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**Bedwell  
Primary  
School,  
Stevenage  
SG1 1NJ**



# Bedwell School Development Plan 2023-2024







# School Development Plan: Introduction

How this plan has been developed and structured

- We drew on our own Self-Evaluation, the areas for development identified in our last Ofsted visit, Governor visits, reports from our Herts Improvement Partner and the requirements of the latest Ofsted Framework to identify five key areas for development (see below).
- We identified that previous School Development Plans had become overly lengthy and unwieldy, and drew upon the recommendations of the Education Endowment Foundation (and in particular their 2019 report, *Putting Evidence To Work: A School's Guide To Implementation*) to structure this year's plan.
- Using the EEF model, we began by defining the problems we wanted to address in each area, and then agreeing the final outcomes we wanted to achieve (the *Why?* and the *So?*), and then broke each down into a series of steps and actions (what the EEF call *Active Ingredients*).
- We developed this plan with the support of Governors, who monitor its progress, adaptation, implementation and impact on an ongoing basis throughout the year.

Area for development	Key problems to be addressed	Intended outcome	Person responsible
Home-School Links	<ul style="list-style-type: none"> <li>Historically, parents and carers have not been given enough opportunity to support and understand their child's learning. Last year, we ran many more events, but it was hard to judge their impact</li> <li>Opportunities to reinforce learning at home missed</li> </ul>	<ul style="list-style-type: none"> <li>Attendance at events continues to improve - 90% of families attending at least one event per term</li> <li>Improved parent / carer understanding of what is being learnt &amp; how this can be supported at home, leading to increase in amount of home learning</li> </ul>	Emma Shaw (Headteacher)
Writing	<ul style="list-style-type: none"> <li>Writing is area with lowest attainment across school Significant gaps in writing progress &amp; attainment between disadvantaged and non-disadvantaged</li> <li>Lack of writing stamina and enthusiasm for writing amongst children</li> </ul>	<ul style="list-style-type: none"> <li>Improvements in progress and attainment in writing - at least 60% of children in all year groups are on track; at least 75% of children in Year 6 reach expected standard</li> <li>Children enjoy writing and talk positively about it</li> </ul>	David Roberts (Deputy Headteacher)
Subject Leadership	<ul style="list-style-type: none"> <li>Subject leaders' evaluation of standards in their subject is incomplete, with more evidence needed to confirm judgements</li> <li>Teachers need continued support to ensure that our broad curriculum is implemented successfully</li> </ul>	<ul style="list-style-type: none"> <li>Subject leaders can confidently talk about learning in their subject and have a solid, evidence-based knowledge of strengths and weaknesses</li> <li>All staff feel supported in delivering the curriculum and can talk about how their practice has developed</li> </ul>	David Roberts (Deputy Headteacher)
Effective SEND Support	<ul style="list-style-type: none"> <li>Teaching staff need to develop knowledge of early identification of SEND and most effective ways to support these children</li> <li>TAs are not always used effectively to support children with SEND, particularly when working 1:1</li> </ul>	<ul style="list-style-type: none"> <li>APDR &amp; learning reviews show that needs are well understood, targets are being met and support is being deployed effectively</li> <li>TAs being used to effectively add value to learning and build independence</li> </ul>	Richard Whitehouse (SENDCo)
Staff Wellbeing	<ul style="list-style-type: none"> <li>National surveys show around 80% of teachers believe their job has a negative impact on their mental health and wellbeing</li> <li>This results in lower staff retention, higher staff absence and staff being constantly tired</li> </ul>	<ul style="list-style-type: none"> <li>Wellbeing survey shows staff are more positive about their job, their mental health and their future in education.</li> <li>Staff can talk about changes that have been made which have had a positive impact on their wellbeing</li> </ul>	Emma Shaw (Headteacher)







