spring 1 NH & SC	ensures all staff are planning appropriate opportunities. Clear expectations around discussion guidelines in classrooms ensures all children and staff are aware of the importance of speaking and listening in different contexts.	Subject champions can confidently talk to the link leader about Oracy during a deep dive.
	<i>Subject champions to refine key subject specific vocabulary so that children build on prior language,</i>	Spring 2 NH & SC		Key vocabulary and sentence stems are used in lessons and evident during learning walks, on working walls, in journals and through conversation with children and staff. The subject document highlights the new vocabulary to be included for each year group.
	<i>Subject champions will conduct pupil interviews and monitor journals/Seesaw to ensure Oracy is pitched appropriately and key points/vocabulary are being covered.</i>	Spring Term Summer Term NH & SC		Through the planning scrutiny champions will give feedback to teachers. Subject champions will monitor and review journals and Seesaw coverage for geography to ensure it is pitched appropriately.

Subject Action plan – P.E.

Champions: Kat Nixon and Lisa Bale		Link leaders: Ellie Newnham			
Intelligence already gathered	Previous M&E indicated that:				
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done ? By who?	Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3	Evidence -How will you know ? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3
1.4 Teachers confidently share knowledge and expertise in all subject areas as a result of strong subject leadership.	<i>Induct and monitor the new sports coach's delivery of P.E. curriculum in line with objectives prescribed.</i>	November 2023 – KN Ongoing		Learning walks, discussions, pupil voice	
	<i>Introduce and support the P.E. curriculum throughout EYFS is meeting the needs of pupils for Development Matters goals.</i>	KN and LB – November 2023 and ongoing		Teacher dialogue, planning and assessment evidence	
6.5 Subject champions can confidently speak about their subject area and effectively discuss monitoring and evaluation to improve outcomes for children	<i>Have clear expectations for teachers and coaches in terms of assessment recording.</i>	KN Aut 2		Staff bulletin, assessment records.	
	<i>Analyse and monitor assessment data with a particular focus on girls and SEND attainment and participation in inter-school competition.</i>	KN and LB Spring term.		Staff voice, data and trends, girls and SEND pupil voice.	

Leaders: Alisha McKee and Amanda Bowe Link Leader Ellie Newnham

Intelligence already gathered Floor books need to be consistently used for PSHE. Year 5 and 6 PSHE needs some development. Rise in PSE related issues within year 5/6 relating to friendships, body image and online safety. Some positive use of floor books and seesaw.

Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done ? By who?	Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3	Evidence -How will you know ? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3
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<p>1.4 Teachers confidently share knowledge and expertise in all subject areas as a result of strong subject leadership.</p> <p>The PSE Curriculum represents our school community and covers key themes relevant to our school context (Links to SIP 1.4)</p>	<p><i>Review the current PSE curriculum identifying what is working well and areas for development.</i></p>	<p>AB/AM</p> <p>Autumn term</p>	<p>HLTAs have a clear understanding of the expectations for learning which sits outside the jigsaw curriculum. Anti-Bullying week, Mental health have dedicated time within the timetable for all pupils.</p>	<p>HLTA voice to share what is working well</p> <p>Monitoring of current PSE curriculum to identify areas for development</p>	
	<p><i>Identify key themes, teaching points, national curriculum for each year group.</i></p>	<p>Spring term</p>		<p>Linking national curriculum to our current teaching of PSE to identify key themes and main teaching points</p>	
	<p><i>Map out a broad and balanced range of learning that is consistently taught throughout each year group.</i></p>	<p>Summer term</p>		<p>We will begin mapping out PSE to ensure a broad and balanced range of learning can be taught</p>	
	<p><i>Provide drop ins for HLTAs in PSHE to develop their understanding of PSHE in each year group.</i></p>	<p>Spring term</p>		<p>HLTAs attend drop in</p> <p>Answer any questions HLTAs may have</p> <p>Unpick misconceptions</p>	

