BEDWELL SCHOOL

# Bedwell School Development Plan 2026-2027

Bedwell Primary School, Stevenage SG1 1NJ


MARCH
05
PATRICIA HEGARTY
ALEX WILLMORE
SUPERHERO BABY!
Hold on to your nappies!
Keep your rattles at the ready!
There's a new hero in town,
and she means business!
But when one mean menace
terrorises the town, has our
hero met her match?

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# 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 School Effectiveness Advisor and other visiting professionals, along with the criteria 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 2024 report, *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 |
|---|---|---|---|
| Writing | • Writing is area with lowest attainment across school - internal data shows 43.2% on track in Years 1-5<br>• Spelling, handwriting and grammar are key weaknesses throughout school | • Improvement in attainment: at least 50% of children are on track for writing in every year group;<br>• School's approach to writing agreed, understood and in place across all year groups | Kerry Draper (Assistant Headteacher) |
| Maths | • Children are not securing key mental strategies and the instant recall of key number facts early enough<br>• Our children find multi-step problems very challenging and do not know how to adapt strategies to deal with unfamiliar problems (as shown by early analysis of KS2 SATs ) | • Improvement in maths attainment - at least 55% of children on track in all year groups, and less than 15% are working at a 'PRE' standard.<br>• Children in all classes can clearly articulate the step-by-step approach they use for unfamiliar problems, which they have frequent opportunities to practise. | Dean Humber (Maths leader) |
| Early Years | • Outcomes at the end of EYFS are not as strong as we would want them to be.<br>• Monitoring and reports from external advisors have identified missed opportunities to extend learning and thinking, particularly during CIL. | • Improvement in GLD and progress across EYFS<br>• Staff interactions with pupils are of consistently high quality, and all EYFS staff can talk about provision, the way it has been adapted and the learning needs of specific children | Shelley Pateman (EYFS leader) |
| Effective SEND Support | • Teaching staff need to develop knowledge of early identification of SEND and most effective ways to support these children<br>• TAs are not always used effectively to support children with SEND, particularly when working 1:1 | • APDR & learning reviews show that needs are well understood, targets are being met and support is being deployed effectively<br>• TAs being used to effectively add value to learning and build independence | Richard Whitehouse (SENDCo) |
| Subject Leadership | • Subject leaders' evaluation of standards in their subject is incomplete, with more evidence needed to confirm judgements<br>• Teachers need continued support to ensure that our broad curriculum is implemented successfully | • Subject leaders can confidently talk about learning in their subject and have a solid, evidence-based knowledge of strengths and weaknesses<br>• All staff feel supported in delivering the curriculum and can talk about how their practice has developed | David Roberts (Deputy Headteacher) |


DRYWIPE

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# School Development : Writing