# School Development : Home school links

Problem - Why? -	Intended Actions - What? -	Implementation Activities - How? -	Implementation Outcomes - How well? -	Final Outcomes - And so...? -
<p><u>Involvement:</u></p> <ul style="list-style-type: none"> <li>Historically, parents &amp; carers have not been given enough opportunity to support their child's learning and have an understanding of what they are learning</li> <li>Ran more parents &amp; carers events than previously, but hard to judge impact</li> </ul> <p><u>Learning:</u></p> <ul style="list-style-type: none"> <li>Opportunities to reinforce and apply learning out of school are being missed, resulting in lower attainment and progress</li> </ul>	<p><u>1- Evaluating impact &amp; adapting provision</u></p> <ul style="list-style-type: none"> <li>Survey parents to evaluate impact of events run in 2022/23</li> <li>Identify what parents would like more of / how useful sessions were / which groups were less likely to attend. Plan this year's events in light of this evaluation</li> <li>Collect feedback after events &amp; at end of each term; repeat survey in July to judge impact.</li> </ul> <p><u>2 - Sharing learning</u></p> <ul style="list-style-type: none"> <li>Half termly curriculum maps &amp; calendar of upcoming events sent out (paper and electronic)</li> <li>Plan &amp; deliver parent / carer events - 1 cohort event and 1 whole-school event per term. Aim for mix of events: <ul style="list-style-type: none"> <li>'fun' (crafting, music),</li> <li>'sharing' (end of themed days)</li> <li>'learning' (Stay &amp; Read, Stay &amp; Calculate, Stay &amp; Write)</li> </ul> </li> <li>Provide resources &amp; guidance on how to support learning at home (reading question stems, tables packs, sorting activities)</li> </ul> <p><u>3 - Home learning</u></p> <ul style="list-style-type: none"> <li>Agree consistent approach to homework / home learning across the school and what this will look like in each phase</li> <li>Ensure what is sent home includes guidance / explanation / worked examples / vocab banks / resources as required</li> <li>Make clear parents role in home learning - provide quiet area, routine, encouragement, allowing children to work independently</li> <li>Whole-school challenges during holidays</li> </ul>	<p><u>1- Evaluating impact &amp; adapting provision</u></p> <ul style="list-style-type: none"> <li>SLT to send out online survey to all parents at end of August, reviewing events attended last year - which events did they attend, which did they enjoy, did they use anything they had seen at home, what would they like more of?</li> <li>Collate responses before start of term &amp; use to inform this year's provision. Identify which groups didn't attend (or didn't complete survey) - what can we do to encourage these groups to attend?</li> <li>Provide staff with standard format to collect feedback after each event (tick boxes / bubbles) &amp; ensure attendance data is collected each time.</li> <li>Evaluate this data each term &amp; use to inform plans.</li> </ul> <p><u>2 - Sharing learning</u></p> <ul style="list-style-type: none"> <li>Staff to agree calendar of parent &amp; carer events at start of each term - broad mix of events across year, planned in light of surveys &amp; feedback. Send this out, along with topic maps, at start of each half-term. Send out specific invitations for each events well in advance, making activities sound fun.</li> <li>Clear learning focus for each Stay &amp; Play session.</li> <li>Subject leaders to identify &amp; share resources that can go home to support learning - question stems, tables packs, sorting activities etc.</li> </ul> <p><u>3 - Home learning</u></p> <ul style="list-style-type: none"> <li>MLT to revise &amp; agree home learning policy, with input from parents and governors - needs to include detail on how much, how often, feedback, expectations, consequences.</li> <li>Staff meeting on home learning - share this policy &amp; examples of expectations for home learning, including worked / part-worked examples and whatever resources / visual aids children had access to in class. Home learning should always build on what has been taught that week.</li> <li>Guidance leaflets sent home to parents at start of year on how to support home learning (following EEF guidance &amp; recommendations); reinforce this in all parent meetings .</li> <li>MLT to devise programme of whole-school challenges for half-terms, Christmas &amp; Easter (should have reading / writing / maths theme).</li> </ul>	<p><u>Short term:</u></p> <ul style="list-style-type: none"> <li>Survey results analysed &amp; used to plan calendar of events, which all parents are aware of</li> <li>Events taking place in every class / cohort</li> <li>Parents know what their children are learning</li> </ul> <p><u>Monitored through:</u></p> <ul style="list-style-type: none"> <li>Minutes of MLT &amp; Governors meetings, conversations with parents, feedback from events</li> </ul> <p><u>Medium term:</u></p> <ul style="list-style-type: none"> <li>90% of parents are attending events at least once per term.</li> <li>Home learning sent home regularly, which matches revised policy &amp; is being completed successfully</li> </ul> <p><u>Monitored through:</u></p> <ul style="list-style-type: none"> <li>Attendance records for parent sessions, feedback from events, monitoring of home learning, minutes of MLT &amp; Governors meetings, pupil voice</li> </ul> <p><u>Long term:</u></p> <ul style="list-style-type: none"> <li>Parents know how what their children are learning, enjoy coming into school and know how to support their child at home</li> <li>Large majority of all year groups completing home learning tasks successfully every week</li> </ul> <p><u>Monitored through:</u></p> <ul style="list-style-type: none"> <li>Parent survey, minutes of MLT &amp; Governors meetings, pupil voice, teacher feedback, feedback from parent / carer events</li> </ul>	<p><u>Improvement seen in:</u></p> <ul style="list-style-type: none"> <li>Attendance at events continues to improve, with 90% of families attending at least one event per term</li> <li>Parent / carer knowledge of what their child is learning and how they learn</li> <li>Parent / carer understanding of how they can support their child's learning at home</li> <li>Amount of home learning that takes place</li> <li>Progress and attainment (as a result of several factors, of which this is one)</li> </ul> <p><u>Parents can talk about:</u></p> <ul style="list-style-type: none"> <li>What their children have learnt about this year</li> <li>Sessions they have taken part in this year, and what they did outside school as a result</li> <li>The value of learning, both at home and school</li> </ul> <p>[governors to meet with a parent panel to monitor these points]</p>