<p>6.5 Subject champions can confidently speak about their subject area and effectively discuss monitoring and evaluation to improve outcomes for children</p> <p>PSE Lessons are well structured and consistent across buildings (Links to SIP 6.5)</p>	<p><i>Set out clear expectations for recording of PSE in PD floor books.</i></p>	<p>Autumn term</p>	<p>PSHE recording is consistent and considers workload for staff teaching Jigsaw curriculum. Monitoring shows that all pupils are represented within floorbooks, pride is taken in learning and children can articulate this.</p>	<p>Recording of PSE in floor books will follow the expectations</p> <p>All floor books will follow the same expectations</p>	
	<p><i>Monitor books for high quality work in floor books and on SEESAW that represents a range of children in the class.</i></p>	<p>Autumn term</p> <p>Spring term</p> <p>Summer term</p>		<p>Monitoring will identify if work is high quality</p> <p>Different abilities will be present when looking in the floor books</p>	
	<p><i>To use pupil voice to identify strengths and next steps within teaching and learning in PSE.</i></p>	<p>Autumn term</p> <p>Spring term</p> <p>Summer term</p>		<p>Pupils will share strengths and their best learning</p>	
	<p><i>Establish the new group of well-being leaders and create an agenda.</i></p>	<p>Autumn term</p> <p>Spring term</p> <p>Summer term</p>			

Leaders: Louise Longman and Nikisha Bhima Link Leader Ellie Newnham

Intelligence already gathered	Previous M&E indicated that: We noticed teachers felt more comfortable to implement the new style of planning because the floorbooks were consistent, precise and relevant to the learning. We now want to enable teachers with the confidence to provide engaging, creative lessons.				
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done ? By who?	Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3	Evidence -How will you know ? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3
1.4 Teachers confidently share knowledge and expertise in all subject areas as a result of strong subject leadership. For teachers confidence to be high whilst delivering and planning cohesive well thought out sequences of lessons within the RE curriculum.	<i>To create a clear set of expectations for RE planning in response to teacher voice.</i>	LL/NB Spring		Monitoring of lesson plans, seesaw, floorbooks and RE books.	
	<i>Refining and improving clear subject knowledge PowerPoints.</i>	LL/NB Autumn/Spring		Teachers using the refined subject knowledge powerpoints to inform their planning. Teachers and children to be more confident about RE.	
	<i>Identify where and how to use RE resources in line with the curriculum expectations.</i>	LL/NB Autumn 2		To see year groups confidently using the resources within lesson time. This will be observed on seesaw and books.	
6.5 Subject champions can confidently speak about their subject area and effectively discuss monitoring and evaluation to improve outcomes for children For all pupils to have a confident voice when speaking about their RE learning journey identifying engaging lessons.	<i>To create a bank of engaging RE lesson ideas for teachers to implement in planning.</i>	LL/NB Autumn 2	RE champions know that Formulation of big questions in RE has been successful evidenced by the pupil’s ability to talk about their learning and understand the links between this and their prior knowledge in RE.	Observing lessons that show creativity and confidence in teaching the RE curriculum. Children to show excitement in lessons. Monitor planning.	
	<i>To collate pupil voice and understanding around each question.</i>	LL/NB Ongoing	Floor books show the pupils’ progress in learning through the big question and how they can make links with prior learning.	Children to be confident, enthusiastic and happy to talk about what they have learned. Children to be able to relay the big question and informatively express how it is being answered.	

Champions: Jade Smith & Kajal Jethwa

Link leader: Jo Hill

Intelligence already gathered	Previous M&E indicated that: Previous monitoring and evaluation indicated that staff were using the national curriculum to plan sequences of lessons. This was taught once a week in most year groups. Each year group was trying to build upon some of the previous knowledge, although this was not always being done effectively. Staff were using the floor books more frequently however, there were some inconsistencies across year groups. There was little evidence of challenge for all, and we needed to ensure that all pupils voice was being recorded in floor book lessons. There was a limited amount of work in individual science books, and as a school we needed to include more retrieval practices to ensure knowledge was being recorded in mind maps.				
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done ? By who?	Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3	Evidence -How will you know ? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3
1.4 Teachers confidently share knowledge and expertise in all subject areas as a result of strong subject leadership.	<i>Deliver CPD on different aspects of science across the year, to develop staff subject knowledge, and them it will be shared amongst students</i>	Autumn 1 and 2 JS and KJ		Students will be able to plan own investigations, and this will be seen in their science books. Children will also be able to talk about working scientifically, and this will be evidence in staff and pupil interviews.	
	<i>Subject champions will make and launch the outline of science units document and staff to use the document to plan effective lessons and cover the key learning in each year group.</i>	Autumn 2 JS and JH		We will know these are being used, from staff interviews and planning deep dives.	
	<i>Subject champions to improve subject knowledge around science and literacy and put in an order for books to be used in all years. This will then be implemented in a staff bulletin.</i>	Spring 1 JS and KJ		We will know that literacy is being incorporated into the curriculum, through planning deep dives and pupil interviews.	
	<i>Subject chamipons will share good practice from their monitoring, which will look at supporting and challenging all learners.</i>	Throughout the year JS and KJ		Staff bulletin will evidence this, as will staff emails. There should then be a rise in “challenge for all” in floor books, science books and planning.	
6.5 Subject champions can confidently speak about their subject area and effectively discuss monitoring and evaluation to improve outcomes for children	<i>Subject champions will attend TMET Science Network meetings and link meetings with subject leader.</i>	Different points throughout the year JS and KJ		Minute notes. Sharing good practice to other staff and schools.	
	<i>Subject Champions to refine assessment, and monitor the impact of this</i>	Autumn 2 JS and KJ		Changes to assessment will be evident in books/ planning/ and monitoring. Subjects champions will reflect on assessment and see what the next steps should be.	
	<i>Subject champions to audit current resources in both buildings and restock necessities (such as batteries). When new stock has arrived, we will distribute and inform staff</i>	Autumn 2 JS and KJ		Science cupboards will be restocked. We will know this from invoices, and pictures sent out on staff bulletin.	
	<i>Subject champions to ensure retrieval activities are happening and is being evidenced in most lessons.</i>	Throughout the year JS and KJ		Through monitoring, we will hopefully see larger mind maps being created by pupils in their science books.	