| Problem<br>- Why? - | Intended Actions<br>- What? - | Implementation Activities<br>- How? - | Implementation Outcomes<br>- How well? - | Final Outcomes<br>- And so…? - |
|---|---|---|---|---|
| <u>Attainment & Progress:</u><br>• Writing continues to be an area with low attainment across the school. July 2026 data shows an average of 45% EXS or above (this is a rise of 6% from July 2025).<br><br><u>Common weaknesses identified:</u><br>• Being able to build on simple sentences in a way that makes sense<br>• Using oral rehearsal to reduce cognitive load<br>• Understanding the benefit of effective editing by responding to teacher feedback<br>• The need for a sense of purpose behind their writing for a range of audiences | <u>1 - Quality first teaching in all classrooms</u><br>• Ensure that transcription skills are secure<br>• Model and demonstrate through clear articulation, oral rehearsal and shared writing<br>• Teachers to provide quality feedback (both oral and written) enabling pupils to effectively edit and improve their writing<br>• High expectations to reflect the school Presentation Policy and giving real value to a piece of writing<br><br><u>2 - Consistency across the school</u><br>• Ensure all new teachers are clear on the process of teaching each unit of writing<br>• Embed agreed support strategies throughout the school<br>• Oral composition to be a core component during all planning and writing phases<br><br><u>3 - Revision and editing</u><br>• Develop pupil understanding of the importance and benefit of effective editing<br>• Provide all pupils with the time and guidance needed to make successful alterations<br>• Review and monitor writing end points, ensuring there is a clear purpose for the children to work towards | <u>1 - Quality first teaching in all classrooms</u><br>• Writing lead to monitor KS2 spelling lessons, following discussions on current data and need for revision.<br>• Writing lead to monitor and provide feedback to 3/4 teaching staff, including observations and planning sessions (focus on oral composition).<br>• Ensure all teaching staff are aware of the transition between KS1 letter formation and KS2. Provide online support through Letterjoin resources.<br>• All teaching staff to participate in the review of our Presentation Policy. Each child to have a Published Piece Book with one piece of work being added each term. Subject leader to share model (using work from last year?) to make expectations clear.<br><br><u>2 - Consistency across the school</u><br>• Subject leader to work with new staff on planning first unit of work (overview of unit, key lessons, expectations for final piece, offer of team teaching).<br>• Classroom environments to reflect grammatical terms being taught. Classroom washing lines and display pyramids to embed learning.<br>• Subject leader to support new staff in marking and feedback - marking first piece of extended writing together, reviewing books together 2 weeks later to identify where marking has been more/less effective<br>• Teacher handwriting to reflect school policy according to age and ability.<br><br><u>3 - Revision and editing</u><br>• HfL writing advisor to deliver staff training on the editing and improving steps within a unit of work<br>• Staff meeting to review editing strategies, embedding CUPS and ARMS as methods to secure efficient editing practice.<br>• Teachers to repeatedly model editing and feedback using own / shared writing (either on flipchart or visualiser). Support children in understanding that this what all writers do, and it is key part of process of making something as good as it can be.<br>• Writing lead to review current 'end product' suggestions with teachers. Agree alternative methods to ensure that pupils' work has a genuine purpose which has meaning to them | <u>Short term:</u><br>• Spelling lessons are regularly taking place to a high standard<br>• Published Pieces books purchased, model shared and expectations made clear<br>• New staff know how to plan from Essential Writing scheme and understand expectations for presentation & feedback<br><br><u>*Monitored through:*</u><br>• *Lesson visits, book looks, teacher voice*<br><br><u>Medium term:</u><br>• Children can explain the purpose of editing and can show improvements they have made in their writing<br>• Editing and improvement is clearly visible in books<br>• Work being added to Published Pieces books each term<br>• Classroom environments match agreed expectations<br><br><u>*Monitored through:*</u><br>• *Learning walks, book looks, pupil voice, governor visits*<br><br><u>Long term:</u><br>• Teaching of writing matches chosen approach across school<br>• Children can verbalise the 'why' behind their writing - who is the finished piece for?<br>• Improvement in end of year outcomes (50% EXS+)<br><br><u>*Monitored through:*</u><br>• *Assessment outcomes, SEA reports, governor visits, lesson visits, pupil voice* | <u>Improvement seen in:</u><br>• Writing attainment - at least 50% of children on track in all year groups<br>• Pupils attitude to learning - they know why they are writing and are (almost always) keen to produce the best work they can<br><br><u>Pupils can talk about:</u><br>• Key features of the unit of writing they are working on<br>• A piece of work they are proud of and why<br>• What they need to do to be able to improve their writing<br><br><u>Staff can talk about and illustrate:</u><br>• Improvements made by the children in their class this year.<br>• Changes they have made to their teaching of writing this year - particularly in terms of strategies used to promote revision and editing<br>• Differences in progress, outcomes and attitudes to learning between groups of pupils (SEN, EAL etc.) |


