

Subject champion action plans 2025-2026

CURRICULUM CHAMPIONS

Champion			
Core			
	RE	Nikisha Bhima Haylie Lowe	Developing curriculum champions – release time additional or CPD * Autumn 1 – how to write an action plan – CPD cycle
	Computing	Farzana Sattar Sumaiyyah Hafiji (PT)	* Autumn 2 - Learn how to do a learning walk (4 sessions of 4/5 teachers FT- LB to lead) * Spring 1 - Learn how to evidence gather – books/seesaw /planning – CPD cycle
	PE	Lisa Bale (PT) Kat Nixon	* Summer 1 - Learn how to gather pupil/staff voice – CPD cycle
	Science	Leah Hunting Maisie Piper	*new subject champions - progression of their subject / documentation – INSET/Autumn
Non core			
	PSCHE	Saffron Charles	Subject champion workload – allocated 1265 time – during PPA release Autumn Autumn 1 – action plan complete (30 mins) by Fri 19th September RA monitor action plans – wb 22nd September Autumn 2 – learning walk (1hr from 1265 release used during wk2 PPA/ over with PPA)
	History	Dilraj Seehra Tom Paciolla	
	Art	Jem Gohil Cherry Wibberley (PT)	Spring 1 x subject impact reports to be written (30 mins)- by Fri 13 th Feb RA monitor impact reports – wb 23 rd Feb
	DT	Ishika Lalji * Nav Dhani*	Spring 2 – Mon 9 th March – book sharing, monitoring seesaw and journaling (1hr – after school)
	Languages (KS2)	Claire Irons	
	Geography	Louise Longman Tom Fournier	Summer Summer 1 – gathering pupil and staff voice (1hr from 1265 release used during wk2 PPA/ over with PPA)
	Music	Jalpa Vanmali (PT) Kajal Jethwa	Review of the year 1 x subject impact reports to be written (30 mins) by Fri 12 th June RA monitor impact reports – wb 15 th June

Development plan – Art

Subject champions: Jem and Cherry					
SIP Focus area	2.2 Strong curriculum champions monitor and evaluate to provide high quality provision and outcomes				
Intelligence already gathered	After monitoring and evaluating, art skills developments books have become a little bit more consistent, however still needs to become consistent throughout the school. Teachers provided good modelling under the visualiser to ensure children knew how to successful apply art skills. Subject leaders identified the same evidence was being presented in journals and seesaw, therefore the decision was made to not upload final outcome onto seesaw for 2025-26. Artist in focus week was successfully taught and present through corridor displays at the infant building.				
Next steps lifted from 23/24 action plan	<ul style="list-style-type: none"> Bulletin message to be sent out to remind teachers the 60/40 (4 weeks history/geo and 2 weeks art/dt) expectation of art being taught. Reminder of art skills development book and journal expectations to be sent out. Send out new art LTP. Continue own subject knowledge 				
ABC Target – What are you trying to achieve?	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
Achieving excellence: Ensure all teachers feel confident in their own knowledge of art skills and delivery of these	Monitor journals and art skills development books of a range of pupils in all year groups	JG/CW Aut/Spr/Sum - depends when art fits in year groups curriculum			
	Monitor planning of a sequence of art lessons to ensure consistency throughout with a focus on the specific skills	JG/CW Aut/Spr/Sum – depends when art fits in year groups curriculum			
	To hear pupil voice to ensure the children have learnt the correct art skill using subject specific vocabulary	JG/CW Aut/Spr/Sum - depends when art fits in year groups curriculum			
Achieving excellence to ensure that subject champions knowledge has been updated	<p>24-25 action Subject champions to develop own subject knowledge on sculptors and add objectives to LTP</p> <p>24-25 Share LTP with teachers</p> <p>Monitor Seesaw/ planning to ensure new sculptor objectives are being covered</p>	<p>JG/CW</p> <p>Aut 1</p>			
	New subject champion to develop own knowledge of the art curriculum	<p>CW</p> <p>Autumn term</p>			