x



Theme action plans 2023-24



Leaders: Jade Smith // Nikisha Bhima LINK leader: Zoe Simpson					
	PLT most successful when driven by a project that they can see demonstratable change (2019-20 equity project) Pupil attendance				
Measure of success (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done ? By who?	Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3	Evidence -How will you know ? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3
The PLT is representative of the school community with all voices and identities represented through election or invitation	<i>To monitor the elected leadership to ensure it is representative.</i>	JS, NB by November	The PLT is representative of ethnicities, faiths and cultures. SEN children will be invited to sessions in Spring/Summer term. This ensures that all children have the opportunity to be heard in school VI scale pending – to be continued in Spring/Summer.	Register of children with characteristics identified	End of Jan – remeet with HOS to introduce wheel of wonder or change in trip or adaptation in incentive. To think about week 3 – class Dojo.
	<i>Using the VI scale and Bromcom pupil data alongside the HOS, issue invitations to ensure it is representative.</i>	NB/ LB, JS and NB by November		Register of children with characteristics identified	
1.2 Pupil attendance will rise as a result of rewards and incentives being driven by pupil voice (linked to SIP XX)	<i>Getting PLT involved in end of term trips for attendance winners- They could ask what their class would like for the end term trip (work with HOS)</i>	JS, NB, LB, EN and primary leadership team by end of Autumn 2	Children receiving the chocolates are motivated by the reward. Run until Feb half term. The PLT have followed the questionnaire results of 100% attendance party – junior biscuits/infant bday party.	Primary leadership notes Primary leadership team will ask their classmates vote, teachers to then record children’s choices on excel document PowerPoint presentation from children and videos	
	<i>Chocolates for classes over 99% (work with HOS)</i>	JS, NB, LB, EN and primary leadership team by end of Autumn 2		Order forms for chocolates for classes over 99% attendance	
1.3 Through the successful evaluation of the pupil leadership team, the school agreed ethos is embedded with all stakeholders.	<i>Creating a school charter, with PLT voice and parent interview about what being the best you can be looks like (work with ZS)</i>	JS, NB, ZS and Primary Leadership team by end of Spring 2	The PLT had high impact on the fundraising efforts for Gaza, manning and championing the cake stalls. The PLT went bag packing – raised £62 towards the Year 6 residential. Continue to raise more with residential cost. Spring 2 whole school fundraising event.	Students, staff and parents will be aware of the whole school charter, and will hopefully acknowledge what being the best you can be is and looks like	
	<i>Giving out dojo points for resilience and respect (work with wellbeing leader – Amanda/Alisha)</i>	JS, NB, AB, AM by Feb half term		Bands for respect/resilience? Different colours could mean each of the different characteristics	
	<i>Helping out giving food to those who need it – (link with Alison) Fundraising</i>	Helping out giving food to those who need it – (link with Alison) Fundraising ideas across the year- save the money and put it towards a big expense such as chilled zone/residential- Packing bags at Tesco/ cake sale? (Kylie and Anj)		Photos on twitter/dojo Meeting notes with AM A residential pot/ kitty	