Isaac Independence
Healthy Eating Week
Freedom

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# School Development : Maths

| Problem<br>- Why? - | Intended Actions<br>- What? - | Implementation Activities<br>- How? - | Implementation Outcomes<br>- How well? - | Final Outcomes<br>- And so…? - |
|---|---|---|---|---|
| <u>Core knowledge & skills:</u><br>• Children are not securing key mental maths strategies and instant recall of facts early enough. This adds to cognitive load and slows down ability to use written strategies and access wider curriculum.<br>• Understanding of division and fractions<br>• Transition from practical to abstract<br><br><u>Reasoning:</u><br>• Our children find multi-step problems very challenging, and don't know how do adapt the strategies they know to address something unfamiliar *[early analysis of KS2 SATs outcomes supports this - arithmetic outcomes were broadly in line with national, but reasoning was well below]* | <u>1 - Number facts</u><br>• Ensure all staff understand clear progression in which facts are to be secured at which point in each year group.<br>• Provide regular (daily) opportunities to practise and use these facts<br>• Develop understanding of mental maths strategies - core models, what prior learning & key facts do these draw on, what does progression look like<br><br><u>2 - Reasoning</u><br>• Developing staff understanding of what reasoning really is<br>• Teaching a process to engage with any question<br>• Use of teacher modelling and dialogic talk to reinforce and demystify process<br>• Providing more opportunities for children to talk about & compare strategies they have used<br>• Ensuring there are opportunities for reasoning in every lesson<br>• Building independence - *what equipment might I want to use..?*<br><br><u>3 - Division and fractions</u><br>• Reviewing progressing in these strands - what do children need to have secured before moving on to next step, what are key models and vocabulary<br>• Explore use of practical resources to support learning throughout school (not just in EYFS / KS1), and then transitioning from practical to pictorial to abstract in order to understand what's happening (not just 'do the strategy') | <u>1 - Number facts</u><br>• Staff meeting - breaking down core number facts into small groups to be learnt each half-term in each year group, from Reception upwards (unit addition and subtraction, doubles and halves, tables facts).<br>• Share strategies for building recall - snap & dice games, follow-me cards, quizzes, songs, online platforms. Use mix of these in class and share with home to support learning. Building focus maths facts into questions within main teaching.<br>• Staff meeting - how would you expect a child in your class to solve 17 + 19? What knowledge does this build on (especially core number facts)? What does progression look like? Where does practical fit in? Use this process to review progression in mental maths strategies across school, from Nursery up.<br><br><u>2 - Reasoning</u><br>• Staff meeting - what is reasoning? (If we're learning multiplication and every word problem has 2 numbers in it that I need to multiply, that's not it). Agree and teach clear approach that can be applied to any problem - eg: *what do I need to find out, what do I know, what might a sensible answer look like, does this remind me of anything I've done before, would it help if I drew a picture or got some equipment?*<br>• Teacher to model this approach, 'thinking out loud' to show how they would tackle the problem, and to show that it's not about magically 'knowing the answer'.<br>• Build metacognitive skills, so that children can talk about their work and compare strategies - explaining how they did something, why they chose to use certain resources, asking others about their solutions, identifying similarities & differences etc.<br><br><u>3 - Division and fractions</u><br>• Two staff meetings to review progression in understanding of division and fractions across school - invite relevant TAs to join meeting.<br>• Linking strategies being taught to clear understanding of what's actually happening (grouping / sharing / equal chunks…). Identifying what appropriate practical activities could be used to support each stage in progression. Key vocabulary & tackling misconceptions. | <u>Short term:</u><br>• Progression in number facts agreed, with all staff clear on what facts should be focus for this half-term.<br>• Problem-solving approach agreed, and being modelled in all classes (supported by common resources)<br><br><u>*Monitored through:*</u><br>• *Learning walks, pupil voice, staff meeting records*<br><br><u>Medium term:</u><br>• Core number facts being practised, tested and used every day in every class<br>• All children have daily opportunities to develop & apply reasoning skills - genuine problems, teacher modelling, lots of talk about strategies used<br>• Staff have clear understanding of progression in teaching of division and fractions<br><br><u>*Monitored through:*</u><br>• *Learning walks, pupil voice, MLT meetings, Governor visits, reports from external advisors*<br><br><u>Long term:</u><br>• Improvement in end-of-year attainment, particularly in questions requiring reasoning.<br>• Children can instantly recall age-appropriate number facts<br>• Improved mathematical confidence, particularly amongst children in lower groups<br><br><u>*Monitored through:*</u><br>• *Internal & external assessments, reports from SEA & other advisors, learning walks, pupil & staff voice* | <u>Improvement seen in:</u><br>• Maths attainment - at least 55% of children on track in all year groups, and less than 15% are working at a 'PRE' standard<br>• Rapid recall of age-appropriate number facts<br><br><u>Children can talk about:</u><br>• The way they approach unfamiliar reasoning questions<br>• How their teacher has supported them in developing their reasoning skills<br>• What they have learnt about division and fractions this year (giving specific examples that match agreed progression)<br><br><u>Teachers can talk about:</u><br>• What they have done differently this year in order to secure rapid recall of number facts.<br>• Ways in which reasoning skills have improved in their class, giving specific examples. |