# School Development : Writing

Problem - Why? -	Intended Actions - What? -	Implementation Activities - How? -	Implementation Outcomes - How well? -	Final Outcomes - And so...? -
<p><u>Attainment &amp; Progress:</u></p> <ul style="list-style-type: none"> <li>Writing is area with lowest attainment across school: <ul style="list-style-type: none"> <li>- EYFS 57.1%;</li> <li>- KS1 37.5%</li> <li>- KS2 66.7%</li> </ul> </li> <li>2022 data shows lower progress in writing (0.39, compared to 1.66 in reading and 2.25 in maths).</li> <li>Significant gaps in writing progress &amp; attainment between disadvantaged and non-disadvantaged children.</li> <li>Writing stamina &amp; enthusiasm for writing at length has decreased since pandemic.</li> </ul>	<p><u>1 - Shared writing</u></p> <ul style="list-style-type: none"> <li>Create effective model texts</li> <li>Develop use of word and sentence level activities</li> <li>Build independence &amp; creativity by opening-up planning</li> <li>Talk the story</li> <li>Run effective shared writing sessions</li> <li>Build writing stamina &amp; regular opportunities to write at length</li> </ul> <p><u>2 - Oracy &amp; drama</u></p> <ul style="list-style-type: none"> <li>Develop understanding of texts / characters</li> <li>Apply language patterns and vocabulary learnt throughout unit</li> <li>Build confidence and creativity with language - 'if you can't say it, you can't write it'</li> <li>Rehearse ideas orally</li> </ul> <p><u>3 - Effective feedback</u></p> <ul style="list-style-type: none"> <li>Provide children with specific guidance - 2 things to improve, 2 things to keep doing</li> <li>Mark spelling effectively and efficiently</li> <li>Develop use of TAs to support feedback</li> <li>Explore use of Success Criteria to provide clear guidance on what is expected</li> </ul> <p><u>4 - Use of Teaching Assistants</u></p> <ul style="list-style-type: none"> <li>Ensure that TAs are always being used constructively: <ul style="list-style-type: none"> <li>- During shared writing, capturing words and phrases</li> <li>- During independent writing - supporting groups / individuals</li> <li>- When working 1:1 with SEND children, building independence</li> </ul> </li> </ul>	<p><u>1 - Shared writing</u></p> <ul style="list-style-type: none"> <li>DHT to deliver training on creating effective model texts - including key components / ingredients that you plan to teach in the unit, use of conjunctions, adverbials, vocabulary, clear structure - all matched to what children are expected to produce.</li> <li>Share approaches to planning / boxing-up structure - reduce to really simple version, so children have lots of options on adapting &amp; creating own texts</li> <li>Revisit 'talking the text' - learning model, retelling key sections every day, opportunities for children to talk / tell their own stories before they write them</li> <li>DHT to deliver training on shared writing - modelling process, use of dialogic talk, borrowing from model, hitting success criteria, using almost every day</li> <li>Follow-up session, bringing examples of model → shared writing → writing produced by children, then exploring ways texts are edited / improved</li> </ul> <p><u>2 - Oracy &amp; drama</u></p> <ul style="list-style-type: none"> <li>DHT to lead staff meeting on purpose of drama activities in English units (bringing scenarios to life, developing understanding of character, applying learnt language ), then sharing ways in which to do this: freeze frames, thought tapping, conscience alley, hot seating in groups, acting short scenes etc.</li> <li>Modelling using these activities to inspire &amp; support short-burst writing (using shared writing)</li> </ul> <p><u>3 - Effective feedback</u></p> <ul style="list-style-type: none"> <li>Staff meeting to share examples of good practice &amp; agree feedback strategy, to include: <ul style="list-style-type: none"> <li>- 2 things to improve, which can be done immediately</li> <li>- Providing time for children to act on feedback the next day, before attempting more work</li> <li>- Clarity on what is being done well</li> <li>- When to (&amp; when not to) mark incorrect spellings and what children are expected to do as a result</li> </ul> </li> <li>TAs to support 'Nearly there' group in understanding feedback &amp; acting on it after each writing session</li> </ul> <p><u>4 - Use of Teaching Assistants</u></p> <ul style="list-style-type: none"> <li>Whole-staff training on role of TAs in writing sessions, focussing on ensuring all adults are actively involved in learning at all times</li> </ul>	<p><u>Short term:</u></p> <ul style="list-style-type: none"> <li>Model texts are well chosen, matched to needs of class and have been edited to provide clear teaching points</li> <li>Clear progression in complexity of models used through school</li> <li>Shared writing is taking place in every class (at least twice a week?)</li> </ul> <p><u>Monitored through:</u></p> <ul style="list-style-type: none"> <li>Writing deep dive, review of model texts used for each English unit, learning walks</li> </ul> <p><u>Medium term:</u></p> <ul style="list-style-type: none"> <li>Effective, purposeful drama activities included in every English unit</li> <li>Children can talk about what they enjoy about writing</li> </ul> <p><u>Monitored through:</u></p> <ul style="list-style-type: none"> <li>Observations of drama sessions &amp; resulting writing outcomes (using Pupil Book Study), governor visits &amp; discussions with children</li> </ul> <p><u>Long term:</u></p> <ul style="list-style-type: none"> <li>High-quality shared writing unit taking place in every class</li> <li>Children receive purposeful feedback that enables them to improve their writing both now and in the future</li> </ul> <p><u>Monitored through:</u></p> <ul style="list-style-type: none"> <li>Observations of shared writing, learning walks, Pupil Book Study, performance management reviews</li> </ul>	<p><u>Improvement seen in:</u></p> <ul style="list-style-type: none"> <li>More children are on track</li> <li>Improved progress in writing (using both national and internal assessments)</li> <li>Attitudes to writing (both children and staff)</li> </ul> <p><u>Children can talk about:</u></p> <ul style="list-style-type: none"> <li>Children enjoy writing and talk positively about it</li> <li>Can talk about what has helped them to improve their writing (particularly feedback, models, shared writing)</li> </ul> <p><u>Teachers can talk about:</u></p> <ul style="list-style-type: none"> <li>The reasons why they have used a particular model text, explaining the choices / changes they have made</li> </ul>