<p>Creating equity: To ensure that SEND pupils are able to access the curriculum and make measurable progress in the subject</p>	<p><i>Gather SEND pupil voice</i></p>	<p>JG/CW Aut/Spr/Sum - depends when art fits in year groups curriculum</p>			
	<p><i>Monitor art skills development books and journals to review the curriculum offer/ appropriate scaffolds for SEND children</i></p>	<p>JG/CW Aut/Spr/Sum - depends when art fits in year groups curriculum</p>			
	<p><i>Monitor pre and post assessment data</i></p> <p><i>Monitor the progression of skills in art skills development books to identify progress made</i></p>	<p>JG/CW Aut/Spr/Sum - depends when art fits in year groups curriculum</p>			

Development plan – DT

Subject champions: Navpreet Dhani and Ishikia Lalji					
SIP Focus area	2.2 Strong curriculum champions monitor and evaluate to provide high quality provision and outcomes				
Intelligence already gathered	<p>Pupil voice at the infants demonstrated children's love of the subject as well as their development of skills. They were able to talk about their learning and year 2 pupils could say how they improved it further. This was clear progression from last year's pupil voice.</p> <p>Pupil voice at the Juniors demonstrated enjoyment of lessons and spoke particularly proudly of their busy boards in year 4. They could talk about specific skills including stitches, chopping techniques and shared different methods of learning with group and individual work.</p> <p>DT Showcase at North Mead was reflective and a celebration of how thorough our DT projects are and how coverage is clear.</p> <p>Pupil outcomes of projects (Busy Boards) show that pupils are using the project to showcase skills such a cams, levers and electric circuits.</p> <p>DT leaders felt confident with how DT progression and outcomes are taught at Kestrel Mead.</p> <p>Evidence in floorbooks (Rec and Y1) and journals in Year 2 showed 'I am designer' sections that did not always just focus on the steps but started to journal about the skill too.</p> <p>Journals in the Juniors showed clear 'I am Designer' sections, key vocabulary, variety of ways to show learning including photos, writing, drawings etc. There is evidence of explaining the skills in the journals.</p>				
Next steps lifted from 23/24 action plan	<p>Journals and pupil voice to demonstrate the evaluative side – verbally or written.</p> <p>Sustaining the progression of skills.</p>				
ABC Target – What are you trying to achieve?	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
Achieving excellence: Develop teacher confidence in teaching DT.	Gather staff voice about their confidence in teaching DT and their subject knowledge.	IL & ND Autumn 2			
	Update and reshare Planning template with teachers with clear expectations on how to implement this.	IL & ND Autumn 2			
	Deliver CPD around the expectations of high- quality DT teaching and learning	IL & ND Spring 2			
Achieving excellence: Ensuring DT teaching and delivery is consistent across the school.	Monitor planning of DT lessons and enrichment days to ensure learning is in line with the LTP	IL & ND Spring 1			
	To develop subject champion knowledge through TMET network meetings	IL & ND Autumn 2			
	Subject champions to build own confidence in articulating and understanding the DT curriculum.	IL & ND			

	<i>Monitor lesson delivery through learning walks and provide feedback and support to teachers.</i>	IL & ND Spring 1			
Creating equity: ensuring a broad and balanced range of learning experiences and outcomes for all pupils.	<i>Monitor the range of DT Skills being taught and the impact of these through journals and seesaw</i>	IL & ND Summer 1			
	<i>Gather pupil voice, with a focus on DA pupils, to understand their engagement and enjoyment in DT outcomes</i>	IL & ND Summer 1			
	<i>Monitor assessment data for DA and SEND children to see progress and identify next steps for support</i>	IL & ND Summer 1			