stop
HEROES
NYC
Easter

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# School Development : Early Years

| Problem<br>- Why? - | Intended Actions<br>- What? - | Implementation Activities<br>- How? - | Implementation Outcomes<br>- How well? - | Final Outcomes<br>- And so…? - |
|---|---|---|---|---|
| <u>Attainment & Progress:</u><br>• Outcomes at the end of EYFS are not as strong as we would want them to be.<br>• Monitoring and reports from external advisors have identified missed opportunities to extend learning and thinking, particularly during Child Initiated Learning.<br>• Quality of outdoor environment does not match provision indoors. | <u>1 - Assessment</u><br>• Ensure assessment systems across EYFS are secure, robust and purposeful.<br>• Combine baseline assessment on entry with knowledge of individuals gained through transition to identify needs, vulnerabilities and next steps<br>• Use assessment information to effectively tailor teaching, activities and targeted interventions.<br><br><u>2 - Staff interactions</u><br>• Plan a series of half-termly staff development meetings, based on key areas identified as priorities from assessment.<br>• EYFS leader to deliver input and lead cycle of modelling, monitoring and feedback.<br>• Framework of key vocabulary to be taught, used and reinforced, across year, linked to each curriculum area.<br>• Staff training on developing language acquisition for EAL learners.<br><br><u>3 - Writing</u><br>• Staff training on identifying opportunities for writing during CIL.<br>• Developing use of scribing<br>• Using open-ended mark-making materials (not worksheets)<br><br><u>4 - Outdoor environment</u><br>• Clear purpose for each area outdoors, which reflect learning needs of the cohort and curriculum coverage.<br>• Specific adult responsible for each area. | <u>1 - Assessment</u><br>• Work with EYFS Advisor to create an annual cycle of assessment and moderation.<br>• EYFS advisor to moderate baseline judgements<br>• Use DfE resources to develop staff understanding of GLD expectations.<br>• Develop team understanding of next steps for the cohort, groups and individuals.<br>• Using assessment to inform provision maps, with support from SENDCo.<br>• During learning walks, SLT to regularly ask EYFS staff to explain why specific activities have been set out, who they are targeting and what the learning is.<br><br><u>2 - Staff interactions</u><br>• EYFS leader to develop staff development overview for the year - each half-term to have a clear focus *[communication, emotional regulation, mathematics, mark -making…]*, with staff input followed by cycle of modelling, paired observations, monitoring and feedback.<br>• Using EEF high-quality interactions toolkit to support staff understanding<br>• EYFS leader to develop overview of key vocabulary to be taught and used across year. Weekly planning and curriculum overviews to clearly identify vocabulary to be taught and then reinforced in CIL.<br><br><u>3 - Writing</u><br>• EYFS advisor to deliver training on exploiting opportunities for writing during CIL.<br>• EYFS leader to attend HfL *Best Practice for writing in EYFS* training, and then cascade to all EYFS staff.<br>• EYFS leader and writing leader to monitor evidence of scribing - how does this develop across year, from adult scribing everything towards independence?<br><br><u>4 - Outdoor environment</u><br>• EYFS staff to agree which adult is responsible for each area, what teachers will plan (and how it will be shared with TAs), and when the area will be set up.<br>• Key vocabulary identified for each area (drawing on planning and vocabulary overview for year).<br>• During learning walks, SLT to regularly ask EYFS staff to explain activities (as in Area 1). | <u>Short term:</u><br>• Baseline assessments completed and moderated by EYFS advisor<br>• Overview of staff training and development for year complete<br>• Overview of assessment cycle agreed with SLT<br><br><u>*Monitored through:*</u><br>• *EYFS advisor reports, MLT meetings, Learning & Achievement Committee minutes, training records*<br><br><u>Medium term:</u><br>• Assessment data shows progress, and staff are able to verbalise what they did to make this happen<br>• All EYFS staff have engaged with training and can talk about ways in which their practice has developed<br><br><u>*Monitored through:*</u><br>• *Staff voice, MLT meetings, reports from external advisors, learning walks*<br><br><u>Long term:</u><br>• GLD outcomes have improved and match predictions from GLD tracker.<br>• Children are more prepared for expectations of Year 1<br>• Staff interactions are purposeful across environment<br><br><u>*Monitored through:*</u><br>• *Assessment outcomes, pupil and staff voice, learning walks, SEA reports, Governor visits* | <u>Improvement seen in:</u><br>• GLD outcomes<br>• Progress across EYFS<br>• Staff interactions with pupils<br>• Quality of outdoor environment<br><br><u>Staf can talk about:</u><br>• Priorities for teaching and learning<br>• How provision has adapted to meet these priorities<br>• How the children have progressed<br>• What they did to achieve this |