# School Development : Subject Leadership

Problem - Why? -	Intended Actions - What? -	Implementation Activities - How? -	Implementation Outcomes - How well? -	Final Outcomes - And so...? -
<p><u>Teaching:</u></p> <ul style="list-style-type: none"> <li>Are pupils developing detailed knowledge and skills across the curriculum? Can subject leaders evidence this?</li> <li>Is the quality of curriculum implementation consistently high across the school? Are teachers identifying and addressing misconceptions?</li> </ul> <p><u>Self-evaluation</u></p> <ul style="list-style-type: none"> <li>Subject leaders have begun to evaluate standards in their subject, backed-up by monitoring, but this is incomplete</li> </ul>	<p><u>1 - Monitoring and evaluating</u></p> <ul style="list-style-type: none"> <li>SLT to review outcomes of subject leader monitoring from 2022-23 - are evaluations supported by evidence?</li> <li>Subject leaders to carry out lesson visits in 2 classes each term &amp; provide feedback</li> <li>SLT to lead 'Deep Dive' style monitoring activities each half term, alongside subject leaders</li> <li>RAG rate staff confidence to teach the curriculum for their year group</li> <li>Subject leaders to use all of above to identify strengths &amp; next steps for coming year</li> <li>At end of year, subject leaders to draw together all monitoring evidence to evaluate their subject.</li> </ul> <p><u>2 - Supporting teaching</u></p> <ul style="list-style-type: none"> <li>Split next steps into one whole-school &amp; one cohort specific: <ul style="list-style-type: none"> <li>Subject leaders to plan and deliver staff meeting to address whole school next step.</li> <li>Team plan / teach with staff in one cohort to address specific area of need &amp; regularly review success of planned sessions</li> </ul> </li> </ul> <p><u>3 - Developing understanding of age-related outcomes</u></p> <ul style="list-style-type: none"> <li>Over year, subject leaders to build portfolio of work for each strand of their subject, to support teachers in understanding intent.</li> <li>Subject leaders to explore other ways to assess outcomes (tick-lists, testing, moderation activities with other schools etc.)</li> </ul>	<p><u>1 - Monitoring and evaluating</u></p> <ul style="list-style-type: none"> <li>SLT to review subject evaluations - what are overall strengths / areas for development? Area evaluations supported by evidence?</li> <li>Plan &amp; agree monitoring timetable for year - which classes will subject leaders visit each term? Identify 6 subjects to be monitored through 'Deep Dive' activities (one per half-term). Revisit and agree monitoring proformas, expectations &amp; share key questions for subject leaders</li> <li>Deep dives to include discussion with leaders, observations of 3 sessions, conversations with children &amp; teachers. Involve governors if possible.</li> <li>Leaders to update subject self-evaluations in light of monitoring, share these with SLT and Governors Curriculum Committee at end of year.</li> </ul> <p><u>2 - Supporting teaching</u></p> <ul style="list-style-type: none"> <li>Staff meeting - identify key next steps, focussing on what will have the biggest impact on learning &amp; how you can evidence it. DHT to model identifying one 'whole school' and one 'cohort specific' area for development, then plan outline of staff meeting to address whole school area.</li> <li>All subject leaders to be allocated one staff meeting during year &amp; use this to deliver a session addressing their identified next step. This to then be focus for following monitoring activities.</li> <li>Subject leaders to team plan / team teach with one class / phase for one unit during year to address 'cohort specific' area for development.</li> </ul> <p><u>3 - Developing understanding of age-related outcomes</u></p> <ul style="list-style-type: none"> <li>All staff to provide subject leaders with examples of what they consider to be age-related work (not the best work in class) at the end of each unit.</li> <li>Subject leaders to determine if they believe this work represents age-related in the context of our curriculum intent &amp; feedback to teachers on this.</li> <li>Use these submissions to build portfolio of work over year, annotated with context / support given / what had been taught in lead-up to session.</li> <li>Staff meeting - identifying / sharing / discussing possible approaches to assessment - are there any other ways can evaluate standards in our subject?</li> </ul>	<p><u>Short term:</u></p> <ul style="list-style-type: none"> <li>Monitoring plan in place &amp; agreed - which subjects in which classes in which term</li> <li>Subject leaders have identified next steps that they will focus on this year</li> </ul> <p><u>Monitored through:</u></p> <ul style="list-style-type: none"> <li>MLT &amp; Curriculum Committee minutes, monitoring plan, performance management</li> </ul> <p><u>Medium term:</u></p> <ul style="list-style-type: none"> <li>All subject leaders are carrying out monitoring activities each term &amp; providing staff with feedback</li> <li>Subject leaders providing effective support to staff through staff meetings &amp; team planning / teaching</li> </ul> <p><u>Monitored through:</u></p> <ul style="list-style-type: none"> <li>MLT &amp; Curriculum Committee minutes, staff meeting resources, teacher feedback</li> </ul> <p><u>Long term:</u></p> <ul style="list-style-type: none"> <li>Portfolios of age-related work completed</li> <li>Subject leaders confident to take part in 'Deep Dive' style activities</li> <li>Subject evaluations updated and shared, using evidence from monitoring activities</li> </ul> <p><u>Monitored through:</u></p> <ul style="list-style-type: none"> <li>Subject evaluations, Curriculum Committee &amp; MLT minutes, teacher feedback , performance management reviews</li> </ul>	<p><u>Improvement seen in:</u></p> <ul style="list-style-type: none"> <li>Subject leaders ability to confidently talk about learning in their subject and answer the question 'how do you know?'</li> <li>Subject leaders knowledge of strengths and weaknesses in their subject</li> <li>Teachers feel supported in delivering our planned curriculum and can talk about how their practice has developed this year</li> </ul> <p><u>Children can talk about:</u></p> <ul style="list-style-type: none"> <li>A broad range of activities, learning opportunities and memorable experiences they have had in each subject</li> <li>How their teacher has helped them to learn</li> <li>The skills and knowledge which they have learnt</li> </ul>