1.3	<p><i>Creating a chilled-out space for both sites at lunchtime</i> <i>Get children to make videos for Pete.</i> <i>Ask class what they would like to have.</i> <i>Ordering of things- how do they want it presented and to be involved in the design aspect.</i> <i>Monitors to be set up- either teachers of PLT to ask teachers for a monitor</i></p>	<p>JS, NB, JH, SH, LB and Primary leadership team</p>		<p>PowerPoint presentation from children and videos Drawings about what they would like and where it could go Budgeting and cost proposals for ZS to use in TMET meetings for budget allocations.</p>	
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Leaders: Cherry Wibberley Link Leader Lauren Brown					
Intelligence already gathered	EAL as a subject area was allocated to a member of staff that left in October 2022 and has not been closely looked at. CW took over EAL in April 2023 and spent time reviewing policies, procedures etc and completing an audit. The audit highlighted that previous good areas of practice are not consistently being met. Audit has informed this action plan.				
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done ? By who?	Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3	Evidence -How will you know ? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3
1.4 Teachers confidently share knowledge and expertise in all subject areas as a result of strong subject leadership.	Implement an effective and consistent EAL assessment across the school	October 2023 - CW	Assessments for NtE children have been reviewed and shared with all stakeholders. Clear systems and structures will ensure NtE children’s language progresses quickly and rapidly. Teachers will have a clear understanding of NtE children’s language levels and appropriate next steps.	EAL assessments and next steps ‘Action plan’ for children	
	Champion to develop staff skills in teaching New to English children in class through: -staff bulletin posts -communication with APs for matters arising in phase Creation of bank of resources on the s drive that staff can use effectively and consistently with explanations of where to find them and how to use them	December 2023 - CW		Planning Book looks Pupil voice	
6.5 Subject champions can confidently speak about their subject area and effectively discuss monitoring and evaluation to improve outcomes for children	Subject champion to review and refine the induction process for EAL pupils	Ongoing throughout the year – Cherry Wibberley, Lauren Brown and office staff		Updated induction process APs knowledge Office understanding	
	Subject champion to develop the participation and engagement of EAL parents -workshops and activities	March 2024 - CW		Parent voice Staff voice	
	Relaunch NtE interventions and work with APs to ensure these interventions are taking place Explore tracking of these to ensure they have impact	Ongoing throughout the year – CW and all staff for interventions		Increase in % of EAL pupils who are able to access whole class teaching with minimum support required Intervention schedules Intervention tracking Review what interventions are already in place and what this looks like. Increase in the language that is used by A and B EAL learners throughout the entire curriculum	

Leaders: Simone James/ Amanda Bowe					
Intelligence already gathered	Significant increase in choices tab being used especially within the Junior Site around behaviour. Routes to resilience training completed over 5 years ago, significant number of new staff across the school need training within the resilience approach. Recommendation from the SEMH team to focus on this year.				
Performance criteria (What do we want to see?)	ACTION / TASK - what will you do?	When will it be done ? By who?	Impact of action – what difference have we made? Data cycle 1 / Data cycle 2 / Data cycle 3	Evidence -How will you know ? Data cycle 1 / Data cycle 2 / Data cycle 3	Next steps – how do we make further impact? Data cycle 1 / Data cycle 2 / Data cycle 3
5.2 Barriers to pupil success are identified are proactively and reactively addressed by the pastoral team; leading to measurable improvements in attendance data, pupil wellbeing, adaptive learning witnessed, effective SEN support and impactful wider family interventions.	<i>Gather survey results on the resilience approach within school from LA and analyse this.</i>	<i>October 2023</i>		Survey results Analysis of results.	
	<i>AB, SJ and NM attendance to restorative approach course from LA- 3-day session</i>	<i>Oct/Nov/Jan 2024</i>		Attendance in sessions Use of restorative conversations in classes	
	<i>Introductory CPD session on the restorative approach for all teaching staff to attend- to be delivered at phase.</i>	<i>Nov 2023</i>		All staff recognise the importance of restorative approach. CPD video	
	<i>Gather teacher/ pupil voice after the end of the course to compare survey results and impact.</i>	<i>June 2024</i>		Survey results Pupil voice/ teacher voice Analysis of results.	
	<i>Development of scripted language for all staff to use, shared on the bulletin and in phase/ staff briefings</i>	<i>Monthly</i>		Staff using scripted language in sessions. Observations from staff, phase leader notes.	
6.5 Leaders confidently speak about their subject area and effectively discuss monitoring and evaluation to improve outcomes for children	<i>Analyse choices on CPOMS focusing on specific incidents around behaviour. Observations at lunchtime/ playtimes around behaviour and monitoring of choices with phase leader.</i>	<i>Feb 2024</i>		Analysis records of choices incidents	
	<i>Drop-in sessions completed throughout the year to support teachers' development of the restorative approach.</i>	<i>Dec 2023/ April 2024</i>		Drop in sessions notes Discussions with teachers, feedback from staff.	