Fire Assembly Point
EmergencyOne
PULL
ESCUE

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# School Development: Effective SEND provision

| Problem<br>- Why? - | Intended Actions<br>- What? - | Implementation Activities<br>- How? - | Implementation Outcomes<br>- How well? - | Final Outcomes<br>- And so…? - |
|---|---|---|---|---|
| <u>Knowledge:</u><br>• Need to develop understanding of new children and EYFS cohort<br>• Staff need to continue to develop knowledge of common barriers and ways to combat them<br>• New staff need an understanding of SEN processes and support in school<br>• 1:1s lack high level understanding of effective support strategies<br><br><u>Communication with parents:</u><br>• Parents of SEND children not as involved and informed as we want them to be<br>• Manging teacher work load whilst ensuring effective communication<br>• Manging parental expectations<br><br><u>Practicalities:</u><br>• Sheer number of SEND children<br>• High level of children needing complex support<br>• Balancing needs of these children with needs of whole class, so all children are taught effectively | <u>1 - Identifying and understanding needs</u><br>• Early identification of needs Foundation Stage / new starters<br>• Build understanding of areas of need and strategies to support<br>• SENDCo using regular learning walks, provision reviews and pupil voice to support identification of needs<br>• Outside professional support sought and utilised wherever relevant<br>• Updating 'pupil passports' and sharing with key staff<br><br><u>2 - Providing effective support</u><br>• Staff meeting allocated to refine gathering evidence to inform ADPR cycle<br>• Further develop use of targeted interventions for small groups and individual children, linked to priorities for English and maths<br>• Developing systems to evidence small steps in progress<br><br><u>3 - Communication with parents</u><br>• Half-termly parent workshops with external speaker - *Supporting children with …….*<br>• Overview of SEND communication with parents written and shared with staff and parents.<br><br><u>4 - Effective use of TAs</u><br>• Audit staff skills and confidence<br>• Target TA training based on outcome of audit<br>• Identifying staff expertise that could be utilised for inhouse training of others<br>• Guidance for teachers on how to best deploy Tas | <u>1 – Identifying and understanding needs</u><br>• SENDCo to target staff input on key areas of need (dyscalculia, SEN needs of EAL, autism in girls)<br>• SENDCo carrying out learning walks prioritising EYFS and Year 3/4 in Autumn Term.<br>• SENDCo to update info on children with high levels of need through one-page 'passports', to be shared with all adults working with that child.<br>• SENCO to create a flow diagram of gathering initial evidence of needs<br><br><u>2 - Providing effective support</u><br>• SENDCo & DHT to lead meeting on refining APDR targets that are measurable & evidence-informed.<br>• SENDCo to support new / less experience teachers in drafting Autumn Term APDRs.<br>• All staff input on SEND to emphasise that effective first teaching is key: explicit teaching of vocabulary, modelling, scaffolding, flexible grouping, pre-teaching & addressing misconceptions<br>• SENDCo to use EEF, Institute of Effective Education & 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 & feedback to SLT.<br>• SENDCo & DHT to research and develop systems to evidence small steps in progress (case studies)<br><br><u>3 - Communication with parents</u><br>• SENDCo to plan a calendar of parent workshops & share this with parents/carers<br>• SENCo to draft SEND communication flow chart<br>• SENDCo & class teachers to ensure information (APDRs, EHCP reviews etc) is always shared with parents in line with communication flow chart, feedback is sought and strategies are shared to build consistency between home & school<br><br><u>4 - Effective use of TAs</u><br>• SENDCo to carry out staff skills & confidence audit, then use outcomes to plan training programme.<br>• Training for all staff on best use of TAs - adding value to the key priorities for the year group. | <u>Short term:</u><br>• Staff have good understanding of needs of the children they work with<br>• SENDCo has detailed knowledge of the needs across the school<br>• APDRs in place and match provision.<br>• Programme of staff training and parent workshops planned<br><br><u>*Monitored through:*</u><br>• *Minutes of MLT meetings, school calendar, training records, APDR reviews*<br><br><u>Medium term:</u><br>• APDR are understood by TAs, parents and carers<br>• Trial interventions identified & being delivered, with reasons for choices well understood<br>• Programme of TA training in place; TAs feel well-supported in carrying out their roles<br><br><u>*Monitored through:*</u><br>• *Learning walks, pupil voice, staff feedback, MLT minutes, Governor Visits, SEA Reports*<br><br><u>Long term:</u><br>• APDRs reviewed, with impact of support measured & evidenced<br>• SENDCo can discuss impact of trial interventions & make recommendations on future use<br>• Parents of SEND children feel informed, valued and supported<br><br><u>*Monitored through:*</u><br>• *Parent & staff voice, MLT & governor minutes, APDR reviews* | <u>Improvement seen in:</u><br>• APDR & learning reviews show that needs are well understood, targets are being met and support is deployed effectively<br>• TAs are used effectively to add value to learning and build independence<br>• Parent feedback shows that they feel supported, informed and involved in their children's learning<br><br><u>Staff can talk about:</u><br>• The specific needs of the children that they teach / support and the progress they have made in specific aspects of learning<br>• Effective strategies that are being used to support these children - and how they know that these are effective<br>• Successes and failures this year - and what has been done / adapted as a result<br>• The support they have received in order to be more effective in their role |



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# School Development : Subject Leadership

