

| **St Giles’ School Development Plan**  **2022-23** | | **Quality of Education 1**  *To work in partnership with parents to improve learner attendance.*  *Link Governor – Achievement and Standards* | | | | | | | | | |
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| **Target One** | **Actions** | **Lead**  HT / DT / Department Leaders / FSW | | **Resources / cost** | | **Timing**  Blue achieved, Green on track, Amber at risk, Red will miss the milestone | | **Governor Monitoring** | | **Impact / Next Steps** | |
| 1. Deliver clear information to learners, staff and families about the school’s expectations and routines for learner attendance. | 1. Review and revise the school’s Attendance Policy to include Nursery provision and ensure a graded response from designated staff to learner absence on a daily basis. | DHT | | LMT Meeting time | | On track for November 22 | | *Achievement and Standards*  *November 22* | | Staff, families and where appropriate learners, clearly understand the school’s expectations and routines for learner attendance | |
| 1. Ensure families are aware of the school’s policy. | HT | | School News Letter, website and Handbooks | | Content in September and October Newsletters | | *Achievement and Standards* | |
| 1. Departments to develop an offer of irresistible curriculum activities and events across the year. | Department Leaders | | Appraisal target for teachers | | Ongoing throughout the year   * Residential trip Sept 22 * Move & Groove Week Oct 22 * Upper School Wow event Oct 22 | | *Achievement and Standards* | |
| 1. September staff meeting to revise school’s routine responses to learner absence with staff teams, establishing that attendance is ‘everyone’s business’ in school. | LMT | | Teachers’ Meeting Sept 22 | | Completed | | *Achievement and Standards*  *October 22* | |
| 1. Monthly newsletter to families will celebrate the school’s irresistible curriculum offer and consistently emphasise the importance of attendance by learners and its impact on attainment. | LMT | | School News Letter, website and Handbooks | | Content in September and October Newsletters | | *Achievement and Standards*  *October 22* | |
| 1. All school reports for EHCP reviews to include data on individual learner attendance and a reference to its impact on attainment. | Admin Team | | Admin team time | | Discussion September22 – on track to deliver 22-23 | | *Achievement and Standards*  *October 22* | |
| 1. Monitor implementation of attendance policy. | 1. Ensure accurate recording of attendance, including coding of absence. | DHT / SBM | | Admin team time | | Autumn Term | | *Achievement and Standards*  *November 22* | | Attendance Policy to be completed and implemented.  Trends and patterns in learner attendance to be tracked and addressed. | |
| 1. Weekly monitoring in LMT meetings of learner attendance using individual and whole school data with discussion about reasons for absence, patterns, attendance of particular groups and the impact of interventions. | LMT | | LMT Meeting time | | Ongoing – scaffold created for class teachers to use in calls to learners whose absence is causing concern. | | *Achievement and Standards* | |
| 1. Bench marking of whole school data with similar Special School settings | HT / DHT | | Use SLP and links to other special schools | | End of Autumn Term | | *Achievement and Standards* | |
| 1. Weekly monitoring in Multiagency meetings of learner attendance using individual and whole school data with discussion about support offer for children / young people with medical conditions and mental health problems. | HT / DHT | | Weekly Multi-agency meeting | | Ongoing | | *Achievement and Standards* | |
| 1. Learner attendance is discussed on a fortnightly basis in Safeguarding meetings and possible interventions discussed e.g. working with other professionals and agencies, such as social care, local authority attendance officers. | LMT | | Safeguarding Meetings | | Ongoing | | *Achievement and Standards* | |
| 1. Learner attendance using whole school data with discussion about reasons for absence, patterns, attendance of particular groups and the impact of interventions is discussed at every Governors’ Achievement and Standards Meeting. | HT / DHT | | Governor Meetings | | Ongoing | | *Achievement and Standards* | |
| 1. Develop relationship with local authority attendance teams to support implementation of attendance policy. | HT / DHT | | Contact with SEN caseworkers about use of CMIE | | Ongoing | | *Achievement and Standards* | |
| 1. Develop support for learners who are unable to physically attend school due to complex medical conditions. | 1. Meet with Local Authority, Health and Social Care to agree responsibilities for learners too unwell to attend school. | HT | | Contact with SEN caseworkers about use of CMIE | | Ongoing | | *Achievement and Standards* | | Learners who are unwell and unable to attend school are appropriately supported and their return to school assisted. | |