Development plan – Geography

Subject champions: Tom Fournier & Louise Longman					
SIP Focus area	2.2 Strong curriculum champions monitor and evaluate to provide high quality provision and outcomes				
Intelligence already gathered	Map out field work opportunities onto the geography curriculum document. Introduce and deliver (tier 3) vocabulary to the children – highlight these words in the Outline of Units document. To continue to develop the subject champions knowledge and to remain up to date with current changes by joining the Geography Association Network.				
Next steps lifted from 23/24 action plan	To share ideas of how more practical activities can take place in year groups. To share enrichment opportunities with curriculum leader and after approval to be added to the geography curriculum document. Subject champions to continue to monitor Seesaw and raise concerns to curriculum leaders.				
ABC Target – What are you trying to achieve?	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
Creating equitable outcomes for all children within the curriculum to provide enriched practical activities in the subject.	To gather and share practical enrichment activities with teachers to use in lessons and monitor the implementation of this in journals and seesaw.	TF/LL Spr 1			
	To gather staff voice on enrichment activities within the curriculum.	TF/LL Aut 2			
	To gather pupil voice to assess the impact of new enrichment opportunities.	TF/LL Aut 2			
	To carry out audit and to restock new resources if needed.	TF/LL Spr 1 Sum 2			
Achieving excellence by supporting staff to prepare and deliver high standards within Geography.	To continue to develop the subject champions knowledge by attending the Geography network and keeping up to date with the Geography association and newsletter.	TF/LL Aut/Spr			
	To monitor and evaluate planning and identify where teachers need support.	TF/LL			
	Monitor lesson delivery through learning walks and provide feedback and support to teachers.	TF/LL Sum 1			

Achieving excellence by ensuring all teachers are ready in their assessment and recording of learning	<i>To monitor Seesaw is being used consistently.</i>	LL Aut/Spr			
	<i>Review pre and post assessment</i>	TF Spr 1			
	<i>To reevaluate pupil voice to see if geography understanding and enjoyment has improved.</i>	TF/LL Sum 1			

Development plan – History

Subject champions: Tom Paciolla and Dilraj Seehra					
SIP Focus area	2.2 Strong curriculum champions monitor and evaluate to provide high quality provision and outcomes				
Intelligence already gathered	Historical vocabulary is being used well across the school. Appropriate historical content is being covered and resources are being used for children to acquire knowledge. Inconsistencies in uploading pre and post assessments.				
Next steps lifted from 23/24 action plan	<ul style="list-style-type: none"> Continue to monitor pupils voice, planning, seesaw and resources. Learning walk Staff to develop historical skills 				
ABC Target – What are you trying to achieve?	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
Achieving excellence by ensuring all teachers are upskilled in their historical knowledge	Staff voice- sending a Microsoft form/ questionnaire to understand where knowledge is now.	TP and DS Autumn 2			
	Monitor books and journals to see the differences in content and accuracies.	TP and DS termly			
	Provide teachers with a fact file covering content for teachers.	TP and DS Autumn 2			
Creating belonging by ensuring Champions keep up to date with relevant changes/ adaption to history curriculum.	Attend History network meetings/ relevant courses/ other Mead history champions	TP and DS ongoing			
	Any changes to be shared with relevant teachers in a timely manner.	TP and DS ongoing			
Creating equity by ensuring children receive equitable access to history teaching and learning.	Pupil voice from across the school including, PP, EAL, SEND, DA	TP and DS termly			
	Learning walks to ensure that adjustments are being made for children who need support.	TP and DS termly			
	Resources kept in a central place to allow teachers to provide appropriate support for pupils.	TP and DS termly			