| Problem<br>- Why? - | Intended Actions<br>- What? - | Implementation Activities<br>- How? - | Implementation Outcomes<br>- How well? - | Final Outcomes<br>- And so…? - |
|---|---|---|---|---|
| <u>Leadership:</u><br>• Subject leaders are at range of places - some leaders (who have been in place for several years) have detailed knowledge of standards in their subject across school and hold evidence to demonstrate this, but this is not consistent across all subjects.<br><br><u>Teaching:</u><br>• Are pupils developing detailed knowledge and skills across the curriculum? Can subject leaders evidence this?<br>• Is the quality of curriculum implementation consistently high across the school? Are teachers identifying and addressing misconceptions? | <u>1 - Evaluating and planning</u><br>• All subject leaders to review current knowledge of strengths & areas for development, and the evidence they have to support judgements.<br>• Use these findings to inform writing of Subject Development Plans.<br>• Plans shared with governors and reviewed termly with SLT<br>• Subject self-evaluations rewritten and backed-up by evidence base<br><br><u>2 - Supporting teaching</u><br>• Subject leaders identify best way to support teaching (identified in development plan). This will involve:<br>- Identifying and addressing barriers to coverage of curriculum (eg. time / resources / confidence)<br>- Subject leaders planning and delivering staff meeting to address whole school next steps.<br>- Team planning / teaching with staff in one cohort to address specific area<br><br><u>3 - Monitoring</u><br>• DHT to support all subject leaders in carrying out monitoring activities, giving feedback & collecting evidence<br><br><u>4 - Understanding of age-related expectations</u><br>• Build / refresh portfolio of work for their subject, to support teachers in understanding expectations.<br>• Subject leaders to explore other ways to assess outcomes (tick-lists, testing, moderation activities with other schools etc.) | <u>1 - Monitoring and evaluating</u><br>• DHT to lead Staff Meeting - *Where are we and how do we know?* What do leaders know about strengths & areas for development in their subject? What evidence do they have to support these judgements? What are core next steps? These are likely to group around: ensuring coverage of curriculum (all strands in all year groups); developing teaching (supporting planning & delivery); monitoring and collecting evidence; raising profile of subject (eg. through themed weeks); developing understanding of age-related outcomes [see steps below].<br>• Use all of above to draft Subject Development Plans - DHT to model this process and support leaders in writing where necessary. Plans to be shared with governors at start of year and progress to be reviewed termly with SLT.<br>• Leaders to update subject self-evaluations in Summer Term and shared these with SLT and Governors.<br><br><u>2 - Supporting teaching</u><br>• Staff meeting - identify barriers to coverage and effective teaching, focussing on what will have the biggest impact on learning. 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.