| 1. Continue to work closely with Hospital schools to support the needs of learners in school appropriately. | DHT | |  | |  | | *Achievement and Standards* | |
| 1. Make links to nursing and play team in Rainbow Ward at Croydon University Hospital with support from Special School Nursing Team to ensure essential information about learners’ communication and interests is shared with staff at the hospital. | DHT | |  | |  | | *Achievement and Standards* | |
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| **St Giles’ School Development Plan**  **2022-23** | | **Quality of Education 2**  *To further improve learner access to Alternative and Augmentative Communication (AAC).*  *Link Governor – Achievement and Standards* | | | | | | | | | |
| **Target Two** | **Actions** | **Lead**  HT / Communication TLR | | **Resources / cost** | | **Timing**  Blue achieved, Green on track, Amber at risk, Red will miss the milestone | | **Governor Monitoring** | | **Impact / Next Steps** | |
| 1. Establish a rigorous and sequential approach to the teaching of multi-modal Alternative and Augmentative Communication (AAC) strategies within the school. | 1. Complete Communication semi-formal and formal curriculum booklets with reference to appropriate AAC strategies and techniques for each curriculum pathway. Update website. | Communication TLR | | TLR post holder PPA | | TLR post holder for communication has asked to stand down for the year. Interim holder to be appointed. | | *Achievement and Standards* | | Sequential and rigorous approach to AAC in place and reflected in curriculum. | |
| 1. Communication faculty and SaLT to deliver INSET day October 2022, providing staff team with overview of sequence of AAC approaches to support learners. | Communication TLR / SALT | | £250 – cost of Specialist Teacher.  Video content.  Training to be recorded where possible | | October 31.10.22 | |
| 1. Information on sequential approach used in all training sessions on AAC to be used to create future Induction Booklet for new members of staff. | Communication TLR / SALT | |
| 1. Create an environment where all adults working with learners are communication partners who are modelling learners’ AAC systems using robust AAC systems that are available throughout the day. | 1. INSET day 1.09.22 and ongoing staff training to establish expectation that;  * All learners have access to Total Communication and the many different types of communication they use (e.g., objects of reference, speech, sign, symbol, picture, photo, object, gesture, vocalisations etc.). * Learners’ AAC systems available at all times including meals /play/ assembly, * Communication passports available to supply staff/professionals, describing learners’ AAC systems and communication partner support, * Staff actively model communication in class during adult led sessions. | LMT  Communication TLR / SALT | | Wednesday morning Staff training sessions to be used | | Ongoing throughout the year   * Makaton signing in Friday Staff Briefing sessions * Staff given links to AAC awareness month through October briefing notes | | *Achievement and Standards* | | The school is a Total Communication environment in which all adults working with learners are communication partners who are modelling robust learners’ AAC systems, available to them throughout the day. | |
| 1. Lesson observations in Autumn Term to focus on adults as communication partners and learner access to AAC systems. | LMT / Communication TLR | | Autumn term lesson observations | | Autumn Term | |
| 1. Further develop systematic teaching and use of TaSSeLs: Tactile Signing for Sensory Learners / Makaton within and outside the school for learners with little or no functional speech. | 1. TLR post holder to complete training as Makaton Instructor and familiarise herself with TaSSeLs: Tactile Signing for Sensory Learners. | Makaton TLR | | £2000 | | Current post holder also covering Middle School Department Leader. Training planned for late Spring Term. | | *Achievement and Standards* | | Systematic teaching and use of TaSSeLs: Tactile Signing for Sensory Learners / Makaton within and outside the school | |
| 1. All teachers, TA4/3/2s to complete training in Makaton or TaSSeLs: Tactile Signing for Sensory Learners by the end of the year. | Makaton TLR | | Twilight Summer term | | Twilights to be used Summer Term in place of INSET day(s) ? | |
| 1. Department leaders to agree with teaching staff and SaLT core Makaton and / or TaSSeLs vocabulary each term that links to department topic theme or class routines.   A sign vocabulary book is accessible for all staff in the classroom with this vocabulary. | Department Leaders | | Ongoing | | Ongoing throughout the year   * Makaton signing in Friday Staff Briefing sessions * TaSSeLs training planned for November Wednesday Staff training | |