# School Development : Effective SEND support

Problem - Why? -	Intended Actions - What? -	Implementation Activities - How? -	Implementation Outcomes - How well? -	Final Outcomes - And so...? -
<p><u>Knowledge:</u></p> <ul style="list-style-type: none"> <li>Need to develop understanding of new children (100+ in last 12 months, a high proportion of whom have SEND)</li> <li>Staff at all levels need to develop knowledge of identifying barriers and ways to combat them</li> <li>1:1s lack high level understanding of effective strategies for supporting children</li> </ul> <p><u>Practicalities:</u></p> <ul style="list-style-type: none"> <li>Sheer number of SEND children</li> <li>High level of children needing complex support (EHCPs, 1:1 TAs)</li> <li>Balancing needs of these children with needs of whole class, so all children are taught effectively</li> </ul> <p><u>Communication with parents:</u></p> <ul style="list-style-type: none"> <li>Parents of SEND children not as involved and informed as they could be</li> </ul>	<p><u>1 - Identifying and understanding needs</u></p> <ul style="list-style-type: none"> <li>Build staff understanding of key areas, particularly focussing on early identification</li> <li>SENDCo using regular learning walks / lesson visits to support identification of needs</li> <li>Outside support sought and utilised wherever relevant</li> <li>Collating 'pupil passports'</li> </ul> <p><u>2 - Providing effective support</u></p> <ul style="list-style-type: none"> <li>Staff meeting on writing more effective APDRs</li> <li>Build understanding of effective classroom teaching strategies - key to progress for all children</li> <li>Develop the use of targeted interventions for small groups and individual children</li> <li>Developing systems to measure small steps in progress</li> </ul> <p><u>3 - Communication with parents</u></p> <ul style="list-style-type: none"> <li>Half-termly parent coffee mornings</li> <li>Parent workshops - <i>Supporting children with .....</i></li> <li>SENDCo visible and accessible at parents evenings</li> <li>APDRs, EHCP reviews and reports from outside agencies always shared with parents</li> </ul> <p><u>4 - Effective use of TAs</u></p> <ul style="list-style-type: none"> <li>Assess training &amp; support needs of TAs, then use this to provide / source specific training for groups &amp; individuals</li> <li>Training on building children's independence</li> <li>Guidance for teachers on how to best deploy &amp; support TAs.</li> </ul>	<p><u>1 - Identifying and understanding needs</u></p> <ul style="list-style-type: none"> <li>SENDCo to deliver termly staff input on key areas of need - Autism, ADHD, Dyslexia - focussing on early identification &amp; under-identified areas (eg. girls with autism, SEND needs of EAL children)</li> <li>SENDCo carrying out learning walks / lesson visits across year. Prioritise EYFS in Autumn Term.</li> <li>SENDCo to collate info on children with high levels of need through one-page 'passports', summarising needs, interests, what works / doesn't work etc. To be shared with all adults working with that child.</li> </ul> <p><u>2 - Providing effective support</u></p> <ul style="list-style-type: none"> <li>SENDCo &amp; DHT to lead meeting on writing APDR targets that are clearly defined, measurable, manageable and evidence-informed, and then support teachers in drafting Autumn Term APDRs.