<br>• All subject leaders to be allocated one staff meeting during year & use this to deliver a session addressing their identified next step. This to then be focus for following monitoring activities.<br>• Subject leaders to team plan / team teach with one phase for one unit during year to address specific area for development.<br><br><u>3 - Monitoring</u><br>• DHT to lead staff meeting on effective monitoring (using video clips to prompt discussion). Focus on looking at a phase rather than individual lessons, identifying key questions to investigate, drawing out common issues, feedback hierarchy (only giving teachers maximum of 2 things to work on - what are 2 most important issues that will have biggest impact), follow-up support.<br>• Monitoring activities to include discussions with children and book looks, as well as lesson visits. DHT to support leaders in monitoring activities - also involve governors where possible.<br><br><u>4 - Understanding of age-related expectations</u><br>• 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. Subject leaders to determine if they believe this work represents age-related in the context of our curriculum intent & feedback to teachers on this. Use these submissions to further develop portfolio of expected outcomes.<br>• Staff meeting - identifying / sharing / discussing possible approaches to assessment - are there any other ways can evaluate standards in our subject? | <u>Short term:</u><br>• Monitoring plan in place & agreed - which subjects in which classes in which term<br>• All subject leaders have written Subject Development Plan and agreed this with SLT<br><br><u>*Monitored through:*</u><br>• *L&A Committee minutes, development plan overview, monitoring plan*<br><br><u>Medium term:</u><br>• All subject leaders are carrying out monitoring activities each term & providing staff with feedback<br>• Subject leaders providing effective support to staff through staff meetings & team planning / teaching<br><br><u>*Monitored through:*</u><br>• *L&A Committee minutes, governor visits, staff meeting resources, teacher feedback*<br><br><u>Long term:</u><br>• Portfolios of age-related work updated and shared<br>• Subject leaders confident to carry out monitoring activities with growing independence<br>• Development Plans reviewed, Subject Self-Evaluations updated and shared with governors and SLT.<br><br><u>*Monitored through:*</u><br>• *Subject SEFs, FGB minutes, performance management reviews, teacher feedback* | <u>Improvement seen in:</u><br>• Subject leaders ability to confidently talk about learning in their subject and answer the question 'how do you know?'<br>• Subject leaders knowledge of strengths and weaknesses in their subject<br>• Subject leaders can talk about specific ways in which they have developed their subject this year, and have evidence to demonstrate this<br>• Teachers feel supported in delivering our curriculum and can talk about how their practice has developed this year<br><br><u>Children can talk about:</u><br>• A broad range of activities, learning opportunities and memorable experiences they have had in each subject<br>• How their teacher has helped them to learn<br>• The skills and knowledge which they have learnt |






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