| 1. One Wednesday staff training meeting each term to be used to enable Departments practise signing of core vocabulary. | Makaton TLR | | Wednesday morning Staff training sessions to be used | | Completed September 21 | |
| 1. Parents to be offered Makaton / TaSSeLs training. EHCP actions to be used to identify most urgent requests. | Makaton TLR | | Summer Term? | | Current post holder also covering Middle School Department Leader. Training planned for late Spring Term. | |
| 1. Involve family in developing vocabulary of the communication book or boards to include fringe / personalised vocabulary reflecting the learner’s interests and their environment. | Communication TLR / SALT / FSW | |  | | Discussion with SaLT and new Communication TLR post holder required | |
| 1. Further develop the creation and use of communication books and boards within the and outside the school for learners with little or no functional speech. | 1. Learners’ EHCPs to reflect AAC needs/provision including  * Time / staff commitment within school required to create and update books and boards, * Time/staffing working in partnership with parents * Role of staff as communication partners in class. | HT / DHT / SENDCO | | EHCP meetings | | Ongoing throughout the year | | *Achievement and Standards* | | High quality Communication Books and boards have been created and are used both within school and in the learner’s family home and local community | |
| 1. LMT to review role of TA3 for Communication to enable creation of communication books / boards. | LMT | |  | | Autumn 22 | |
| 1. LMT, SaLT and TLR Communication post holder to agree;  * Learners who may require a high-tech speech-generating device in the future, * Learners who would benefit from school led tutoring funding to support possible future access to high-tech speech-generating device, * Evidence from class required to trigger / support a specialised assessment,  1. Information from other professionals required to trigger / support a specialised assessment. | LMT | |  | | Autumn 22 | |
| 1. HT and Governors undertake discussion with all services about funding source for AAC equipment. This is reflected in EHCPs. | Communication TLR / SALT | |  | | Letter sent October 22 to Health re – funding for AAC equipment Meeting 20.10.22 with Head of SEN | |
| 1. Establish practice for learners with a clear discrepancy between their level of understanding and their ability to speak:  * to access a specialised assessment * to obtain a high-tech speech-generating device where appropriate, * to develop skills | 1. If high-tech device has been obtained, involve families in;  * developing vocabulary of speech-generating device to include personalised vocabulary reflecting learners’ interests and needs at home, * familiarisation with speech-generating device. | Communication TLR / SALT | |  | | TLR post holder for communication has asked to stand down for the year. Interim holder to be appointed. | | Achievement and Standards | |  | |
| 1. Reflect cost of high-tech device and time within school required to update the device, work in partnership with parents and train the staff team in each learner’s EHCP. | Communication TLR / SALT | | EHCP Meetings | | Letter sent October 22 to Health re – funding for AAC equipment Meeting 20.10.22 with Head of SEN | |
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| **St Giles’ School Development Plan**  **2022-23** | | **Quality of Education / Personal Development 3**  *To further develop support for learners with social communication needs.*  *Link Governor– Achievement and Standards* | | | | | | | | | |
| **Target Three** | **Actions** | **Lead**  HT / DHT / SENDCO/ Department Leaders | | **cost** | | **Timing**  Blue achieved, Green on track, Amber at risk, Red will miss the milestone | | **Governor Monitoring** | | **Impact / Next Steps** | |
| 1. School to undertake a self-audit of current practice using some of the standards from the National Autistic Association Autism Accreditation Assessment .. | 1. SENDCO to identify  * the number of learners with autism identified on their EHCPs, * the number of learners who have social communication identified on their EHCP. | SENDCO | | SENDCO time | | Ongoing | | *Achievement and Standards* | | School to have accurate record of learners who have social communication difficulties and routes for assessment established | |
| 1. Department Leaders to work with teachers to identify  * learners without an ASD diagnosis who teachers believe may have autism, * the main approaches or methods employed by the school to support learners with social communication needs. | LMT | | Department Meetings | |  | |