</li> <li>All staff input on SEND to emphasise that effective first teaching is key, using modelling, scaffolding, flexible grouping, pre-teaching &amp; addressing misconceptions to support all children</li> <li>SENDCo to use EEF, Institute of Effective Education &amp; Communication Trust resources to identify 5 interventions to trial. Consider 'is this the right intervention for this child', link to learning in class, training needs, how impact will be measured. Implement, assess &amp; feedback to SLT.</li> <li>SENDCo &amp; DHT to research and develop systems to measure / evidence small steps in progress</li> </ul> <p><u>3 - Communication with parents</u></p> <ul style="list-style-type: none"> <li>SENDCo to plan calendar of coffee mornings and parent workshops &amp; share this with parents/carers</li> <li>SENDCo &amp; class teachers to ensure information (APDRs, EHCP reviews etc) is always shared with parents, feedback is sought and strategies are shared to build consistency between home &amp; school</li> </ul> <p><u>4 - Effective use of TAs</u></p> <ul style="list-style-type: none"> <li>SENDCo to carry out TA skills &amp; knowledge audit, then use outcomes to plan training programme.</li> <li>Training for all staff on best use of TAs - adding value to what is being done in class, developing independence learning skills &amp; self-regulation, being fully prepared for their role in class.</li> </ul>	<p><u>Short term:</u></p> <ul style="list-style-type: none"> <li>Staff have good understanding of needs of the children they work with</li> <li>APDRs in place, with targets written effectively</li> <li>Programme of staff training, parent coffee mornings &amp; workshops planned</li> </ul> <p><u>Monitored through:</u></p> <ul style="list-style-type: none"> <li>Minutes of MLT meetings, school calendar, training records, APDR reviews</li> </ul> <p><u>Medium term:</u></p> <ul style="list-style-type: none"> <li>APDR support in place and understood by teachers, TAs, parents and carers</li> <li>Trial interventions identified &amp; being delivered, with reasons for choices well understood</li> <li>Programme of TA training in place; TAs feel well-supported in carrying out their roles</li> </ul> <p><u>Monitored through:</u></p> <ul style="list-style-type: none"> <li>Learning walks, pupil voice, staff feedback, Learning Reviews, MLT minutes, Governor Visits</li> </ul> <p><u>Long term:</u></p> <ul style="list-style-type: none"> <li>APDRs reviewed, with impact of support measured (&amp; evidenced where possible)</li> <li>SENDCo can discuss impact of trial interventions &amp; make recommendations on future use</li> <li>Parents of SEND children feel informed, valued and supported</li> </ul> <p><u>Monitored through:</u></p> <ul style="list-style-type: none"> <li>Parent &amp; staff surveys, MLT &amp; governor minutes, APDR reviews</li> </ul>	<p><u>Improvement seen in:</u></p> <ul style="list-style-type: none"> <li>APDR &amp; learning reviews show that needs are well understood, targets are being met and support is being deployed effectively</li> <li>TAs being used to effectively add value to learning and build independence</li> <li>Parent feedback shows that they feel supported, informed and involved in their children's learning</li> </ul> <p><u>Staff can talk about:</u></p> <ul style="list-style-type: none"> <li>The specific needs of the children that they teach / support</li> <li>Effective strategies that are being used to support these children - and how they know that these are effective</li> <li>Successes and failures this year - and what has been done / adapted as a result</li> <li>The support they have received in order to be more effective in their role</li> </ul>