Development plan – Music

Subject champions: Jalpa Vanmali and Kajal Jethwa					
SIP Focus area	2.2 Strong curriculum champions monitor and evaluate to provide high quality provision and outcomes				
Intelligence already gathered	Children showing enjoyment and an opportunity to showcase their talents though and guitar lessons. Termly monitoring of music taught and recorded on seesaw.				
Next steps lifted from 23/24 action plan	Continue to monitor seesaw and recording Attendance of guitar lessons monitored Monitoring of music lessons being taught with a focus on vocabulary				
ABC Target – What are you trying to achieve?	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
Achieving excellence: maintain consistency in the quality of music provision across the school, ensuring all pupils experience an enriching and progressive music curriculum.	Monitor children attending guitar lessons through pupil voice and regular check ins.	KJ- ongoing	Subject champion has regularly checked in on the guitar lessons ensuring that timings and groups work well and adapted if needed.	Subject champions will continue checking in with guitar lessons and assess progress of children.	
	Subject champions to monitor and evaluate music lessons ensuring music vocabulary has explicitly been taught through learning walks	KJ/JV Summer			
	Subject champions to attend network meetings throughout the year for own development.	KJ/JV Ongoing			
	Subject champions to monitor and evaluate SEESAW to ensure consistency	KJ/JV Ongoing			
Achieving excellence: all teachers are ready in their planning, feedback and delivery.	Overview of Music knowledge for all staff to support knowledge of music.	KJ/JV Ongoing			
	Ensure teachers and HLTAs are confident in using the Leicestershire music website	KJ/JV Autumn 2	Subject champions have attached a step-by-step guide on how to set up a login for Leicestershire music and have updated the PowerPoint to show functionality of the website and how to access resources according to units.	Through monitoring and evaluation, champions will see how resources on the website are being used and put into practice.	Through monitoring and evaluation children will become more confident in showcasing their abilities.
	Subject champions to support HLTAs with seesaw at infants.	JV Autumn	Subject champions have spoken to the HLTA on how to upload and assess work on seesaw.	Subject champions will be evident on seesaw and assessed through the star rating system.	Teachers will have a good understanding of pupils making progress and find opportunities to implement challenges and support to some lessons.
Achieving excellence by celebrating and sharing musical talents and achievements.	Subject champions to arrange and plan for a Christmas showcase.	JV/KJ Autumn 2			

	Subject champions to arrange an opportunity for guitarist to perform in assemblies.	KJ/JV Spring			
		JV/KJ Spring			

Development plan – Languages

Subject champions: Claire Irons					
SIP Focus area	2.2 Strong curriculum champions monitor and evaluate to provide high quality provision and outcomes				
Intelligence already gathered	Children engagement and enjoyment of French has increased. HLTA is confident in adapting and delivering lessons. Pupil voice demonstrated that the writing/recording in French is the most difficult and less enjoyable aspect of French.				
Next steps lifted from 23/24 action plan	2025/2026 revisit seesaw expectation of recording inline with other PPA subjects and ensure consistency of recording. Review writing implementation in 25/26				
ABC Target – What are you trying to achieve?	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
Belonging: To create a sense of belonging for our diverse range of languages spoken at the school.	European languages day (26 th Sept) Celebration languages of Europe	CI Autumn			
	International languages day (sat 21 st Feb) Home language/mother tongue focus	CI Spring			
	To use Friday assembly to celebrate the diverse range of languages	EN and CI			
To achieve excellence in the enjoyment and engagement of French	Review writing implementation in 25/26. Analyse LTP and reduce expectation of written responses.	Spring			
	To collect pupil voice to guide and improve enjoyment of writing in French	Spring			

Creating equity: To ensure teachers are providing high quality and consistent French teaching and learning.	To create an LTP of recording expectations to ensure breadth of the four strands of French 2025/2026 revisit seesaw expectation of recording in line with other PPA subjects and ensure consistency of recording.	Autumn 1			
	To monitor teacher led sessions of French are consistent through learning walks	Aut 2			
	To use pupil voice to ensure consistency of French (teacher led).	Aut 2			

Development plan – Computing

Subject champions: Farzana Sattar & Sumaiyyah Hafiji					
SIP Focus area	2.2 Strong curriculum champions monitor and evaluate to provide high quality provision and outcomes				
Intelligence already gathered	<p>Staff are confident and knowledgeable when delivering computing</p> <p>AFL strategies have been developed and used to target LA and challenge HA</p> <p>A new LTP has been developed that builds on prior knowledge and is progressive and sequential.</p> <p>Pupil voice, Lesson observations, Seesaw check, Project evolve check, Staff voice</p> <p>From this we learnt that the children were making good progress in computing. We found out that KS1 were not using computers, this was having a knock on effect in Y3 where they were finding it hard to access the computers. They are now using computers.</p>				
Next steps lifted from 23/24 action plan	<p>Continue to monitor and upkeep of resources</p> <p>To upskill the HLTA in KS1 and continue to develop lessons to be more engaging and fun.</p> <p>To continue to develop stretch and challenge</p> <p>Attend network meetings</p> <p>Continue to monitor vocabulary and observe a lesson in an alternative key stage</p> <p>Continue to monitor seesaw</p>				
ABC Target – What are you trying to achieve?	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
Creating equity: By the end of the academic year at least 80% of disadvantaged pupils across the school will meet age related expectations in computing.	Monitor seesaw of disadvantaged pupils to identify sequence of upload and any gaps.	Summer 2 FS/SH			
	Monitor the planning and delivery of lessons looking through the eyes of a DA child.	Summer 2 FS/SH			
	Identify gaps in learning by speaking to the teachers and HLTAS using AFL. Addressing the gaps and adapting to support the children.	Summer 2 FS/SH			
Achieving excellence- To ensure that planning is progressive and includes relevant challenge to ensure children are moving on with their learning.	Check planning and bank of resources	Termly FS/SH			
	Gather pupil voice	Termly FS/SH			
Achieving excellence- To create an assessment tool for computing.	Research different methods of assessment.	Ongoing FS/SH			