| 1. LMT and SENDCO to meet with SaLT / community paediatrician to cross reference results and identify, review and discuss:  * Routes for assessment of Learners who may have ASD, * Future training and professional development needs, * Person centred planning for learners with ASD is recorded e.g. communication passports, Behaviour plans. | Department Leaders  SENDCO | |  | | **SENDCO and SaLT have established route for assessment. This has been shared with the staff team.** | |
| 1. Admin team to cross reference SIMS to ensure the school has an accurate record of learners with ASD. | SBM | | Admin time | |  | |
| 1. Focus on INSET day October 2022 to provide the staff team with an overview of approaches or methods to support learners with social communication needs. | Communication TLR / SALT / SENDCO | |  | | Meeting 14.09.22 to plan training by SALT and school for 31.10.22 | |
| 1. Use of Wednesday morning training sessions for further staff training in ASD and approaches or methods to support learners with social communication issues e.g. Zones of Regulation. | SENDCO / Department leader | | Staff Training time | | Autumn term  SENDCO delivered introduction to ASD  Middle school leader - Zones of regulation training  ASD display session – Sarah M Orange | |
| 1. Staff team to receive training in approaches or methods to support learners with social communication issues. | 1. Specialist support e.g. PRICE / Social Eyes, to be sourced to support further training for staff supporting learners with social communication issues who are struggling to make progress. Where appropriate, funding and description of provision to be made through an Interim EHCP meeting and panel application. | LMT / SENDCO | |  | | PRICE training to be undertaken for Green class  Social Eyes booked for 7.11.22 – Green class and Orange class.Panel application for PRICE training made | | *Achievement and Standards* | | Trained staff team able to meet the needs of pupils with social communication issues. | |
| 1. Information used in all training sessions on social communication to be used to create future Induction Booklet for new members of staff. | HT | |  | | Ongoing | |
| 1. Pilot of low stimulus display techniques in Orange Class   School’s display policy to be reviewed by LMT and amended to reflect impact of high visual display on learners with autism and those who have sensory processing impairments. | LMT / SENDCO | |  | | Material ordered for Orange Class  Approach to be shared with staff team 19.10.22 | |
| 1. Create learning spaces that will support autistic children. | 1. SENDCO and Department leaders to support teachers and class teams to think strategically about placing tables, chairs, workstations, computers and cupboards to enable ASD learners and learners with sensory processing issues to have personal space and equipment. This to include;  * use of dividers where appropriate, * access to sensory regulating equipment / activities, * creation of individual workstations with TEACCH activities and workbox and ‘finished’ box. | SENDCO and Department leaders | |  | |  | | *Achievement and Standards* | | School environment made as accessible as possible for pupils with ASD / social communication difficulties. | |
| 1. Lesson observations in Autumn Term to focus on classroom environment for learners with autism. | LMT | |  | | Ongoing | |
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| **St Giles’ School Development Plan**  **2022-23** | | **Leadership and Management 1**  *To improve the accuracy and consistency of EHCPs across the school.*  *Link Governor – Resources* | | | | | | | | | |
| **Target Four** | **Actions** | **Lead** | | **Resources / cost** | | **Timing**  Blue achieved, Green on track, Amber at risk, Red will miss the milestone | | **Governor Monitoring** | | **Impact / Next Steps** | |
| 1. Create role of SENDCO to support accuracy and consistency of EHCPs. | 1. Induction training programme for new SENDCO to include;  * FSW meeting, * Class observations, * Evidence for Learning – familiarity / training, * Moving and Handling / Eating and Drinking training, * Meeting with Sarah Lishmund Early Years Team LA re – EHCP Framework, * Attend LA funding panel meeting. | SENDCO | | Cost f Moving and Handling training | | Moving and Handling / Eating and Drinking training  Meeting with Sarah Lishmund Early Years Team LA re – EHCP Framework  Class observations ongoing  Panel meeting to be confirmed with SEN Head of Service | | *Resources Committee* | | Role of SENDCO established and EHCP process reviewed to support accuracy and obtain appropriate provision for pupils. | |
| 1. Review current EHCP process with teachers identifying positive practice, issues and ambitions. | LMT | | Staff meeting | | Staff Meeting September 22 | | *Resources Committee* | |
| 1. Establish job description and prioritise and timetable workload for SENDCO to include:  * Opportunity to work in partnership with teachers (Thursday pm) * Gathering of evidence for new EHCPs, * Application for equipment/additional provision for learners. | HT | |  | | Job description and timetable completed September 22  Reflected in SEN policy October 22 | | *Resources Committee and* *Achievement and Standards* | |