# School Development : Staff Wellbeing

Problem - Why? -	Intended Actions - What? -	Implementation Activities - How? -	Implementation Outcomes - How well? -	Final Outcomes - And so...? -
<p><u>Staffing, sustainability and duty of care:</u></p> <ul style="list-style-type: none"> <li>National surveys show around 80% of teachers believe their job has a negative impact on their mental health and wellbeing</li> <li>Staff feel that job is becoming harder every year and is unsustainable in the longer term</li> <li>This results in lower staff retention, higher staff absence and staff being constantly tired and unable to do their jobs as well as they would like</li> <li>Education Development Trust report on workload reduction (July 2023) concluded that, "as teacher wellbeing improved, so did student attainment".</li> </ul>	<p><u>1 - Understanding concerns</u></p> <ul style="list-style-type: none"> <li>Carry out staff survey to assess wellbeing and identify key concerns</li> <li>Discussions with staff groups at start of Autumn Term - what do you find difficult about your role? What makes you worry?</li> <li>Research best practice and available guidance.</li> </ul> <p><u>2 - Supporting staff</u></p> <ul style="list-style-type: none"> <li>Opportunities for supervision / someone to discuss concerns outside of line management</li> <li>Provide training in response to concerns identified by staff.</li> <li>Review workload impact before introducing any new policy</li> <li>Introduce email / communication protocol</li> <li>Provide dedicated PPA space.</li> <li>Ensure all staff have protected time to discuss plans for the week with class TAs.</li> <li>Make staff wellbeing a standing item on the agenda for governors' meetings, and appoint a Wellbeing Governor</li> <li>Staff recognition &amp; rewards</li> <li>More staff social events</li> <li>Draft Mental Health Policy, including items listed above</li> </ul> <p><u>3 - Reviewing wellbeing</u></p> <ul style="list-style-type: none"> <li>Review with Wellbeing Governor in Spring &amp; Summer terms - discussions with groups of staff, repeat staff surveys, measure take-up of support on offer, what impact are changes having?</li> <li>Evaluate outcomes of reviews and use to identify next steps</li> </ul>	<p><u>1 - Understanding concerns</u></p> <ul style="list-style-type: none"> <li>SLT to write survey, based on guidance from Anna Freud Centre's Wellbeing Measurement for Schools package. Ask staff to complete in first week of term. Guidance document includes suggestions on how to use survey &amp; evaluate results.</li> <li>SLT &amp; Mental Health Lead to carry out discussions with groups of TAs, teachers, MSAs, admin staff - how do you feel about your job? Which parts make you really want to come to work? Which parts do you find difficult? Which make you panic or worry?</li> <li>SLT &amp; Mental Health Lead to read guidance from DfE, Mentally Healthy Schools, Education Support Partnership, Anna Freud Centre, EEF etc. and use to inform next steps.</li> </ul> <p><u>2 - Supporting staff</u></p> <ul style="list-style-type: none"> <li>Use outcomes of activities above to prioritise the introduction of improvements, to include: <ul style="list-style-type: none"> <li>Supervision for staff dealing with complex issues (particularly related to safeguarding)</li> <li>Identified member of staff to talk to, outside of line-management structure</li> <li>Workload review</li> <li>Agree email and communication protocol - when is it OK to send work-related message? When should staff be expected to reply?</li> <li>Dedicated PPA space - guaranteed quiet space, with clear area to work, good wifi etc.</li> <li>TAs to have opportunity to work an extra half-hour after school once a week to discuss learning / plans for week with class teacher</li> <li>Raise profile of wellbeing with governors - item at FPP meeting, appoint Wellbeing Governor</li> <li>Systems for staff recognition</li> <li>Opportunities for social events (if that's what staff want - need to be low-key, very optional)</li> </ul> </li> </ul> <p><u>3 - Reviewing wellbeing</u></p> <ul style="list-style-type: none"> <li>SLT, Mental Health Lead and Wellbeing Governor to review wellbeing and the impact of all of the above in Spring and Summer terms. Draw on broad evidence base (surveys, discussions, feedback etc.)</li> <li>Report back to governing body and adapt / develop provision in light of findings.</li> </ul>	<p><u>Short term:</u></p> <ul style="list-style-type: none"> <li>Survey and discussions with staff groups carried out, providing baseline and identifying key concerns</li> <li>Areas for improvement prioritised, with first 'quick wins' in place</li> <li>Wellbeing governor appointed</li> </ul> <p><u>Monitored through:</u></p> <ul style="list-style-type: none"> <li>MLT &amp; FPP meeting minutes, evaluations of staff survey and discussions</li> </ul> <p><u>Medium term:</u></p> <ul style="list-style-type: none"> <li>80% of items in Section 2 introduced</li> <li>Training provided in response to concerns identified through surveys and discussions</li> <li>Mental Health policy drafted</li> <li>Wellbeing is standing item at governors meetings</li> <li>Workload implications of new approaches reviewed by MLT</li> </ul> <p><u>Monitored through:</u></p> <ul style="list-style-type: none"> <li>MLT &amp; FPP meeting minutes, training records, teacher feedback</li> </ul> <p><u>Long term:</u></p> <ul style="list-style-type: none"> <li>Staff Wellbeing Review carried out, with areas of strength &amp; next steps identified</li> <li>Provision adapted in light of feedback</li> </ul> <p><u>Monitored through:</u></p> <ul style="list-style-type: none"> <li>Outcomes of Wellbeing Review, minutes of governor meetings</li> </ul>	<p><u>Improvement seen in:</u></p> <ul style="list-style-type: none"> <li>Wellbeing survey shows staff are more positive about their job, their mental health and their future in education</li> <li>Staff feel their work is valued</li> <li>Reduction in staff absence</li> </ul> <p><u>Staff can talk about:</u></p> <ul style="list-style-type: none"> <li>Changes that have been made this year that have had a positive impact on their wellbeing</li> <li>Changes that have been made which have reduced their workload or improved their work-life balance</li> <li>Options that are available to them when they feel stressed / overwhelmed / worried about something at work</li> </ul>