	<i>Introduce a robust assessment system by the end of the year to launch next academic year</i>	Summer 1 FS/SH			
	<i>Subject champions will have good knowledge of bottom 20% children in computing.</i>	Summer 1 FS/SH			

Development plan – PHSE

Subject champions: Saffron Charles					
SIP Focus area	2.2 Strong curriculum champions monitor and evaluate to provide high quality provision and outcomes				
Intelligence already gathered	DA children are represented well in floor books, children show a high level of engagement in PSHE lessons				
Next steps lifted from 23/24 action plan	Defining roles of wellbeing leaders at breaks and lunchtimes.				
ABC Target – What are you trying to achieve?	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
Achieving excellence: To develop subject champions' knowledge and understanding of PSHE curriculum	To observe PSHE lessons taught by HLTA's at the infants and juniors-focus on structure of lessons and how objectives are met.	Autumn 2			
	To look at the overviews for PSHE for each year group.	Autumn 2			
	To look at a range of floor books to see how pupil voice is represented and how learning is evidenced.	Spring 1			
Creating belonging: To empower wellbeing leaders to support pupils in feeling safe, included, and valued.	To define the role of wellbeing leaders-how to collect pupil voice effectively?	Spring 1			
	To establish the roles wellbeing leaders can complete at lunch/break times to support the wellbeing of the cohort.	Spring 1			
Creating equity: To understand the impact of PSHE curriculum on managing barriers to learning	To establish and embed regulation strategies in Class 3-4.	Summer 2			
	To track 'key groups' suspensions/numbers of behaviour plans to see if there is an increase/decrease from the previous year	Summer 1			
	To gather feedback from DA groups-their experience/application of regulation strategies.	Summer 1			

Development plan – PE

Subject champions: Kat Nixon & Lisa Bale					
SIP Focus area	2.2 Strong curriculum champions monitor and evaluate to provide high quality provision and outcomes				
Intelligence already gathered	Children enjoy PE Sometimes there is not enough equipment DA access to clubs has increased Selection process for sports events show that a wide variety of children have attended Progression is not explicit in Year and 2 planning				
Next steps lifted from 24/25 action plan	Clarity is needed for parents on the process for selection for sports events. PE champions and sports apprentices need to have a longer time frame to select children for events. Encouragement of sports apprentice into the 2 nd year- needs to show more evidence of engagement in lessons. Focus for sports apprentice development in teaching and learning expertise. Progression needs to be more explicit in PE curriculum for year 1 and year 2. Sports apprentice model will mean that all planning, particularly in infants will need a review to ensure that all teachers have access to the correct documentation.				
ABC Target – What are you trying to achieve?	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
Achieving excellence : Successfully supporting sports apprentice to complete her second-year qualification.	To support and take an increasing role within curriculum taught P.E. lessons.	Ongoing - Kat			
	To ensure sufficient time is given for SA to meet course objectives	Ongoing – Kat/Ellie			
	To organise inter-school sports competitions, transport, letters and tracking.	Ongoing - Kat			
Achieving excellence: To ensure planning supports the progression of skills in KS1.	To ensure planning for basketball is adapted to show progression from yr 1 to yr 2	Autumn 1 - Lisa			
	To ensure all teachers are following the set structure of a P.E. Lesson	Autumn 1 – Lisa Ongoing			
Creating equity: To maintain high representation of DA children at sports fixtures in KS2	To identify DA children and ensure they are invited to represent KM at an appropriate level	Kat - ongoing			
	To track participation of DA children	Kat - ongoing			