| 1. SENDCO / Croydon Early Years’ Service / Admin Team to meet to confirm timescales and processes for:  * EHC needs assessment and preparation of the EHC plan, * Timing for EHCP reviews – including transfer between phases, * Use of Admin team for supporting meetings, * Information for parents and recording of views, * Early Years reviews for learners without EHCPs. | HT | |  | | Meetings completed September 22 | | *Resources Committee* | |
| 1. Establish timetable, work station(s) and meeting areas available for SENDCO. Ensure meeting area has access to necessary IT and is conducive to meetings with parents. | SENDCO / HT / SBM | |  | | Autumn Term  Area identified, workstation.  Whiteboard and seating | | *Resources Committee* | |
| 1. LMT and SENDCO to work to identify generic costed education provision for MLD, SLD and PMLD cohorts that reflect the school’s curriculum offer and agreed delegated care and health support for learners, | HT / SBM | |  | | Autumn Term | | *FGB* | |
| 1. Discuss and agree generic costed education provision with Governors | SBM / LMT / SENDCO | |  | | Autumn Term | | *FGB* | |
| 1. LMT and Governors work in partnership with Local Authority, Health and Social Care to identify standard provision for MLD, SLD and PMLD learners. | 1. Provide case studies for the most complex, mid-range and least complex pupils, itemising accurate actual annual costs per placement to the LA, Health and Social Care. | SBM / HT / SENDCO | |  | |  | | *FGB* | | Provision for learners at St Giles reviewed in partnership with Local Authority, Health and Social Care | |
| 1. SENDCO and HT / DHT to identify learners in each cohort whose education provision needs to exceed generic provision. | SBM / HT | |  | |  | |
| 1. Governors and HT to discuss the range of costed provision with the Local Authority, Health and Social Care. | SENDCO / HT / DHT | |  | | Letter sent October 22 to Health re – funding for AAC equipment Meeting 20.10.22 with Head of SEN | |
| 1. LMT / SENDCO to introduce, where appropriate, the use of generic descriptors when reviewing EHCPs and developing new ones. | SENDCO / HT / LMT | |  | |  | |
| 1. School to cease funding full cost of specialist equipment from January 23 recommended by Health Services. This equipment should be provided via the health section of the EHCP and be funded by health. | HT | |  | | Letter sent October 22 to Health re – funding for AAC equipment | |
| 1. Further develop person-centred approach to EHCP reviews partnership with child / young people and their parents taking account of their views, wishes and feelings in EHCP Reviews. | 1. SENDCO to obtain information from Local authority on Personal Budgets as part of the Local Offer establishing eligibility criteria and the decision-making processes should parents require this. | SENDCO | |  | |  | | *Resources Committee and* *Achievement and Standards* | | EHCP reviews foster a partnership with the child / young people and their parents taking full account of their views, wishes and feelings in EHCP Reviews. | |
| 1. Ensure parents and, where appropriate, CYP are part of a discussion about learner attendance and its impact on attainment during the EHCP review. | SENDCO | |  | | **Attendance included in school report Autumn 22** | |
| 1. Review of self-review questions used with learners to further develop learner voice / participation in EHCP reviews using:  |  |  | | --- | --- | | * Video and photos with annotations – Evidence for Learning, | * Paragraphs scribed by a friend/family member/TA, | | * Paragraphs written by the child/young person, | * Low tech communication resource e.g. Talking Mats | | * Mind-maps, |  | | SENDCO / HT | |  | | Questions reviewed and learner involvement increased Autumn 22 | |
| 1. SENDCO / HT to cross reference outcomes set by Local Authority in reviewed EHCPs with targets / outcomes set by school to ensure accuracy. | SENDCO | |  | | Ongoing | |
| 1. Parents to receive a comprehensible record of the level at which their child / young person is working with the EHCP review. | SENDCO / HT | |  | | Ongoing discussion on how to further develop access to this | |
| 1. Ensure that EHC plans actively monitor learners’ progress towards their outcomes and longer term aspirations | 1. Class Team, Class Liaison, Multiagency, Absence Review, Safeguarding and LMT meetings to be used to identify learners whose EHCPs need to be reviewed before their annual EHCP review. | SENDCO / SBM / HT / DHT | |  | |  | | *Resources Committee and* *Achievement and Standards* | | EHC plans actively monitor learners’ progress towards their outcomes and longer term aspirations. | |
| 1. Admin Team to record progress towards EHCP annual targets and outcomes using Excel.   Results to be reported termly to;   * Curriculum faculties and subject leaders * Governors. | LMT / SENDCO / FSW | | Staff Meetings Achievement and Standards meeting | | Progress towards EHCP outcomes shred with teachers Autumn 22 | |