# Development & monitoring overview

Term	Development (staff meetings / training / INSET)	Monitoring activities	Other events in school (to be aware of when planning dates)
Autumn 1	<ul style="list-style-type: none"> <li>Sharing highlights from HfL Symposium</li> <li>Subject leadership - planning next steps</li> <li>Structuring model texts</li> <li>Writing effective &amp; efficient APDRs</li> <li>SUBJECT 1 : .....</li> </ul>	<ul style="list-style-type: none"> <li>Review home-school events from 2022-23</li> <li>Pupil Premium review</li> <li>Writing Deep Dive - focus on shared writing</li> <li>ECT observations</li> <li>Parent feedback / questionnaire (parents evening)</li> </ul>	<ul style="list-style-type: none"> <li><i>My New Year Group meetings</i></li> <li><i>KS2 SATs meeting</i></li> <li><i>Afternoon Tea for Macmillan Cancer</i></li> <li><i>Parents evening</i></li> <li><i>Halloween Disco</i></li> </ul>
Autumn 2	<ul style="list-style-type: none"> <li>Home learning</li> <li>SUBJECT 2 : .....</li> <li>Using drama to support reading &amp; writing</li> <li>Identifying &amp; supporting children with autism</li> <li>End-of-term assessments</li> </ul>	<ul style="list-style-type: none"> <li>Review performance management outcomes</li> <li>Science Deep Dive</li> <li>Use of drama in English</li> <li>SEND Learning Walk &amp; review of APDRs</li> <li>Learning reviews in reading, writing &amp; maths</li> </ul>	<ul style="list-style-type: none"> <li><i>Reading week</i></li> <li><i>Christmas Fayre</i></li> <li><i>KS1 production</i></li> <li><i>EYFS Craft Morning</i></li> <li><i>Christmas Dinner &amp; Class Christmas Parties</i></li> </ul>
Spring 1	<ul style="list-style-type: none"> <li>Planning home-school events for the term</li> <li>SUBJECT 3 : .....</li> <li>Shared writing</li> <li>Reviewing APDRs &amp; sharing what works well</li> <li>Subject leadership - standards &amp; assessment</li> </ul>	<ul style="list-style-type: none"> <li>Review home-school events from Autumn Term</li> <li>Staff Wellbeing review</li> <li>Maths Deep Dive</li> <li>SEF reviewed with governors</li> <li>Home learning [using pupil book study approaches]</li> </ul>	<ul style="list-style-type: none"> <li><i>Parents evening</i></li> </ul>
Spring 2	<ul style="list-style-type: none"> <li>Identifying &amp; supporting children with ADHD</li> <li>SUBJECT 4 : .....</li> <li>Effective writing feedback</li> <li>SUBJECT 5 : .....</li> <li>End-of-term assessments</li> </ul>	<ul style="list-style-type: none"> <li>Performance management - mid-year review</li> <li>Writing - shared writing</li> <li>History Deep Dive</li> <li>ECT observations</li> <li>Learning reviews in reading, writing &amp; maths</li> </ul>	<ul style="list-style-type: none"> <li><i>Big Talk</i></li> <li><i>World Book Day</i></li> <li><i>Science Week</i></li> <li><i>Easter Disco</i></li> </ul>
Summer 1	<ul style="list-style-type: none"> <li>Planning home-school events for the term</li> <li>SUBJECT 6 : .....</li> <li>Use of additional adults to support writing</li> <li>SUBJECT 7 : .....</li> <li>Identifying &amp; supporting children with dyslexia</li> </ul>	<ul style="list-style-type: none"> <li>Review home-school events from Spring Term</li> <li>Annual safeguarding review</li> <li>Reading Deep Dive</li> <li>Moderating EYFS &amp; KS2 assessment</li> <li>SEND : use of 1:1 TAs</li> </ul>	<ul style="list-style-type: none"> <li><i>KS2 SATs Week</i></li> </ul>
Summer 2	<ul style="list-style-type: none"> <li>Long-term planning for next academic year</li> <li>SUBJECT 8 : .....</li> <li>Subject leadership - end-of-year evaluations</li> <li>Handover meetings</li> <li>End-of-term assessments</li> </ul>	<ul style="list-style-type: none"> <li>Staff Wellbeing review</li> <li>DT Deep Dive</li> <li>ECT observations</li> <li>Home-school links - repeat parents survey</li> <li>Subject evaluations reviewed by SLT &amp; governors</li> </ul>	<ul style="list-style-type: none"> <li><i>Phonics Screening &amp; Tables Checks</i></li> <li><i>Transition meetings</i></li> <li><i>PGL &amp; Sports Week</i></li> <li><i>Summer Fayre</i></li> <li><i>KS2 production</i></li> </ul>