	<i>To monitor the impact of belonging for DA pupils</i>	Lisa – spring and summer			
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Development plan – RE

Subject champions: Nikisha Chauhan and Haylie Lowe					
SIP Focus area	2.2 Strong curriculum champions monitor and evaluate to provide high quality provision and outcomes				
Intelligence already gathered	Monitoring and evaluation showed that teachers were following the RE long term plan and planning expectations consistently across the school. All children expressed that they enjoyed RE lessons and school trips. They could recall facts about their visits.				
Next steps lifted from 24/25 action plan	Children's quality of journaling within KS2. Responding to teacher feedback of reviewing year 5/6 question to ensure there is distinction between similar questions. Creating retrieval processes to embed into our curriculum.				
ABC Target – What are you trying to achieve?	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
Achieving Excellence: Create a retrieval process to enable children to recall key learning from previous lessons.	<i>Gather ideas on retrieval strategies from other subjects/TMET schools.</i>	HL and NC Autumn			
	<i>Share retrieval strategy and expectations with other teachers.</i>	Autumn 2 HL and NC			
	<i>Monitor through pupil voice to ensure children are recalling and understanding their learning.</i>	Spring HL and NC			
Creating equity: refine the year 5 long term plan in response to teacher feedback due to similarity in big questions.	<i>Gather year 5/6 teacher voice on their big questions.</i>	Autumn/Spring HL and NC			
	<i>Gather pupil voice from year 6 pupils to gain an understanding of the year 5 curriculum.</i>	Spring HL and NC			
	<i>Refine the Year 5 long term plan to ensure all big questions are engaging and there is distinction between the questions.</i>	Summer HL and NC			
Achieving Excellence: Achieving high quality outcomes in KS2 pupils' journals.	<i>Exploring KS2 RE books to understand areas of improvement.</i>	Autumn/Spring HL and NC			

	<i>Share journalling expectations and examples with teachers to ensure consistency across KS2.</i>	Summer HL and NC			
	<i>Monitor journals and gather feedback through pupil voice.</i>	Summer HL and NC			

Development plan – Science

Subject champions: Maisie Leatherland and Leah Hunting					
SIP Focus area	2.2 Strong curriculum champions monitor and evaluate to provide high quality provision and outcomes				
Intelligence already gathered	Some work needs to be completed to improve assessment; Children need to develop the love of science; Some work needs to be complete on the use of subject specific vocabulary of enquiry types during lessons.				
Next steps lifted from 24/25 action plan	<ul style="list-style-type: none"> Champions to arrange a date and launch the books for the next academic year. Champions to have a look at what assessment looks like in other TMET schools Finish completing practical activity opportunities Subject champions to scrutinise science books against marking policy Subject champions to ensure subject specific vocabulary is being used in floor books and pupil voice. 				
ABC Target – What are you trying to achieve?	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
Achieving excellence: To ensure clear definitions of enquiry types are shared and implemented.	To create a definition for each enquiry types. (simplified definition for ks1)	Autumn term Maisie to share Leah to simplify flip for ks1 definition			
	To share definitions with staff and to be used on the front flip	Share on the bulletin – Autumn term			
	To assess if the children understand the different enquiry types though pupil voice	Pupil voice spring term			
Achieving excellence: To improve the assessment process to make it more purposeful.	To gather strategies for assessment during TMET networking	Spring term			
	To reflect on TMET assessment types and discuss which to implement with curriculum leader.	Spring 2			
	Prepare new assessments to share with teachers at the start of 26/27	Summer term			

Creating equity : <i>To inspire a love of science across the whole school and encourage curiosity</i>	<i>Subject champions to discuss and plan a science day</i> Implement Science Day	Autumn term (find info from TMET networking) Spring/summer			
	<i>Subject champions to arrange date to launch science books</i>	email Kajal/Ramisa spring term			