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| **St Giles’ School Development Plan**  **2022-23** | | | **Leadership and Management 2**  *To reduce sickness absence and improve recruitment and retention*   * *Link Governor – Resources* | | | | | | | | |
| **Target Five** | **Actions** | | **Lead**  DHT / HT / Department Leaders | | **Resources / cost** | | **Timing**  Blue achieved, Green on track, Amber at risk, Red will miss the milestone | | **Governor Monitoring** | | **Impact / Next Steps** |
| 1. Ensure line managers have access to the tools and resources needed to support the wellbeing of the team they manage including HR support, accurate staff sickness absence information to further develop strategy for staff wellbeing. | 1. Weekly monitoring in LMT meetings of staff sickness absence using accurate whole school data through:  * SIMS * InVentry   Resulting discussion about possible reasons for absence, patterns, attendance of particular groups, clear routes for escalation for further support as required and the impact of actions and interventions. | | LMT | | InVentry in place November 22 | | Ongoing | | *Resources* | | Line Managers have access to accurate staff sickness absence information in order to further develop strategy for staff wellbeing. |
| 1. Admin team, SBM, HT and DT to meet to agree coding for sickness absence. | | SBM, HT and DT | |  | | Autumn 22 | |
| 1. Governors to receive termly reports on staff sickness absence. | | HT | |  | | Ongoing | |
| 1. HT, SBM and Governors to evaluate support to staff from HR providers and consider changing. | | HT | |  | | Autumn 22 | |
| 1. Give staff the support they need to take responsibility for their own and others’ wellbeing | 1. Ensure staff know how to access appropriate guidance, support and tools, and encourage their use throughout the organisation through INSET Day September 22 and ongoing references during Staff Briefing covering:  * correct procedure for sickness absence, raising concerns and information about the Employee Assistance Programme including Health Assured app. * Staff Handbook  Offer each member of staff details of own absence in last 12 months. | | HT, SBM | |  | | Covered on INSET days and in staff training | | *Resources* | | Staff are given support and are able to take responsibility for their own and others’ wellbeing |
| Establish weekly slot in briefing meetings for staff member to share well-being tips / opportunities with the rest of the staff team. | | HT / DHT | |  | | Ongoing – Weighted hoopla hoop, Pilates and Yoga sessions established | |
| 1. Establish an agenda item for all team meetings to discuss staff wellbeing and what factors are affecting this. | | HT | |  | | September 22 – established for all team meetings | |
| 1. Prioritise staff mental health | Use staff surveys every half term with a different focus to:Identify the factors that affect staff mental wellbeing in school,assess the impact current actions are havingplan further improvements and enhance morale. | | LMT | |  | | October 22 – discussion LMT | | *Resources* | | Staff mental health is positively impacted |
| Formalise weekly class and fortnightly Department Meetings with a standing agenda that contains items on staff wellbeing and factors affecting this. | | LMT | |  | | Completed and ongoing | |
| 1. Establish clear communications policy | 1. LMT to agree clear guidance to all stakeholders (internal and external) on remote and out-of-school including when it is and isn’t reasonable to expect staff to respond to queries. This to be shared through Staff Briefing and in School Handbook | | LMT  LMT | |  | | October 22 – weekend email policy discussed | | *Resources* | | Clear communications policy for staff established and reflected in the Staff Handbook. |
| 1. Include the voice of staff in the decision-making process across the school. | 1. Continue to hold regular Staff Voice meetings with standing agenda agreed with LMT.LMT to compile list of tasks undertaken by staff. Use Staff Voice and teacher appraisal meetings to add to list. | | LMT | |  | | “Keep, tweak or ditch” discussed Autumn term Staff Meeting | | *Resources* | | Staff involved in ongoing decision making process |
| 1. Use Staff Voice and Teachers Meeting Autumn Term to have “Keep, tweak or ditch” – Workload Analysis discussion. | | LMT | |  | | EHCP and Class liaison paperwork under review Autumn Term 22 | |
| 1. Support staff to progress in their careers | 1. Refine the programme of CPD for staff to ensure that there is a regular rhythm of opportunities, to form a coherent programme which includes opportunities for collaboration and expert challenge e.g.  * Further develop use of Specialist Learning Partnership, * Further develop training for QTS / ECT * Develop Induction materials * Develop weekly morning staff training input * review use of external advice / support * review use of Challenge Partners 2022-23   This to be in line with DfE Standard for teachers’ professional development.  [Standard for teachers’ professional development - GOV.UK (www.gov.uk)](https://www.gov.uk/government/publications/standard-for-teachers-professional-development) | | LMT | |  | | Autumn term – weekly staff training agenda set up to reflect priorities in School Development Plan  ECT Fidelity check completed | | *Resources* | | Staff are able to receive CPD to support their progression with their careers. |
| 1. Develop supportive approaches to flexible working and diversity | 1. Create, where possible flexible opportunities to support staff e.g. review possible range of PCSA working hours | | LMT | |  | |  | | *Resources* | | Staff receive supportive approaches to flexible working and diversity |
| 1. SBM / DHT and HT attending ACAS training on Diversity. | | LMT | |  | | September 22 | |
| 1. LMT complete NEU Diversity Survey and develop actions to be agreed with Governors and staff team. | |  | |  | |  | |

| **St Giles’ School Development Plan**  **2022-23** | | **Leadership and Management 3**  *To further develop subject leadership at St Giles.*  *Link Governor – Achievement and standards* | | | | |
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| **Target six** | **Actions** | **Lead**  HT / DT | **Resources / cost** | **Timing**  Blue achieved, Green on track, Amber at risk, Red will miss the milestone | **Governor Monitoring** | **Impact / Next Steps** |
| 1. To agree and implement Bridging Levels in all subject areas. | Progression in core subject Bridging Levels is discussed together with examples of pupil attainment at this level on Evidence for Learning. This to support development of Bridging levels. | HT / DT | Teacher Meetings | Second half of Autumn Term  Second half of Spring Term | *Achievement and standards* | Bridging levels created for all subject areas |
| Compare and moderate the draft Bridging levels against those developed in other subjects. | HT/DT | 1 Teachers Meeting | Second half of Autumn Term |
| Upload new levels onto Evidence for Learning. | DT | Admin time | First half of Spring Term |
| Use progress in SS3, B1,2 and 3 and M1 as focus for Summer Term moderation of foundation subject areas – see Six B2. | DT |  |  |
| 1. Continue to develop the roles of curriculum faculties, subject leaders and Link Governors to develop strong working relationships and drive improvement in subject areas. | Agree Creative Arts Faculty membership and leadership. | LMT / Governors |  | Autumn Term | *Achievement and standards* | Governor visits and subject areas agreed and established |
| 1. Create Link Governors to support Curriculum Faculties and/or subject leaders. | HT / Governors |  | Autumn Term |
| 1. Timetable termly Curriculum Faculty Meetings to support subject leaders. | HT/DT |  |  |
| 1. Develop system of Governor visits, agreed information that will be shared with the Governor and key school events that they could attend. | HT / Governors |  |  |
| 1. Subject Leaders to develop judgements on standards of learners’ work, | 1. Analysing and interpreting data on learners’ attainment in the subject, | DT | Teachers Meeting | First half of Autumn and Spring term  Second half of Summer Term | *Achievement and standards* | Subject leaders have clear understanding of leaners’ attainment across all pathways |
| 1. Reviewing with teachers their assessments of learners’ progress in their classes, including identified groups and individuals, | DT | Teachers Meeting | Second half of Autumn Term and Spring Term  First half of Summer Term |
| 1. Sampling learners’ work for use in Core and Foundation Moderation internal and external (SLP). | DT | Teachers Meeting / SLP |  |
| 1. With support from LMT, subject Leaders evaluate teaching and learning, identifying strengths and areas for improvement. | 1. Subject leaders to be involved in completing lesson observations alongside a member of the LMT and use this to identify strengths and areas for development in their subject. | Subject leaders / LMT |  | Autumn Term  First Half of Summer Term | *Achievement and standards* | Subject leaders have clear understanding of teaching and learning in their subject area across all pathways. |
| 1. Work with Curriculum Faculty to evaluate and further develop the curriculum in their subject, feeding information from lesson observations into the school development plan and updating an action plan for the subject / curriculum faculty. | Subject leaders / LMT |  | Second half of Autumn Term, Spring Term and Summer Term |
| 1. To support the creation of a Curriculum Faculty display and displays for the subject area across the school to ensure they follow the display policy, are of high quality, and accessible to pupils | LMT |  |  |